

OUTLOOK

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

June, 1974

OE REGIONAL CONFERENCES
PROMOTE COMMUNICATIONS
WITH PRIVATE EDUCATORS

A series of conferences begun this spring by U. S. Office of Education (OE) regional commissioners is improving lines of communication between private educators and representatives of OE regional offices and state departments of education. The conferences, specifically aimed at providing private educators with more information on federal programs, were organized at the request of John Ottina, U. S. Commissioner of Education, and Dwight Crum, OE Coordinator of Nonpublic Educational Services.

CAPE Executive Director Robert L. Lamborn—representing the Council at conferences in Boston, Denver, and Atlanta—made a two-pronged appeal for better understanding of the diversity of private education. He urged OE and state education department personnel to make a "concerted effort to know and understand the whole of the private school picture" and challenged private school representatives to "reach beyond the boundaries of their own schools to become informed and participating members in the remarkably varied, but mutually supportive, private school community." Dr. Lamborn predicted that such a broadening of viewpoint will strengthen all of America's schools.

The regional conferences are continuing into June and consideration is being given to follow-up meetings on both the regional and state levels.

CAPE-TYPE ORGANIZATIONS
ACTIVE ON STATE LEVEL

State-level umbrella organizations, similar in structure to CAPE, are serving private elementary and secondary schools or associations in more than a dozen states and the Council is encouraging the spread of such organizations across the country.

The advent of the CAPE-type organizations is relatively recent. Although a few of them date back to the mid-1960s, the majority have sprung up in the last few years. The newest of the groups, the Virginia Council for Private Education, became active this year and others are in the early stages of formation.

While membership policies vary among the organizations, most of them represent a substantial segment of the nonpublic elementary and secondary schools or associations in their respective states. Some of the groups admit individual schools as members; others limit membership to nonpublic school associations or systems; and still others include both.

Like their national counterpart, the state organizations take in both independent and religious schools. Their combined representation includes independent, Catholic, Lutheran (Missouri Synod, Wisconsin, and American), Episcopal, Christian, Hebrew, Seventh-day Adventist, Baptist, Mennonite, Quaker, Montessori, alternative, and free schools.

The organizations share CAPE's general aims: to promote public understanding of and respect for private education and to improve communications among private educators and between the private and public sectors. Principal concerns of the groups often include state legislation, relationships with state departments of education, state regulatory policies, and cooperative inter-associational projects.

Current activities in the Michigan Association of Nonpublic Schools, for example, include planning a statewide nonpublic education conference for this summer and developing a statewide nonpublic school promotion program. The Florida Association of Academic Nonpublic Schools is active in support of state legislation that would require registration of nonpublic schools. The Illinois Association of Nonpublic Schools is working to establish effective relationships with a newly-appointed state board of education and is seeking foundation support for a self-analysis and information gathering project.

States in which the CAPE-type organizations are operating include Arizona, California, Florida, Illinois, Iowa, Kansas, Michigan, Missouri, New York, Oregon, Texas, Virginia, and Washington. Formation of similar groups is under consideration in North Carolina and Georgia.

COUNCIL PREPARING PAPER FOR PHILANTHROPY STUDY

CAPE is participating in an ambitious study of the role of the private, nonprofit sector in the general welfare of the United States. The Commission on

Private Philanthropy and Public Needs, a broadly representative citizens group conducting the research, has accepted the Council's proposal to prepare a two-part paper on the role of private elementary and secondary schools in American society and the significance of private philanthropy in their financial viability.

The Commission was formed last fall as a private, nonprofit research and educational organization at the initiation of John D. Rockefeller III. Its establishment was endorsed by U. S. Rep. Wilbur D. Mills, Chairman of the House Ways and Means Committee; former Treasury Secretary George P. Shultz; and Treasury Secretary William E. Simon.

The multi-faceted study, scheduled for completion this December, will examine and evaluate the ways private philanthropy fits into the efforts, in both the public and private sectors, to provide for the nation's general welfare. It also will include recommendations on possible incentives to strengthen the private support of public needs.

Since the basic issues under study relate to matters of major concern to private education, CAPE responded to an open invitation from the Commission for interested parties to submit written materials. The Council has engaged two leading scholars to prepare its paper. Prof. William Brickman of the University of Pennsylvania will provide the historical portion of the CAPE report and Prof. Donald Erickson of the University of Chicago will explore the financial aspects.

CATHOLIC ENROLLMENT DECLINE LEAST SEVERE SINCE '67-'68

The rate of decline in the number of Catholic schools and in Catholic school enrollments is the lowest since 1967-68, the National Catholic Educational Association

(NCEA) reports. While 1973-74 statistics still show drops in the number of schools and pupils, the percentages of decline have decreased substantially. Rev. Frank H. Bredeweg, NCEA Data Bank Director, said it would be "too soon and probably too optimistic" to describe the situation as stabilizing, but he added that the trend of decline "has clearly slowed down and there is complete absence of panic, and these are indications of stabilization."

VA. PRIVATE SCHOOL BUILDING
DESIGNED TO USE SOLAR ENERGY

design and energy conservation. The solar heating system is planned for a science building to be constructed at The Madeira School in the McLean, Va., area.

Design of the 7,500-square-foot structure calls for the roof to serve as a collector of energy from the sun's rays. The system is expected to result in substantial savings in operating costs of the building, but—because of the pioneering nature of the project—it is impossible to estimate how long it will take to recoup the initial cost of including the solar heating capacity.

Planning of the solar-heated building began at Madeira more than a year ago, well before the "energy crisis" became a prominent national concern. School officials consider the design particularly appropriate for the science building—not only as an energy-saving measure, but also as a catalyst to spark students' interest in the study of science.

OE REORGANIZATION REFLECTS
INCREASED RECOGNITION OF
PRIVATE EDUCATION SECTOR

Nonpublic Educational Services by moving his office into the Office of the Deputy Commissioner of Planning.

A Northern Virginia independent school is experimenting with solar energy architecture in a project that promises to have ramifications for the future of building design and energy conservation. The solar heating system is planned for a science building to be constructed at The Madeira School in the McLean, Va., area.

A recent reorganization within the Office of Education (OE) reflects an increasing recognition of private schools and their involvement in federal programs. The new structure broadens the role of the Coordinator of

Dwight Crum, who became the OE's first nonpublic education coordinator in December, 1971, had been serving in the Bureau of Elementary and Secondary Education before the reorganization. The move into the planning office puts him in a more strategic position with easier access to relevant information concerning OE programs and services. Each of the OE deputy commissioners has designated a principal liaison person to work with Crum on nonpublic school matters.

The structural change results in greater visibility and identification for private schools since it recognizes the potential for their participation in a wider range of programs and implies the desirability of private education contributions to the OE planning process.

CAPE HONORS FATHER KOOB,
DEPARTING NCEA PRESIDENT

of the first CAPE Award for Distinguished Service to American Education.

The Rev. C. Albert Koob, who is leaving his post as president of the National Catholic Educational Association (NCEA) effective this month, will be the recipient

He is being honored for his leadership in Catholic education and for his effective efforts to strengthen the relationships between Catholic and non-Catholic private schools, between private elementary and secondary schools and their counterparts in higher education, and between the private and public sectors of education.

Cary Potter, president of CAPE and of the National Association of Independent Schools, will present the award to Father Koob June 14 at an NCEA luncheon in his honor.

Before his election as NCEA president in 1967, Father Koob served as associate secretary of the NCEA secondary school department. He played a central role in the formation of CAPE and has made major contributions to the Council through service as treasurer and director.

COLLECTIVE NEGOTIATIONS
ARE SIGNIFICANT FACTOR
FOR SOME PRIVATE SCHOOLS

The practice of collective negotiations in public schools has spilled over—to a relatively limited but still significant degree—into private schools, primarily in large urban areas. As a result, private

educators are taking increasing note of the implications of such bargaining practices for their schools.

A recent study conducted among Missouri Lutheran secondary school personnel indicated that most of the teachers had a "strong desire" to participate more fully in decision-making processes and felt that collective negotiations could be a way to achieve that purpose more effectively. The Lutheran study was conducted among 717 teachers and administrators in the 29 Missouri Synod Lutheran community secondary schools by researchers in the Department of Administration and Supervision of the Graduate School of Education at St. John's University in New York.

While the teachers generally expressed an interest in "selected aspects" of collective negotiations, most of the administrators tended to oppose the introduction of such bargaining in their schools. Researchers reported that female teachers favored collective negotiations to a greater degree than male teachers; younger and less experienced teachers more than older and more experienced ones; and urban teachers more than their rural or suburban counterparts. Relatively few differences were found between the attitudes of "called" and "non-called" teachers; but where differences were found, the "non-called" teachers tended to favor collective negotiations to a greater degree.

One of the factors that prompted the Lutheran study was the spread of collective negotiations into the Catholic school system. A survey conducted by the National Catholic Educational Association (NCEA) at the beginning of the 1973-74 school year found collective bargaining being practiced in 19 dioceses in the United States, either on an individual school basis or a diocesan system basis. This represents a decrease from the previous year when 24 dioceses reported some form of collective negotiations.

Negotiations between dioceses and teacher unions occur primarily in large urban dioceses and—except for New York, Columbus, and Pittsburgh—they involve only diocesan high schools. The total number of dioceses in which collective bargaining is practiced represents less than 15 percent of the 145 dioceses reporting in the survey. (There are 158 dioceses in the U. S.)

Collective bargaining seems to have gained less of a foothold in independent schools, partly because these schools are "in no sense systemic," a spokesman for the National Association of Independent Schools (NAIS) suggests. However, some schools affiliated with NAIS do have union-affiliated teachers and a number of others engage in less formal "in house" collective negotiations. Independent school collective bargaining is still centered in the urban Northeast, primarily in the New York City vicinity where teachers in several independent schools are affiliated with the United Federation of Teachers.

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