

OUTLOOK

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

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PRIVATE EDUCATION SECTOR,
WITH NO ENERGY 'SLACK,'
SEEKS FUEL RELIEF ON HILL

Private schools and universities face "unintended" hardships under President Ford's plan to push fuel prices up and energy use down, educators have told Congress. Without changes, schools and colleges must pass soaring fuel bills on to students and cut into academic programs, John F. Embersits of Yale University recently told a Senate Commerce panel. Yale's operations director said such fiscal strains may soon "erode the educational quality of our institutions." Instead of paying faculty salaries, funds may go "up the smoke stacks," he said.

From across the private educational sector, Embersits drew projections. If a \$3 import fee is imposed on residual oil, he said, Yale's annual fuel bill, \$2.4 million four years ago, will rise \$1.7 million more to \$10.5 million. All types of private schools face similar hikes: Princeton University, \$600,000 to quintuple fuel bills since 1972-73; Brown, \$420,000; Dartmouth, \$375,000; and at Lawrenceville School, a "critical" \$65,000. Such schools haven't much "slack" in their use of fuel, he added. Recently, energy conservation drives have cut use at Yale by 36 percent, at Brown by 25 percent, at Lawrenceville School by 23 percent, and at Phillips Exeter Academy by 30 percent.

CAPE polled others. Predicted fuel price hikes range from \$100,000 for Phillips Exeter to thousands of dollars—at least \$110 per student—at independent day schools. These are beyond increases to date; since 1972-73, for instance, the Catholic Diocese in Maine has faced 179 percent hikes at 10 large schools, 138 percent increases at 18 others.

Embersits put a 10-point proposal before the panel, saying individuals, corporations, publicly owned schools—but not private colleges or schools—will get back some of the higher fuel costs in tax relief or revenue sharing. For relief to nonprofit institutions at large, he asked for fairer prices on oil and incentives for conservation.

NIE RESEARCH DELVES INTO
FOOD ADDITIVES AS CAUSE
OF STUDENT HYPERACTIVITY

Artificial flavorings and colorings that doctor many foods in America are under scrutiny as the cause of hyperactivity in about 5 million school children. A San Francisco allergist has raised what the National Institute of Education (NIE) calls "an intriguing hypothesis" that "chemical abuse" is victimizing students. To put that theory to scientific tests, NIE has awarded \$60,000 for a year-long study by Dr. C. Keith Connors of the University of Pittsburgh.

Dr. Ben F. Feingold pioneered dietary research with eight children suffering from hyperkinesis, a disorder making children inattentive, disruptive, and sometimes self-injurious. In his book, Why Your Child Is Hyperactive (Random House), he writes: "Most of the children don't want to be bad. They don't want to be in learning disability classes. They are not subintelligent." He attests: "In my opinion, they are chemically abused. These children are normal. Their environment is abnormal."

Dr. Connors' work involves putting 100 hyperactive children on two diets, first a control one, then one devised by Dr. Feingold. The restricted diet is free of food additives (like those in bread, hotdogs, fruit punches, dry cereals, and ice cream) and free of all fruits and vegetables containing natural salicylates (tomatoes, cucumbers, oranges, apples, grapes, peaches, among others). The diet replaces tranquilizers like Ritalin, which many hyperactive children get, Dr. Feingold says, "as a matter of management."

If the Pittsburgh study bears out Dr. Feingold's findings—of substantial reduction or elimination of hyperkinetic symptoms in children in two to three weeks—NIE foresees two major implications for the nation's schools. First there might be a non-drug remedy for "significant numbers" of hyperactive elementary school children. Second, nutrition requirements for school lunch programs subsidized by the U.S. Department of Agriculture might be changed to reduce students' intake of food additives and salicylates.

BIBLIOGRAPHY PREPARED ON PRIVATE EDUCATION MATERIALS

The Council for American Private Education (CAPE) has started work on an annotated and indexed bibliography that will encompass various aspects of private elementary and secondary education. The document, called "Private Elementary and Secondary Education: A Bibliographic Guide," is designed to help administrators, teachers, researchers, students, and others concerned with private educational materials. It will be a guide for practical use as well as research. Public educators studying implications of private school experiences for the public sector will find it useful, too.

Nancy Zeidner (M.S. in Library Science from The Catholic University of America) is the project's bibliographic specialist, working with CAPE Executive Director, Dr. Robert L. Lamborn. CAPE will offer copies of the bibliography for distribution in mid-summer.

The project primarily involves identification of books, articles in non-professional journals, and other literature. It will supplement resource services of the National Institute of Education. NIE has research and descriptive documents in its data bank, ERIC, and articles from educational journals in Current Index to Journals in Education.

GRANDPARENTS FLOCK MILES FOR SPECIAL SCHOOL DAYS

Grandma and pa are "going back to school" with their grandchildren in two Southwestern private schools, St. Mark's of Texas and St. Luke's Episcopal. For special days, both draw the second generation from miles away. Though parents hang back shyly, teachers say, grandparents "get down on the floor" to share in play and teaching.

ENROLLMENT GROWS IN DAY, BOARDING SCHOOLS IN NAIS

Total enrollment in 688 independent schools is up 2.2 percent in 1974-75 over the previous year, the National Association of Independent Schools (NAIS) reports. The increase of 5,258 students pushed the reported total to 247,797 in NAIS member schools. The association notes increases for these private schools in all categories—boys, girls, and coeducational, both boarding and day—for the first time since 1968-69. All the schools have nondiscriminatory admissions policies.

Of the schools, 23 percent are boarding; those for a single sex show a "dramatic turnaround," NAIS reports, after five years of either no growth or declining enrollments. Coed boarding schools, which have grown markedly in the past three years, seem to be leveling off; coed day schools also are leveling off under the impact of the declining birth rate and sagging economy, according to John Chandler Jr., NAIS Vice President.

QUAKER SCHOOLS PIONEERS
OF EDUCATION IN AMERICA,
STRESS EQUITY AND SERVICE

Quaker schools—some of which became America's early public schools—are outgrowths of the Society of Friends' commitment to education from colonial days.

Quaker historian Thomas Brown recounts that Friends, from their beginnings in England in the mid-17th Century, saw to it that all members were literate; girls as well as boys were to be "skilled in all things civil and useful."

In William Penn's "faire greene citie" of Philadelphia, Quakers quickly set up schools in their log Meeting houses in the early 1680's. By contrast, in the Massachusetts Bay colonies established in 1620, only in 1699 did the Puritans pass laws requiring each village to have a school. Several villages chose to pay the 5-pound fines rather than hire teachers; one opened a school, but specifically barred "females," history says.

For Quakers, schools were for all: girls and boys, the poor as well as the rich. While students were mostly Quakers, the early schools often served as public schools. In New York City, Friends schools outgrew Quaker Meetings' capacity to support them and were taken over by the city. On the frontier, Quaker schools often became public schools.

Today, half of the 65 schools under Quaker aegis lie within 50 miles of Philadelphia. The rest are scattered across the nation. Attendance of non-Friends has grown. With some marked exceptions, Brown says, Friends average only one in ten among the 14,500 students and 1,400 faculty and staff. The average ratio of minority students to whites, Brown says, is slightly larger. A high percentage of Friends school students attend college; about 80 percent graduate. The Friends schools are increasing; in the last 18 months, four new schools opened, two in Pennsylvania and one each in Texas and Florida.

"The peculiar contribution" of Friends schools, according to Brown, remains their view of "all education as inescapably religious and therefore also socially responsible." He explains: "A person's training and heightened gifts belong to his neighbor as well. Peace and war, racism and brotherhood, ignorance and poverty, justice and law and violence, all these are both subjects for study and issues for commitment."

ELEMENTARY PRINCIPALS' UNIT
HAS COMMITTEE FOR INTERESTS
OF PRIVATE SCHOOL MEMBERS

The National Association of Elementary School Principals has a special committee for the 15 percent of its 28,000 members who head private schools. The Committee on Concerns of Nonpublic School Principals

(CCNSP), according to its chairperson, works to improve communications and identify leaders among nonpublic school members of NAESP.

Sister Mary Barbara Sullivan of Sacred Heart Convent in Belmont, N.C., says her group was born in 1971 after a rancorous battle within NAESP over a platform that is titled "Public Monies for Public Schools." In summary, it says that full educational services to meet the individual needs of students "should be provided within the public school system and. . .neither the service nor the system should be diluted by diverting public monies to support private schools." The CCNSP head says the private educators are better served by working within NAESP than by boycotting it. "Public and nonpublic schools have more areas of common interest than they have differences," she says, "and each segment should strengthen and appreciate the other."

The "biggest impact" of the six-member CCNSP has been in providing areas of specific interest to nonpublic school principals in NAESP programs, publications, and seminars, according to Executive Director William Pharis. Also, the committee has provided representation on NAESP's committees on resolutions and constitutional revisions, he says. CCNSP this year plans to unite private school principals across the country; each bloc of 50 will have one voting delegate under NAESP bylaws.

MISSOURI LUTHERANS GATHER
DISPARATE TEACHING AIDS
FOR RELIGIOUS INSTRUCTION

From Methodist primers and nondenominational "flannel-graphs" for first graders to Presbyterian-made posters and Catholic records for older students, one church group's publishing house draws on wide-ranging media from many church groups to package classroom materials to teach children about religion. Concordia, publisher for the Lutheran Church—Missouri Synod in St. Louis, provides learners packets and teachers kits graded from kindergarten through high school.

Dr. Al H. Senske, Secretary of Elementary and Secondary Schools for Missouri Lutherans, says Concordia packages are unique. They combine materials from Lutheran sects with some purchased from other religious publishers. The units are multi-media, from books and songs to hand puppets and puzzles. Each of four program series is "graded" closely for the age of the learners, Senske says. Concordia provides a unit about trust for prekindergartners anxious "as they tumble into nursery school." Another for fourth graders deals with heroes from the Bible, literature, and science. Senske adds that the Concordia approach, titled "Mission:Life," is designed "so that religion isn't something kids just memorize, but something they feel and turn into action."

Concordia's "Mission:Life" materials are used in 70 percent of the 1,400 Missouri Lutheran schools, Senske estimates. The curriculum packaging effort, begun in summer of 1971, is focusing on design of prekindergarten units and supplementary kits for older students.

25 HIGH SCHOOLS PILOTING
NSF-BACKED COURSE TO BUILD
SENIORS' POLITICAL ACUMEN

A new course to teach high school seniors how to participate in politics and government is being tested this year and next in 25 schools, including Friends School in Detroit, Mich., and Central Catholic High School in San Antonio, Tex. Pilot schools serve as "political laboratories" for the seniors to practice decision-making skills learned in the course. Called "Comparing Political Experiences," it was designed by the American Political Science Association, with \$1.1 million in backing from the National Science Foundation since 1972. Pilot schools chosen to test the political science approach represent a mix of school settings, geographic areas, socio-economic and ethnic groupings, and patterns of school governance.

WISCONSIN PRIVATE SCHOOLS
JOIN IN BROAD STATE GROUP

The Wisconsin Association of Nonpublic Schools (WANS) is the fifteenth CAPE-type state organization. Its President, Father Mark Schommer of Catholic Diocese of Green Bay, says the group which formed last fall continues to seek members. The five Catholic dioceses of Wisconsin, two districts of the Lutheran Church—Missouri Synod, and the Union of Christian Day Schools are charter members. WANS is discussing membership and common concerns with Wisconsin Lutherans, Seventh-day Adventists, Hebrew Day Schools, and a coalition of community schools in Milwaukee.

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COUNCIL FOR AMERICAN PRIVATE EDUCATION
1625 Eye Street, N.W. (Suite 1010)
Washington, D.C. 20006
(202) 659-3236

Robert L. Lamborn, Executive Director
