

OUTLOOK

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

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CARTER PRESENTS MEDALLIONS TO PRESIDENTIAL SCHOLARS

"I guess we're fairly typical of the group," said Lisa Corthell of Anchorage, Alaska. "I'm going to Dartmouth and she's going to Princeton." Lisa and her companion, Kimberly Corrette of New Hampshire, were in a group of 121 young people being entertained in the Diplomatic Reception Rooms of the Department of State at a reception for Presidential Scholars. Invited by the President, the group spent four days in Washington attending special-interest seminars, museums, and the theatre. They visited Congressional offices and had luncheon in the Senate Caucus Room. Presentation of medallions by President Carter took place June 9 in the Old Executive Office Building.

Established in 1964, The Presidential Scholars Program has identified over 1,600 students, outstanding in leadership and scholarship. Education Testing Service (ETS) selects 700 candidates; The Commission on Presidential Scholars, appointed by the President, makes the final selection. A boy and girl are chosen from each state, the District of Columbia, Puerto Rico, and American students overseas. Another 15 are chosen at large. At a "town meeting" during the students' recent visit, the group met with Dr. Mary F. Berry, Assistant Secretary for Education, representatives of the U.S. Office of Education, and scholars. The discussion centered around student "tracking" versus "mainstreaming" and the problems and advantages each system creates for gifted students.

Although the exact number is not available, James Bowman of ETS estimates that between 30 and 35 percent of the Scholars this year are from private (nonpublic) schools.

NATIONAL PANEL SAYS ARTS MUST BE SEEN AS CENTRAL

"If we want our world to be still, gray and silent, then we should keep the arts out of school, shut down the neighborhood theatre, and barricade the museum doors," says David Rockefeller, Jr. The arts should be let into "the arena of learning, he continues. The Arts, Education and Americans Panel, headed by Rockefeller, has conducted the most comprehensive study ever undertaken on the role of the arts in general education. The 25-member group, consisting of business people, scientists, artists, educators, and civic leaders, was selected for their concern about the arts, education, and American life.

The panel is concerned that in America the arts are viewed neither as part of everyday living nor as a legitimate part of education. Panel members support the concept of "basic education," but maintain that the arts, properly taught, are basic to individual development. They awaken the senses, open the "learning pores." Panelist Ray Eames, designer and filmmaker, emphasizes that "the real task is to develop programs affecting all the teaching in the school (science, history, physical education)--to raise the level of awareness, discipline, elegance, rigor, pleasure, appropriateness; and to establish a consistent concern for quality in the life of the student--in such a way that the question of art never comes up."

The panel's 330-page report, "Coming to Our Senses" was presented at a Washington, D.C., conference, keynoted by Joan Mondale. The report analyzes the present status of the arts in education and makes 15 recommendations.

FEDERAL EDUCATION AGENCY
CHARTERS DIRECT SERVICES
SHALL BENEFIT ALL SECTORS

The legislative charters for the Federal education establishment undergird recent commitments of HEW Assistant Secretary Mary F. Berry and Commissioner Ernest Boyer to treat private schools as full partners with public

schools. The enabling language refers broadly to promoting the cause of education, providing leadership in scientific inquiry into the educational process, and collecting and disseminating data related to education.

"The purpose and duties of the Office of Education (OE) shall be to collect statistics and facts showing the condition and progress of education in the United States, and to disseminate information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country," according to P.L. 92-318 of 1972.

The same law charged the National Institute of Education (NIE) to "seek to improve education" through: "helping to solve or to alleviate the problems of, and achieve the objectives of American education; advancing the practice of education, as an art, science, and profession; strengthening the scientific and technological foundations of education; and building an effective educational research and development system."

The National Center for Education Statistics (NCES), according to P.L. 83-380 (1974), has as its purpose "to collect and disseminate statistics and other data related to education in the United States and in other nations." NCES's first specific legislative assignment is to "collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States."

\$12M--PRIVATE SECTOR PART
OF ASE, OE, NIE "S AND E"

The President's Fiscal 1978 salary and expense budget for the Division of Education (including NCES, OE, and NIE) is \$152.7 million. Private citizens provide 79

percent of the federal income, according to officials in the Office of Management and Budget and the Internal Revenue Service. About 10 percent of these citizens send their children to private schools. Their taxes provide roughly 8 percent of Federal education "S and E" dollars--or over \$12 million dollars of the \$152.7 million budget.

While other personnel in the agencies are involved in matters which bear on private schools, the present full-time personnel commitment to private education is Dwight Crum, Director of Nonpublic School Services, and Tina Gosnell, Secretary for the office.

STUDY RECOMMENDS COLLEGES
PROVIDE POTENTIAL STUDENTS
BETTER INFORMATION SERVICE

An attempt to eliminate one of the barriers to equal educational opportunity for students--that of inadequate information--has been made by the National Task Force on Better Information for Student Choice. Federal and

state educators have been concerned that prospective students must make decisions on the basis of "incomplete, often inaccurate, or misleading information," and that the burden caused by poor information falls unequally on prospective college applicants.

In 1974, 16 postsecondary institutions and agencies were awarded grants from the DHEW Fund for the Improvement of Postsecondary Education, enabling them to work together on upgrading information made available to prospective students. It was their consensus that traditional catalogs don't provide adequate information, failing, mainly, to help students decide whether the institution is suitable for them. The task force believes that all postsecondary institutions should make their information more relevant to student decisions and more sharply focused on what the institution's program is like.

N.J.-CAPE FORMED: 21st
STATE PRIVATE SCHOOL GROUP
DRAWS 670 SCHOOLS TOGETHER

New Jersey, with the formation of The New Jersey Coalition for American Private Education (N.J.-CAPE), is the twenty-first state to form a state-wide private school organization. The Coalition, organized in late May, represents 670 private (nonpublic) elementary and secondary schools which enroll approximately 220,000 students, according to Joseph R. Fittipaldi, Executive Secretary of the association. The organization, he said, "will promote the interests and betterment" of the state's private schools and "foster" a closer sharing of the state's educational tasks "to better serve" the public interest.

Charter members of N.J.-CAPE: the Union of Christian Schools, the N.J. Association of Independent Schools, the N.J. Christian School Association, the N.J. Episcopal Schools, the N.J. Lutheran Schools, the Community Hebrew Day Schools, the N.J. Catholic Conference, the Catholic schools of the Archdiocese of Newark and the Dioceses of Camden, Paterson, and Trenton. Canon William Scheel, Headmaster, St. Mary's Hall-Doane Academy, serves as the organization's first Chairman.

BIBLIOGRAPHY ANNOTATES,
INDEXES BOOKS, PAMPHLETS
RELATED TO PRIVATE SCHOOLS

Selected writings concerning private schools are dealt with in a new publication: Private Elementary and Secondary Education: A Bibliography of Selected Publications (1950-1974). Prepared for the Council for American Private Education (CAPE) by Nancy I. Zeidner, the bibliography is intended, she says, not only to serve as a useful reference publication, but "to encourage and facilitate" the exchange of information among researchers and practitioners.

Books and pamphlets in the publication represent diverse approaches to private education--those of scholars, administrators, teachers, lay persons, and members of the clergy. While some are the result of intensive research, others provide commentary on the experiences and judgments of the authors. Major categories deal with the status of private schools, church relationships, government relationships, private school finance, teaching methods and materials, and religious education. Preparation of the publication is an outgrowth of CAPE's commitment to the development of a working repository of research and descriptive documents dealing with private education.

PRIVATE ACADEMIES STUDIED
AS POSSIBLE MODELS FOR
PUBLIC-PRIVATE COOPERATION

When Connecticut's Norwich Free Academy was incorporated in 1854, one of its purposes was to "excite in the minds of Parents, Guardians and Children, a deeper interest in the subject of education," to make the courses of study a means of "intellectual discipline," and so develop the capacities of the student and make him "acquainted with himself." New England is dotted with such academies. Some are private schools. Others have evolved into public schools. A number operate as private schools but also serve the public need as community schools where no public schools exist, the students' tuitions paid by sending towns and districts.

In a study of 19 such academies, two founded in 1792 and all but one by 1870, Ralph O. West of the New England Association of Schools and Colleges searched for models for more effective cooperation between the public and private sectors. The study, financed by the Rockefeller Brothers Fund, investigated patterns of organization among the schools and the nature of the linkages with local or regional public school governing bodies and administrative hierarchies. West found the academies serve students and communities well, often at less cost than comparable public institutions. "It is a bargain, to be sure," said a New Hampshire public school superintendent. The study, dealing with schools which are "alive and well" in Maine, Vermont, New Hampshire, and Connecticut, presents findings on programs, governance, finance, and "patterns of flexibility."

SENSING MISSION, ADJOINING
AMERICAN LUTHERAN CHURCHES
FOUND INTERPARISH SCHOOL

Kindergartners, first-, and second-graders will enter Prince of Peace Lutheran School in Chicago for the first time this fall. One grade will be added each year. The interparish school will open because five American Lutheran Church congregations began exploring ways to be of "greater service and ministry to their members and to the community." An elementary school, they decided, would be the most effective way to meet educational and spiritual needs.

One of the churches released classroom and gymnasium space. Seven hundred dollars was raised at a joint choir festival sponsored by the five churches, and a grant of \$10,000, made by the American Lutheran Education Association School Extension Fund, permitted building renovations and the purchase of books and supplies. The remaining expenses will be met by tuitions.

COPYRIGHT LAW REFLECTS
CONCERNS OF CREATORS,
PUBLISHERS, SCHOOL USERS

Congress struggled with revision of the obsolete 1909 copyright law for more than a decade, trying to protect the rights of artists, authors, and publishers in an age of electronic mass media. While educators, librarians, and broadcasters wish to make use of these technologies, artists and authors wish to protect their Constitutional right to their work.

The resulting compromise reform bill goes into effect January 1, 1978. Congressional guidelines, dealing with photocopying, state that for use in scholarly research, or in teaching, or in preparation for teaching a class, teachers may make a single copy of a chapter from a book; an article from a periodical or newspaper; a short story, short essay, or short poem, whether or not from a collected work; a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

They may make multiple copies for classroom use only, and not to exceed one per student in a class, of a complete poem, if it is less than 250 words and printed on not more than two pages; an excerpt from a longer poem, if it is less than 250 words; an excerpt from a prose work, if it is less than 1,000 words or 10 percent of the work, whichever is less; and one chart, graph, diagram, drawing, cartoon, or picture per book or periodical. Teachers may not make multiple copies of a work for classroom use if it has already been copied for another class in the same school; make multiple copies of a short poem, article, story, or essay from the same author more than once in a class term, or make multiple copies of works more than nine times in the same class term; make a copy of works to take the place of an anthology; or make a copy of "consumable" materials, such as workbooks.

For interlibrary-loan purposes, a library may make up to six copies a year of a periodical published within the last five years; make up to six copies a year of small excerpts from longer works; make copies of unpublished works for purposes of preservation and security; make copies of published works for purposes of replacement of damaged copies; make copies of out-of-print works that cannot be obtained at a fair price.

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