

OUTLOOK

1978 EDUCATION AMENDMENTS
STRENGTHEN PROVISIONS FOR
PRIVATE SCHOOL STUDENTS

"The provisions for serving children in private schools are stronger than ever," says Dwight Crum, Director of the U.S. Office of Education (OE) Office of Nonpublic Educational Services, referring to the federal education laws enacted

with the passage of the Education Amendments of 1978. The legislation (P.L. 95-561), signed November 1 by President Carter, increases the opportunities for private school students to benefit in federally funded programs, provides streamlined procedures for the resolution of private school complaints, creates a new national office to serve private education, mandates private school representation in a new presidential advisory committee, and calls for the inclusion of private school data in a major national study of school finance.

Title I (compensatory education), the largest of the federal elementary/secondary education programs, has several major revisions affecting private schools, Crum reports. Among them is a requirement that Title I expenditures for private school students be "equal" to expenditures for public school children, consistent with their numbers. And state education agencies are required to have a monitoring and enforcement plan that includes procedures for resolving complaints from private school officials. The new Titles II ("Basic Skills Improvement") and III ("Special Projects") also require comparable benefits for private school children. Title III includes, among others, metric education, arts in education, environmental education, and preschool programs.

In an important change, Title IV-B ("Instructional Materials and School Library Resources") now requires that state education agencies provide services to private school students in cases when local education agencies do not receive Title IV-B funds. "Before," says Crum, "there was no way to serve private school students who found themselves in such a situation." Title IV-C ("Improvement in Local Educational Practices") now specifically prohibits a state education agency from approving a local education agency's application for funds until it determines that the needs of private school children have been considered through consultation with private school officials. There is, significantly, a new provision designed to assure the speedy resolution of all private school Title IV complaints.

Title XII ("Administrative Provisions") calls for the establishment in OE of an "Office of Non-Public Education" headed by a Deputy Commissioner. It establishes a presidential "Advisory Panel on Financing Elementary and Secondary Education," provides for private school representation among the panel's 15 members, and mandates a national study of elementary/secondary school finance. The study is to include "an analysis of current and future federal assistance for nonpublic elementary and secondary education, including the extent of nonpublic participation in federal programs, trends in enrollments and costs of private education, the impact of private schools on public school enrollments and financial support, and an examination of alternative federal policies for support of private education."

Private school representatives are being consulted by federal education officials as steps are taken to implement these broad new mandates. "The new provisions are the product of significant initiatives on the part of Congress and the Administration, as well as the private school community," says Robert L. Lamborn, Executive Director of the Council for American Private Education (CAPE). "The legislation reflects a considerably more sophisticated federal approach to the task of serving 'targeted' children attending private schools."

ENERGY DEPARTMENT: PRIVATE
SCHOOLS SHOULD ACT NOW ON
CONSERVATION PROJECT PLANS

It is extremely important for private school representatives to become involved now in the development of state plans for administering the new energy law, according to an Energy Department representative. The National Energy Policy Act (H.R. 5037), passed by Congress last month after a year-long delay, provides \$300.5 million for school and hospital energy conservation projects.

The bill, signed by President Carter this month, authorizes grants to nonprofit elementary and secondary schools, colleges, and hospitals for energy audits and installation of energy-saving facilities and equipment. The grant programs will be administered by state energy offices following guidelines to be issued soon by the U.S. Department of Energy. While provisions for private school participation are included in the authorizing legislation, the Department representative stressed that private school people can ensure their participation by "keeping in touch" with state energy offices as they develop plans for implementing the legislation. "It is our intention that everyone be considered equitably--but the final decision on who participates will rest with each individual state," she made clear.

OECD TEAM REVIEWS AMERICAN
POLICIES AND PROGRAMS FOR
EDUCATION OF DISADVANTAGED

American public and private school programs serving the disadvantaged are being studied by a team of international education experts from the Education Committee of the Organization for Economic Cooperation and Development (OECD). The OECD review covers U.S. policies and programs for children and youth from pre-school through postsecondary education. The team's findings will be shared with member countries of OECD (the industrialized countries of western Europe and the United States, Canada, Australia, Japan, and New Zealand), and will be the subject of an international meeting in Paris in 1979.

The team began its visit with a series of meetings with U.S. education officials in Washington, D.C., October 23-25. Public school administrators, teachers unions, parent groups, and the private schools were among those represented at a session on elementary and secondary education chaired by U.S. Deputy Commissioner for Elementary and Secondary Education Thomas Minter. American private schools were represented by CAPE. The group considered the range of federal and state programs for the disadvantaged, probing specifically the peculiar problems of providing equitable services to students in private schools under the restrictions of the U.S. Constitution. The team is headed by Dr. Peter Karmel, Chairman of the Universities Commission in Australia. Its members visited schools in California, Georgia, Michigan, New Mexico, New York, and North Carolina during their three-week stay. OECD, which has studied education policies in 13 of its member countries, first reviewed U.S. policies in 1969 when it focused on education research and development.

CONGRESS BLOCKS EARLY IRS
ACTION ON FRINGE BENEFITS

The Internal Revenue Service (IRS) is barred by Congress, at least until January, 1980, from establishing new regulations regarding the taxation of fringe benefits, including those received by private school employees. Staying action with passage of P.L. 95-427, Congress has assured that IRS will make no hasty decisions on these issues. In the meantime, a House Ways and Means Committee Task Force on Employee Fringe Benefits, chaired by Rep. J.J. Pickle (D-Texas), will study the matter.

In the face of strong opposition by the education community, IRS had proposed to treat as earned income such benefits as tuition remissions for children of school faculty members. Among other education representatives, the American Council on Education has testified against such treatment of benefits to school employees. A report of the testimony heard by Pickle's committee and the committee's recommendations to Congress is anticipated within the next several months.

Nov '78

SUITS IN NORTH CAROLINA,
KENTUCKY TEST STATE POWER
TO REGULATE PRIVATE SCHOOLS

To what extent may government regulate the operation of church-related private schools without interfering in the schools' religious practices? That question is currently before appellate courts in Kentucky and North Carolina.

In Kentucky last spring, 20 Christian schools brought suit against the state, maintaining that state regulation of teacher certification, curriculum, materials, and health standards violated their constitutional right to free exercise of religion. In North Carolina, reversing the initiative, school officials brought suit against 60 Christian schools which did not comply with the state's reporting requirements--requirements calling for information used to determine whether the schools meet minimum state standards for operation. Now the two courts have announced their findings, but they are in significant disagreement and both cases have been taken to higher courts.

In Kentucky State Board of Education v. Hinton, the Franklin Circuit Court held that only the health standards in the schools are subject to state inspection and regulation. The state has appealed this ruling. In State v. Columbus Christian Academy, the North Carolina Superior Court held that the state's requirement that schools report student attendance, general curriculum content, and teacher certification does not infringe on the schools' constitutional rights. State investigation of textbook use was held to be improper. Health standards, it was ruled, should be monitored by other agencies than the state education department. Both sides have appealed. The Christian schools seek to abolish all state regulation; the state claims all authority it claimed in the original suit.

Edwin M. Speas, Jr., Special Deputy Attorney General in North Carolina, stresses that the great majority of the state's 340 private schools are cooperative. "In fact," he says, "Lutheran and Catholic school administrators were among those testifying on behalf of the state." Most private schools, he believes, see compliance with the reporting procedures as a way to enhance their standing as legitimate public service institutions. Nor do all Christian schools agree with the Christian school litigants. "We urge our schools to comply with appropriate state regulations," says Michael Ruiter, Executive Director of Christian Schools International (CSI), a 58-year-old organization based in Grand Rapids, Michigan. CSI was known until recently as the National Union of Christian Schools.

LUTHERAN PARENT-TEACHER
LEAGUE FOCUSES EFFORTS
ON FAMILY LIFE EDUCATION

"We believe strong families are essential to strong schools," says Mrs. Lucille Klass, Executive Director of the National Lutheran Parent-Teacher League (NLPTL). "All our efforts are concentrated on family growth." Every year, NLPTL produces a packet of program-planning materials for its member groups emphasizing a different area of family life education. "In recent years we've dealt with such topics as responsibility for all family members and the importance of values," says Klass. "Next year, our materials will be following the theme of the International Year of the Child with discussion topics on 'The Year of the Family.'" All materials are written so that entire families can participate in program discussions.

About 65,000 parents are represented by NLPTL's 688 member groups, which are located in the continental U.S., Hawaii, and Canada. An affiliate of the Lutheran Church--Missouri Synod, the organization was formed in 1953. Klass has served as its director since 1954. A bimonthly newsletter, an annual convention, and occasional workshops and weekend "re-treats" are among the other services provided by NLPTL.

CORRECTION: OUTLOOK (October) reported that the Middle States Association of Colleges and Schools would require all private schools to use the "narrative" form of the Evaluative Criteria in evaluations, beginning in 1979. Use of this form will be an available option, not a requirement.

FRIENDS SCHOOLS URGED TO
NURTURE BASIC COMMITMENTS
TO ASSURE CREATIVE PRESENT

Education, recently published by Friends United Press, Helen G. Hole documents the origins, history, and evolving philosophy of Quaker education and explores the schools' future in a changing modern society.

In 1668, Quaker leader George Fox founded the first two Friends schools in England in order to instruct pupils "in whatsoever things were civil and useful in creation." In Things Civil and Useful: A Personal View of Quaker

Today, more than 200 Friends schools serve students in North America, Africa, Asia, Australia, Europe, the Near East, and South and Central America. If these schools are to continue to flourish, Hole says, they must not yield to pressures to conform but must, instead, develop and sustain their Quaker philosophy of education "with freshness and vigor," adapting in unique ways to "new times and seasons. It is not by playing down our identity that we shall survive, but by strengthening it," she maintains.

NCES SEMINAR CONSIDERS
IMPROVED PROCEDURES FOR
PRIVATE SCHOOL STATISTICS

of the most promising ways to collect, analyze, and report private school data. At a day-long National Center for Education Statistics (NCES) seminar October 31, participants discussed how NCES could best serve the information needs of those involved in public policy development. Attention focused on data requirements and sources, as well as upon effective procedures for continuing study.

In the spirit of the mandates of the Elementary and Secondary Education Amendments of 1978, federal education officials, cooperating with interested scholars and private school leaders, are intensifying their consideration

The evolving plan envisions coordinated efforts by the U.S. Bureau of the Census, NCES, the U.S. Office of Education, the National Institute of Education (NIE), the University of San Francisco's Center for Research on Private Education (CRPE), and private school leaders. Census has already modified its procedures to provide improved demographic information. Basic descriptive information is being developed through parallel national surveys being conducted by CAPE (for non-Catholic private schools) and the National Catholic Educational Association (for Catholic schools). Research scholars and interested private school representatives, headed by CRPE Director Donald Erickson, outlined a relevant research agenda at an NIE-sponsored conference last December. It is anticipated that there will be continuing study along the lines suggested by that agenda and at the NCES seminar. The next edition of NCES' Condition of Education will reflect such collaborative efforts.

The seminar on private school data is the first in a planned series being conducted by the Statistical Analysis Group in Education (SAGE), recently created by NCES to fulfill the Center's mandate to produce policy-relevant analyses of education survey data. NCES Administrator Marie Eldridge, who welcomed seminar participants, anticipates that SAGE initiatives will permit NCES to make available the information needed for a better informed and more productive consideration of pressing public policy issues.

OUTLOOK is published monthly (September through June) by the Council for American Private Education. Annual subscription \$6. Council members: The American Lutheran Church • American Montessori Society • The Association of Evangelical Lutheran Churches • Association of Military Colleges and Schools of the U. S. • Christian Schools International • Friends Council on Education • Lutheran Church—Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Association of Private Schools for Exceptional Children • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U. S. Catholic Conference. Associated state organizations in Arizona, California, Connecticut, Georgia, Indiana, Kansas, Maryland, Michigan, New Mexico, Oregon, Puerto Rico, Tennessee, Virginia, Washington, and Wisconsin.

COUNCIL FOR AMERICAN PRIVATE EDUCATION
1625 Eye Street, N.W., Washington, D.C. 20006 (202) 659-0016

Robert L. Lamborn, Executive Director; Barbara Blaes, Editor; Kathryn E. Westra, Assistant Editor
