

**The Private Elementary  
and Secondary Education**

# OUTLOOK

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

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*CAPE letter Oct. 23, 1978 to Kurtz*  
*CAPE testimony, Nov. 20, 1978 to IRS*

*CAPE letter to Kurtz, Dec. 12, 1978*

IRS, CAPE OFFICIALS STUDY  
MODIFICATION OF PROPOSED  
PRIVATE SCHOOL PROCEDURE

In an effort to achieve the civil rights goals of their Proposed Revenue Procedure on Private Tax-Exempt Schools without harming schools operating in good faith, Internal Revenue Service (IRS) officials met recently with rep-

representatives of the Council for American Private Education (CAPE) to consider appropriate modification of the procedure. The discussion centered on three points of mutual concern: first, how to identify those schools most likely to be racially discriminatory; second, how to protect those schools operating in good faith; and, third, how to determine which schools are, in fact, discriminatory.

The meeting, one of several with private school representatives initiated by IRS Commissioner Jerome Kurtz, was called in response to a CAPE request for such a discussion made at the December 5 public hearing on the procedure and in a subsequent letter to Kurtz from CAPE's Directors. In their letter, the Directors urged that the proposed procedure be redrafted in consultation with knowledgeable private school representatives. "We wish," CAPE wrote, "to be entirely cooperative in achieving your quite proper purpose, just as we are sure you wish to do so without in any way damaging private schools which are operating in 'good faith' in matters related to civil rights."

Kurtz, in his opening remarks at the meeting, welcomed such cooperative efforts and assured the CAPE delegation, headed by Rabbi Bernard Goldenberg, CAPE's President and Chairman of the Executive Committee of the National Society for Hebrew Day Schools, that IRS was entering the discussion in this spirit. The Commissioner made it clear that the Service's interest is in private schools which are thwarting public school desegregation efforts. Private school representatives, for their part, made it clear that a private school "community" differs from a public school community, that it cannot be defined in geographic terms. They demonstrated that the proposed procedure "cast too wide a net," explained how it would adversely affect the financial position of schools which were found after IRS review to be nondiscriminatory and discussed alternative methods for evaluating a private school's civil rights performance by broad, non-mechanistic, standards.

The meeting adjourned with IRS's assurance that the Service would rethink the procedure in light of CAPE's explanation of private school concerns and with CAPE's assurance that it would provide further suggestions as to the ways in which the procedure could be made effective in achieving the IRS purpose.

ADMINISTRATION, DRAFTING  
EDUCATION DEPARTMENT BILL,  
CONSULTS PRIVATE SCHOOLS

Administration officials, in the process of drafting the President's Department of Education bill for this Congressional session, are discussing with private school leaders how best to frame the legislation to assure ap-

propriate attention to the role of private schools in American education. CAPE, which has as a major goal the evolution of a federal education establishment which, regardless of its structure, treats public and private schools as complementary social institutions serving the public need, is cooperating with those drafting this enabling legislation. The President has assigned a high domestic priority to the creation of a Department of Education.

STATE SPECIALISTS CONFER  
ABOUT EVOLVING GOVERNMENT,  
PRIVATE SCHOOL RELATIONS

Federal administration officials, state education agency (SEA) personnel responsible for liaison with private schools, representatives knowledgeable in state-level matters, and executives of national associations serving public and private schools gathered recently to discuss "Government and the Private Schools." The two-day session, convened jointly by the U.S. Office of Education (OE) and the Council for American Private Education (CAPE), was the first national meeting designed to provide SEA and state-level private school leaders an opportunity to discuss the topic from their perspectives. Approximately 40 education officials, representing 16 states and the District of Columbia, participated in the invitational affair.

Speakers and panelists addressed--and conference participants brought their viewpoints to the discussion of--such topics as: Administration actions affecting private schools; Congress and the private schools; federally mandated studies related to the role of private schools in American education; state boards of education and the private schools; monitoring government programs; a federal Department of Education; and evolving public policy toward private schools.

SCHOOLS MAY INITIATE QUEST  
FOR FEDERAL ENERGY DOLLARS  
UPON STATE PLAN APPROVAL

A preliminary energy audit of a random sample of schools and hospitals will be required of all states participating in the three-year, \$900 million federal school and hospital energy conservation program, according to guidelines proposed by the Department of Energy (DOE). Plans for state technical assistance programs and school and hospital projects will be based on these audits.

When state plans are approved and funds provided, a school may request an audit to determine its potential for achieving energy savings through operating changes or maintenance actions and an assessment of its need for energy conservation measures. Sample measures outlined by DOE include insulation of plumbing and partitions; caulking and weatherstripping; lighting fixture modifications; automatic controls; furnace and utility plant modifications; passive solar systems; and recovery systems. Schools which adopt recommended energy-saving measures are then eligible to apply for grants which must be matched by at least an equal share of nonfederal funds, except in cases of extreme hardship.

*Office of State Specific Programs, DOE, Room 6456 12th & Pa NW  
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DOT STUDY FINDS DANGEROUS  
CARBON MONOXIDE LEVELS IN  
20 PERCENT OF SCHOOL BUSES

Children in one school bus out of five are subjected to harmful levels of carbon monoxide (CO), according to the Department of Transportation (DOT). "Cooperation at this time by state and private school agencies is vital to forestall the dangers of carbon monoxide poisoning of our schoolchildren," maintains Joan Claybrook, chief of DOT's National Highway Traffic Safety Administration.

DOT tested a national sample of 645 school buses under normal operating conditions: 20 percent of the bus interiors were found to have potentially dangerous levels of CO (above 20 parts per million). In over five percent, levels exceeded 50 parts per million. Although no deaths have been reported, CO poisoning incidents involving schoolchildren and bus drivers have occurred and, according to DOT, there have been ". . . many instances of headache, sickness and nausea." Based on the findings of this study, as many as 2.1 million students could be exposed daily to unacceptable levels of CO.

DOT advises governors to review school bus inspection and maintenance practices and all state, local, and private school bus agencies to adopt improved and continuous inspection and maintenance procedures. Major factors causing high CO readings in the buses tested were exhaust system defects; rust areas in bus bodies; leaks around windows, accelerators, brake pedals, and emergency doors; and tailpipes that did not extend beyond the bus body.

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NEA: RESURGENT ATTENTION  
TO GIFTED, TALENTED CALLS  
FOR SPECIAL UNDERSTANDING

The nation's gifted and talented children, long under- served, are receiving increased attention, according to Dr. Frederick B. Tuttle, Jr., Associate Professor of Education at the University of New York, Brockport, author of the National Education Association publication, Gifted and Talented Students. Basing his conclusions on a review of 85 recent studies, he finds common misconceptions about the gifted and talented and suggests measures to improve schools' services to them.

The misconceptions, Tuttle finds, include the belief that gifted children will succeed without special attention; that they have the ability, unsupervised, to occupy themselves effectively in the classroom; that they have little need for emotional support; and that special programs will cause severe adjustment problems by segregating the students. He suggests: the use of a variety of methods for identifying the gifted, rather than sole reliance on intelligence tests; a teacher selection process which emphasizes emotional maturity, intelligence, knowledge of subject matter, and adaptability; wider provision for program enrichment and acceleration; homogeneous grouping; and regular program evaluation.

GRADUATE SCHOOLS OFFER  
NEW PROGRAMS IN PRIVATE  
SCHOOL ADMINISTRATION

Responding to demands for wider provision for graduate studies to meet special needs of private school administrators, teacher training institutions in California, Minnesota, and New York have instituted specifically designed programs to achieve this purpose. The institutions are the University of San Francisco, the College of St. Thomas, and Fordham University.

The University of San Francisco's School of Education, expanding its program, now offers a Doctorate in Private Education Leadership, a program planned for experienced educators who are committed to leadership roles in private education and give promise of making a "significant contribution to private education generally." Last summer, the College of St. Thomas, St. Paul, Minnesota, introduced programs leading to a Master of Arts degree and, for post-masters students, an Education Specialist degree. Both programs emphasize the significant differences between private and public school operation. The Fordham University program leads to a Ph.D. in Administration from the University's Graduate Schools of Education and Religion. Intended for private school and church leaders, the program deals with theoretic knowledge and organizational skills as well as with matters related to the administrator's self-image and identity.

WANS EFFORTS SECURE WIDER  
VARIETY OF INSTRUCTIONAL  
MATERIALS UNDER TITLE IV

A successful legal challenge means Wisconsin private school children now receive federally funded instructional materials and services previously denied them by a restrictive interpretation of the state's constitution by the state's Attorney General. The decision clears the way for equitable treatment of private school children in funding supplementary instructional materials provided under Title IV of the Elementary and Secondary Education Act (ESEA).

The Wisconsin Association of Non-Public Schools (WANS) filed a suit two years ago asking that all Title IV funds due Wisconsin be halted until private school students received comparable benefits. An out-of-court solution was attempted last March, but state school officials confined the meaning of "textbook" to traditional textbooks, denying private school students a broad range of other instructional materials. WANS maintained its lawsuit; in early December state officials agreed to a more inclusive definition. James Boldt, President of WANS and Superintendent of the Southern District-Missouri Synod Lutheran schools in Wisconsin, says that under the expanded definition, printed materials such as atlases and abridged dictionaries are allowed, as well as audiovisual materials like records and filmstrips, and such three-dimensional objects as biological models.

*Wans news release Dec. 21, 1978 Paul Hakon Publicist  
Coordinator 608-257-0004*

RELATIONS WITH GOVERNMENT  
"MOST VEXING" PROBLEM FOR  
PRIVATE SCHOOLS SAYS SIZER

For the foreseeable future, the "most vexing" problem for private schools will surely be the relationship of such schools with the modern state, maintains Dr. Theodore R. Sizer, Headmaster of Phillips Academy, Andover, Massachusetts

and past Dean of the Harvard Graduate School of Education. How should these schools, which, while non-governmental, have "an explicit public purpose," react? Sizer, in Independent School (December, 1978), suggests four guiding principles.

First, he says, those responsible for private schools should inform themselves about their current relationship to government and about current school-state issues. Then they should actively support the interests of the schools. Second, they should "situate" themselves, not as opponents of the public schools, but, rather, as colleagues in a fresh alliance offering collaboration and competition in a complementary and friendly manner. Third, they should promote the democratization of private education. They should be "apostles for freedom of choice in education," while finding ways to keep the control of the schools in the hands of the millions of school-users, not in the hands of an "alliance of educators and government bureaucrats." Fourth, they should present a clear statement of their "most fundamental convictions," the values upon which their schools rest.

Sizer's concluding "most fundamental" conviction--"We believe that pluralism is more important in education than in any other sphere of our culture: freedom of thought is the most fundamental of all freedoms."

FOUNDATIONS URGED TO AVOID  
UNDUE PROFESSIONALIZATION,  
PROVIDE MORE RISK FUNDING

Many large foundations have become so professionalized that "the science of giving has been substituted for a certain brilliance of giving initiative that once characterized philanthropy," says George W. Bonham of Change Magazine, summarizing the comments of a group of foundation leaders and observers attending a seminar on the future of foundations.

In The Future of Foundations: Some Reconsiderations, a report on the seminar, he suggests that "one way of turning the foundation field into a reinvigorated enterprise is for it to return to some of its earlier principles of public service, of finding and supporting inspired individuals and programs, and to play one's hunches."

Holding that foundation people spend too little time asking the fundamental questions, he reminded foundation leaders of the new and growing interest in research on philanthropy as reflected in the more than 100 studies of philanthropic institutions and behaviors now underway in the nation's universities and other research institutions. He questions the willingness of foundations to fund scholarly inquiry into their own activities, and the effect of any unwillingness on independence of thought. "There is here, as elsewhere, the inevitable short-fall of understandable vested interest. Rocking the boat is hardly good practice when you happen to be in it," he says. Remarking that the influence of foundations, relative to other social structures, is increasingly circumscribed by diminished endowments and legislative and governmental strictures, he urges active support of the philanthropic agencies. "The interest in sustaining philanthropy as a viable structure seems to me to be the business of every thoughtful American," Bonham says.

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