

# OUTLOOK

---

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

**Number 48 • February, 1979**

---

(Delayed because of snow)

EDWARD D'ALESSIO APPOINTED  
FIRST DEPUTY COMMISSIONER  
FOR NON-PUBLIC EDUCATION

Dr. Edward R. D'Alessio has been appointed to serve as the first Deputy Commissioner for Non-Public Education.

"Through this appointment, we will redouble our efforts to insure that private schools receive all that they are

entitled to under the law and that HEW's Office of Education pays full and prompt attention to their concerns," said Health, Education and Welfare Secretary Joseph Califano, announcing the appointment. D'Alessio, who will take up his responsibilities in mid-March, is currently President of the College of Our Lady of the Elms, Chicopee, Massachusetts. Formerly, he was Director of the Division of Elementary and Secondary Education within the U.S. Catholic Conference and, in that capacity, served as a member of the Board of Directors of the Council for American Private Education (CAPE).

In the new position, which was mandated by Congress during the last session, D'Alessio will be responsible to advise Commissioner Ernest L. Boyer and Executive Deputy Commissioner for Educational Programs John Ellis on the formulation and development of long-range OE policy regarding educational program services to private school students. He will review OE programs and procedures to insure the effective and equitable provision of mandated services, and he will work to insure that statutory mandates are being carried out in accordance with Administration policies. Further, among other responsibilities, he will coordinate with the Office of Education Community Liaison on matters concerning the exchange of information with other educational organizations and governmental bodies. Dwight Crum continues as Director of Private Education Liaison, serving in this capacity as he has in the past.

OVERSIGHT COMMITTEE HEARS  
TESTIMONY ON REVISED IRS  
PRIVATE SCHOOL PROCEDURE

"We believe that a very small percentage of private schools are operating in a racially discriminatory manner," said Jerome Kurtz, Commissioner of the Internal Revenue Service (IRS), during late February hearings

held by the House Ways and Means Subcommittee on Oversight to consider the February 9 revision of the proposed procedure on tax-exempt private schools. Although unsure about the number of schools which do discriminate and the number of children attending such schools, IRS maintains it has a clear responsibility to remove the tax-exemption of racially discriminatory schools, concentrating on those in communities served by the approximately 1,600 public school districts operating under court-ordered or voluntary desegregation plans.

While spokespersons from both wings of the ideological spectrum cried outrage, centrist representatives supported the IRS purpose, saw the new procedure as a significant improvement over that of last August, expressed serious continuing concern over several matters of principle, and suggested a number of clarifications. Serious concern was most often expressed on these matters: constitutional issues involving the separation of church and state; equity issues involving parental rights, school financing, and the continuing viability of small, non-systemic schools; the determination of whether the "burden of proof" should lie with the school or the Service; the definition of "community"; and the latitude allowed the IRS in regard to the advance assurance of deductibility of contributions. The IRS will accept public comments through April 20.

NCES RELEASES PRELIMINARY  
PRIVATE SCHOOL STATISTICS:  
SCHOOLS ENROLL 5 MILLION

Of the nation's elementary and secondary schools, over 17 percent operate under private auspices, according to an estimate announced by Marie D. Eldridge, Administrator of the National Center for Education Statistics (NCES), reporting on data for the 1977-78 school year. These schools enroll an estimated 5 million students--over 10 percent of the national total. About 60 percent attend schools offering only elementary grades. Approximately 20 percent attend ones offering only secondary grades. Of the remaining 20 percent, 16 percent attend schools offering both elementary and secondary grades. The remainder attend schools offering special education.

Schools were asked to categorize their instructional programs. The response: regular academic--12,700 schools; special education--1,200; and vocational/technical--330. Schools were asked, also, to indicate the federal assistance programs from which their students benefited. Approximate positive responses: Elementary and Secondary Education Act (ESEA) Title I (educationally disadvantaged children)--5,100; ESEA Title IV-B (school library resources, instructional equipment, testing, counseling, and guidance services)--10,600 schools; ESEA Title IV-C (supplementary educational centers and services, exemplary programs, dropout prevention, and health and nutrition services)--1,800; school lunch/milk--8,500; other--1,200.

The NCES "Early Release" is based on a preliminary study of responses from schools participating in a census conducted by NCES with the assistance of CAPE and the National Catholic Educational Association and on data obtained by the Bureau of Census. It provides information on reported data, and does not represent United States totals. A more comprehensive, detailed, and precise report is promised later.

TEACHER PENSION FUND SUIT  
CHARGING SEX DISCRIMINATION  
REMANDED TO LOWER COURT

A lawsuit which alleges discrimination against both women and men teachers by Colby College in Maine because of the structure of its retirement plan has been remanded by the U.S. Court of Appeals for the First Circuit to the U.S. District Court in Maine for a full hearing. The case alleges Colby College discriminates against women because the Teachers Insurance and Annuity Association (TIAA) retirement plan pays smaller monthly annuity amounts to women than to similarly situated men and discriminates against men because the plan provides smaller amounts of life insurance for men than for similarly situated women.

The lower court found no discrimination in the manner in which the annuity was calculated in the case, E.E.O.C. v. Colby College et al. The Court of Appeals observed that "this disparity results from the fact that TIAA determines the amount of coverage it will supply for a given premium by the use of mortality tables based upon the fact that, taken as a group or class, women have a greater life expectancy than men." It suggested the parties might work out a plan involving "a set of genuine employee options or other features" that could "legally include unequal, actuarially sound pension and life insurance benefits for participating men and women."

STUDY SHOWS ATHLETIC  
INJURIES RISE BEYOND  
ONE MILLION IN YEAR

More than one million athletic injuries occurred in public and private secondary schools, colleges, and universities in the 1975-76 school year, it is estimated on the basis of a sampling of 1,510 of the country's 20,000 secondary schools and 980 of the 2,839 colleges and universities. In order to reduce the number, schools should use safer equipment and better trained coaches, treat injuries more promptly, and train students more carefully in rules of safety and of the game. The survey was mandated in the Education Amendments of 1974 and conducted by the National Center for Education Statistics and Pennsylvania State University.

NAPSEC 1979 AGENDA CALLS FOR  
NATIONAL OFFICE STUDY, SPRING  
CONFERENCE, MEMBERSHIP DRIVE

The eighth annual meeting of the National Association of Private Schools for Exceptional Children (NAPSEC) was "exciting" and the scene of "some of the most intense discussion in our brief history," according to President Robert W. Stieg, Director of the Grafton School in Virginia. During the Sarasota meeting, held January 26-28, the members approved developmental work toward the establishment of a national NAPSEC office in Washington, D.C.; an aggressive membership drive; and revision of the organization's governance structure. In addition, the association is eager to participate in federal and new interstate regulation developing bodies and plans a conference with several such bodies this spring. They also plan continued study toward the creation of an independent accrediting commission under sponsorship of NAPSEC.

The organization is an association of 85 member schools and facilities dedicated to strengthening member intercommunication, developing higher program standards, suggesting models of cooperation between public and private education, and providing a public voice for private special education facilities.

NAIS EXPANDS ITS ONGOING  
MINORITY RECRUITMENT EFFORT  
WITH NEWLY FUNDED PROGRAM

Supporting a long-standing commitment to the interests of minority students, the National Association of Independent Schools (NAIS) is launching a new effort to introduce independent elementary and secondary schools to minority families. Sponsored by NAIS's Minority Affairs Committee, and aided by a \$72,500 grant from the Geraldine R. Dodge Foundation, the program provides an introduction and step-by-step guide to the admissions process at independent schools through a pamphlet entitled "A New Dimension: Minorities in Independent Schools."

The grant makes possible printing and distributing 100,000 copies of the booklet to independent school admissions officers, A Better Chance (ABC), the Black Student Fund, and professional, civic, social, and civil rights organizations for their distribution, in turn, to parents. Pamphlets will also be sent to education editors and producers of minority radio and television talk shows. A videotape presentation of independent schools will be produced as part of the NAIS effort and a telephone information service initiated.

In the last 10 years, ABC, an organization which was founded and is supported by NAIS, has recruited 4,500 poor minority youngsters for 90 independent boarding schools. ABC has raised \$16 million in gifts for financial aid; the schools have matched this with an additional \$60 million. John Esty, Jr., NAIS President, reports that this year NAIS schools awarded over \$15 million in aid to 10,000 minority children.

NEW ORLEANS PROVINCE HIGH  
SCHOOLS PROVIDE \$355,000  
IN GRANTS TO 600 STUDENTS

Approximately 600 students in the five Jesuit high schools of the New Orleans Province are receiving a total of \$355,000 in scholarship aid this academic year. "Our awards range from partial on up the scale to full tuition and are based on financial need only," reports Father Charles A. Leininger, Executive Assistant to the Jesuit Provincial. The aid program, established for more than 10 years, is available to students irrespective of race or religion. The scholarship funds come from pledges made by teachers at the schools, parents clubs, fund raising projects, and individual contributions from graduates and friends.

Asked how the investment pays off, Father Leininger, acknowledging that after 23 years as a secondary school principal, "I'm partial," considers the "return" excellent. "Many of our graduates would never have made it without help. They remember it, appreciate it, and in their turn are giving aid to others." The five schools--located in New Orleans, Dallas, Houston, Shreveport, and Tampa--enroll approximately 3,400 students.

STANDARDIZED TESTS SEEN AS  
IMPORTANT MEASUREMENT TOOL  
IN TOTAL EVALUATION EFFORT

Calling for "a reasonable perspective" in the development and use of standardized achievement tests, W. W. Turnbull, President, Educational Testing Service (ETS), argues such tests "remain a key component in any adequate learning information system." Test results have the virtue, he says, of being accurate, objective, and comparable. They are not infallible precision instruments; they do not describe the whole person; and they cannot compensate for developmental differences which occur because of "dramatically" different learning opportunities.

Tests are useful, but they cannot do the job alone. Together, standardized tests and teacher judgements provide the basis for "a fine combination of techniques," comments Turnbull in ETS 1978: Annual Report, but it is difficult to keep "the mix" in balance. Tests have "amply demonstrated" their utility over the past two or three generations. Yet those who call for a high degree of teacher involvement in assessing students are right, he says, as are those who "decry" the use of test scores alone as a basis for evaluating an entire educational program. "To say what some recent critics have said--that even if one wants to know how pupils are doing in arithmetic one should be forbidden to give a standardized test in arithmetic--is to swing the pendulum right out of the clock."

NHF PROGRAM AT HOLLAND  
CHRISTIAN HIGH ONE OF TEN  
PRIVATE SCHOOL PROJECTS

The development of a small Michigan community against the broader backdrop of 19th century America is the focus of a course being offered at the Holland Christian High School of Holland, Michigan. The project, sponsored by the National Humanities Faculty (NHF), is one of 10 current projects involving private schools. The one semester course, an elective open to juniors and seniors, relates the founding and early history of Holland to contemporary 19th century developments in philosophy, government, architecture, and the arts on the national scene. It concludes with a comparison of present values of the larger American culture as they relate to those of the Lake Michigan shoreline community.

NHF has conducted projects with teachers and administrators in over 200 schools and school districts in the past ten years. Nearly 30 of these projects have been in the private sector--the ten most current in Catholic, Christian, and independent schools. Included are two years of in-service and program development opportunities in the humanities broadly, and in such specific disciplines and topics as "The Question of Authority," American studies, English curricula and writing programs, moral education, western civilization, and interdisciplinary humanities.

Schools apply to NHF for services funded by federal, foundation, and corporate grants. The faculty includes among its 600 members creative and performing artists, school teachers, and university scholars. Schools receiving grants are required to provide released time for teachers to work with NHF faculty visitors. Schools identify local needs and strengths, then propose a program of work with NHF visitors who can provide assistance in projects concerning history and social studies, literature and language arts, modern and classical languages, law and ethics, arts in education programs, and interdisciplinary studies. Services to each school equal a \$22,000 cash grant.

---

*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*

---