

# OUTLOOK

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

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CONGRESS DELAYS IRS ACTION  
ON PRIVATE SCHOOLS' TAX-  
EXEMPTIONS, CONTRIBUTIONS

The House and Senate have virtually assured that the Internal Revenue Service (IRS) will be blocked on two private school "fronts" until October 1980, and legislation before the Senate would assure deductibility of charitable contributions to a wide range of organizations from which the taxpayer or a member of his family might receive services, including educational benefits.

Implementation of IRS' Proposed Revenue Procedure Regarding Tax-Exempt Status of Private Schools (directed at schools with racially discriminatory admissions practices) and Revenue Ruling 79-99 (dealing with deductibility of charitable contributions to organizations supporting private schools) has been blocked by passage of parallel amendments to the 1980 Treasury Department bill (H.R. 4393), amendments with strong support among the conferees.

Senators Packwood (R-Ore.), Eagleton (D-Mo.), and Moynihan (D-N.Y.) have proposed legislation (S. 1705) which would amend the Internal Revenue Code by providing that "no amount paid to a corporation, community chest, fund, or foundation shall be denied treatment as a charitable contribution solely because of any educational benefit or other service received by the taxpayer or any other person from such corporation, community chest, fund, or foundation, or a related organization, except to the extent that the payment is made subject to an express instruction or designation, written or verbal, that the payment will be used or applied for the direct benefit of the taxpayer or a member of his family."

ROBERT L. SMITH APPOINTED  
CAPE'S EXECUTIVE DIRECTOR--  
TO ASSUME OFFICE OCTOBER 1

Robert L. Smith has been named Executive Director of the Council for American Private Education (CAPE), replacing Robert L. Lamborn, who resigned in April, according to an announcement by Rabbi Bernard Goldenberg, CAPE President. Smith taught at Columbia University and served as Assistant Dean for the College and Assistant Registrar for the University before going to Sidwell Friends School in Washington, D.C. to serve for 13 years as Headmaster. Currently, he is with the U.S. Senate Committee on Government Operations, assisting Senator Thomas F. Eagleton (D-Mo.) in holding a series of hearings on basic skill achievement in U.S. public elementary and secondary schools. He will assume his duties at CAPE October 1.

"It is significant that a Quaker educator, whose accomplishments include successful efforts on behalf of minorities in private schools and who has had a distinguished career in private educational institutions of high quality, has been chosen to represent the common interests of the nation's private schools," commented Rabbi Goldenberg, Chairman of the Executive Committee for the National Society for Hebrew Day Schools, in announcing the appointment. He went on to say, "We owe Bob Lamborn a tremendous debt. As CAPE's first Executive Director he shaped CAPE and put it in the mainstream of American education. His initiative and skills projected the nonpublic school world into the halls of government."

CAPE's fifteen member national organizations serve more than 15,000 schools, enrolling 4.2 million children. Member organizations are nonprofit and subscribe to admission policies which are nondiscriminatory on the basis of race, color, and national origin.

OE CLARIFIES REQUIREMENTS  
FOR SERVICES TO HANDICAPPED  
CHILDREN IN PRIVATE SCHOOLS

"Issues raised by private school educators vis-a-vis services to handicapped children in private elementary and secondary schools" were addressed recently in the Office of Education by the head of the Bureau of Education for the Handicapped, reports Deputy Commissioner Edward R. D'Alessio, Office of Non-Public Education. Deputy Commissioner Edwin W. Martin wrote informally to State Directors of Special Education outlining the private school requirements of Part B of the Education of the Handicapped Act, as amended by P.L. 94-142. His action was necessary because of differences in the way states carry out the private school provisions of the law, provisions which are not new, Martin noted, but are "currently in effect."

Requirements covered in Martin's letter include the identification, location, and evaluation of handicapped children, the services provided them, and the methods and settings for those services. The necessity of consultations between local education agency officials and private school officials was covered, as were compliance and monitoring requirements, among others. An ad hoc task force to "develop further interpretations of Part B and the Education Division General Administrative Regulations concerning services to private school handicapped children" will be set up, Martin reports. It will consist of representatives of state and local educational agencies and representatives of private schools and associations.

NCES ESTIMATES 5.0 MILLION  
ATTENDING PRIVATE SCHOOLS

As the school year begins, five million students, or 10.7 percent of those attending the nation's schools (K-12), are enrolled in private (nonpublic) schools, according to estimates released by the National Center for Education Statistics (NCES). Private schools are serving 11.4 percent of the schoolchildren in grades K-8 this year and 9 percent of those attending grades 9-12. NCES estimates that private schools are holding their enrollment levels in spite of a 859,000 decline in the total school age population, increasing their percentage of schoolchildren from 10.5 to the 10.7 percent.

✓ PRESIDENT APPOINTS COONS,  
HUGHES TO ADVISORY PANEL  
FOR SCHOOL FINANCE PROJECT

President Carter has appointed the Advisory Panel on Financing Elementary and Secondary Education. The 15-member panel, mandated in the Education Amendments of 1978 and headed by Victoria Lederberg, Rhode Island College psychology professor and member of the Rhode Island General Assembly, will include John Coons, law professor at the University of California at Berkeley, and Edward Hughes, Auxiliary Bishop of Philadelphia. Both are well informed on private school finance issues.

The panel will provide advice to the HEW Secretary about work planned and conducted by the HEW School Finance Project Staff, headed by Emerson J. Elliott, Project Director, as well as make recommendations for legislation. While the staff has prepared draft study plans and held a series of meetings to consider the issues involved, Elliott stresses that "no plan will be sent to Congress until the Advisory Panel has had an opportunity to review it and until changes have been made reflecting Panel and other advice." The plan must be transmitted to Congress 60 days before research can begin--before Requests for Proposals, for example, can be issued. Private school representatives have been involved throughout these preliminary activities.

Section 1203 of the Amendments calls for general consideration of issues which clearly relate to the role of private schools in the financing of American education and specifically, in Section 1203 (e) 10, for "an analysis of current and future Federal assistance for non-public 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."

AMERICAN MONTESSORI SOCIETY  
DRAWS 500 TO INTERNATIONAL  
SYMPOSIUM IN ATHENS, GREECE

The American Montessori Society (AMS) recently held an International Symposium in the "cradle of Western civilization," focusing on problems of children throughout the world and on ways educators can help meet those problems with specific techniques. The Symposium was held in Athens, Greece, August 14-16. Seven countries were represented among the presenters; about 500 people attended.

The Greek government was "extremely receptive," reports Bretta Weiss, National Director of AMS. Ioanna Tsatsou, the First Lady of Greece, "welcomed us at our opening meeting," she continued. "We have also been invited to participate in Israel's first International Early Education Congress in Tel Aviv in January, 1980." During the three-day meeting, the participants concentrated upon research related to the learning processes of young children, considering reports on Montessori research, as well as on research dealing with other educational methods. Symposium proceedings will be published in December.

AMS is supported entirely by its members, which include over 400 affiliated Montessori schools, over 2,000 teacher members, 30 teacher training courses, and the parents of some 20,000 students. The majority of AMS schools are in the private sector, but there are affiliates in Head Start and in public schools in twelve states. All constituents are involved in early childhood education, with the bulk concentrated in pre-primary programs.

PRIVATE SCHOOL CHILDREN  
IN PENNSYLVANIA BENEFITING  
FROM TITLE IV-B SERVICES

"The project makes it possible for us to make major purchases which would be difficult under our regular budget," reports an Episcopal school librarian. "We can buy science kits now as well as reference books," says a Christian school administrator. "The kits help children learn about their environment, how their bodies work, and good nutrition," relates a Montessori teacher.

These comments, reported in Focus on Pennsylvania's ESEA Title IV-B Projects in Private and Non-public Schools, are made by private school people whose students are benefiting from funds made available through ESEA Title IV-B. The funds are used to supplement existing educational programs by the acquisition of school library resources, textbooks, and other printed materials; the acquisition of instructional equipment, such as laboratory and audio-visual equipment; and the development of programs for testing students and providing counseling and guidance services in educational and vocational matters.

Sister Mary Arthur, I.H.M., Director of Library and Media Services for the Archdiocese of Philadelphia, has 360 schools under her jurisdiction; 269 are elementary. She compiled for each library lists of basic reference books and supplementary materials to be purchased with ESEA seed money. A training program for 1,200 voluntary library aides was instituted. "There is no doubt," she says, "that the development of our elementary libraries has played an important role in the rise in our children's reading scores." Mennonite, Hebrew, Moravian, and Christian schools, among others, have also benefited.

CARTER NAMES FITTIPALDI TO  
NATIONAL ADVISORY COUNCIL  
ON VOCATIONAL EDUCATION

A leading private school administrator is among 17 persons appointed by President Carter to the National Advisory Council on Vocational Education. Joseph R. Fittipaldi, Coordinator for Education of the New Jersey Catholic Conference, looks forward to the opportunity "to serve nonpublic education" and hopes that his presence on the Council will assure that private school students will be able to "participate fully" in all vocational education programs, as was intended by Congress. Fittipaldi was appointed by the Governor to the New Jersey Advisory Council on Vocational Education in 1975. He also serves as the CAPE State Representative for New Jersey and as the Executive Secretary of the New Jersey Coalition for American Private education.

OE, CAPE SPONSOR NATIONAL  
TELECOMMUNICATIONS SEMINAR

Private school leaders who are active at the state level and state education agency representatives responsible for liaison functions with private schools, met recently with CAPE Directors and personnel from the U.S. Office of Education (OE) to discuss ways in which evolving telecommunications technology might be used to improve inter-agency effectiveness on all levels. Participants in the seminar, convened jointly by OE and CAPE and chaired by Dwight Crum, Director of Private Education Liaison in OE, considered the practical application of a broad range of technologies in meeting a variety of communications needs. Discussions drew on expert presentations by Frank Norwood, Executive Director of the Joint Council for Educational Telecommunications; Ken Winslow, Manager of the Video Program Services of the Public Broadcasting Corporation; Ann Erdman, Educational Telecommunications Analyst of HEW; and the field experience of the participants.

ACT OF SIGNING PLEDGE  
SATISFIES DUE PROCESS  
ADEQUATE NOTICE RULE

Students in Nebraska signed an agreement to abide by sports rules of conduct forbidding drinking, smoking, and drugs. When they later broke the agreement by going to a beer party, they were suspended from the high school basketball team. They claimed their right to due process of law had been violated. The Supreme Court disagreed, refusing to review the case, Braesch v. DePasquale, which was decided by the Nebraska Supreme Court against the students. The state Supreme Court judge argued that due process is a flexible concept and that the students had adequate notice of the rules they had agreed to obey.

KEPPEL, ECS' CONANT AWARD  
WINNER, SEES OPPORTUNITY  
IN DECLINING ENROLLMENTS

Working in a "declining industry" for the first time in history, educators are not "shifting energy away from growth" toward achieving "higher quality with smaller numbers," says Francis Keppel, Director of the Aspen Institute Program in Education for a Changing Society. Recipient of the James Bryant Conant Award, presented by the Education Commission of the States (ECS) for distinguished service to American education, Keppel, former U.S. Commissioner of Education, believes educators think "decline is a weakness rather than a fact of life." Keppel, once Dean of the Harvard Graduate School of Education, accepted the award before more than 400 governors, legislators, and educators at the annual ECS meeting, held in Seattle in August.

Discussing education as Conant might see it were he alive, Keppel gave a new "Conant Report," alluding to Conant's post-sputnik report on American high schools, which exercised a major influence on educational thought. Conant, well-known critic and reformer of American education in the late 1950s and early 1960s and former Harvard University president, would not, Keppel believes, have favored a Cabinet-level U.S. Department of Education because of his "instinctive distrust of too much central power over education." He would have pushed "vigorously" for higher standards academically and in social behavior. Keppel thinks Conant would not have blamed the courts for "grasping too much detailed powers" over education; he would rather have pointed to educators and their political masters as responsible for "throwing too many issues into the courts for decision," instead of trying to handle them.

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.

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