

CAPE OUTLOOK



Discriminatory Schools Given Tax Break; CAPE Deplores Policy Change

Racially discriminatory private schools can no longer be denied tax-exempt status by the Internal Revenue Service—at least not until Congress takes action on the matter.

On January 8, the Reagan Administration ended the government's 12-year-old policy of withholding such tax exemption, but four days later it changed its mind and said it would ask Congress to enact legislation prohibiting tax exemptions for organizations that discriminate on the basis of race.

Attempting to right the balance between two of his "fundamental views," the President said, "I am unalterably opposed to racial discrimination in any form. I would not knowingly contribute to any organization that supports racial discrimination. My record and the record of this Administration are clear on this point. I am also opposed to administrative agencies exercising powers that the Constitution assigns to the Congress. Such agencies, no matter how well intentioned, cannot be allowed to govern by administrative fiat. That was the sole basis of the decision announced by the Treasury Department. . . . I regret that there has been a misunderstanding of the purpose of the decision."

CAPE, responding to the initial policy change, released a statement which said, "We deeply regret the Administration's decision to abandon the government's policy of denying tax-exempt status to private schools and other private institutions which practice racial discrimination. We find this a highly regressive step with serious implications for the future of private schools and of American education.

"The member organizations of CAPE, the major denominations and secular school organizations in the country, have long opposed racial discrimination in private education. It is significant that the

Packwood-Moynihan Tuition Tax Credit bill, of deep current concern to private education, contains specific language prohibiting racial discrimination in schools. We are firmly of the mind that no school should be able to flout the law of the land and most particularly where human rights and dignity are at stake.

"We will now work with members of Congress in every possible way to legislatively redress this action and will take part, as appropriate, in relevant court actions toward the same end."

CAPE to Lead Tuition Tax Credit Coalition

CAPE plans to assemble a broad-based coalition of school and parent organizations which share a common view of the way in which tax credit legislation should be formulated. Its Executive Board approved this course of action at its meeting on January 6.

At the same time it decided to create the coalition, however, the Board agreed that CAPE would welcome contact with and exchange of information among all supporters of tuition tax credit legislation.

The CAPE Board affirmed its support of S. 550, the Packwood-Moynihan bill, in its present form. It will, of course, re-examine its position should that bill undergo change by dint of the legislative process.

CAPE feels an obligation to take the lead in forming the coalition because it believes tax credits will result in increased educational opportunity for all students.

Information Please

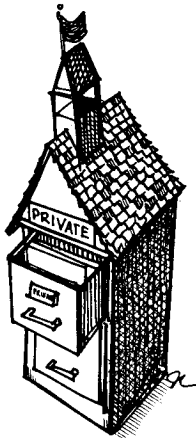
CAPE and the National Center for Education Statistics are trying to fatten up the persistently thin data base of statistical information relating to private schools. Pursuant to a contract signed by the two organizations on September 15, 1981, creating the "NCES/CAPE Panel on Private Education," CAPE has undertaken to assemble a group of experts in the field of private education twice a year "to advise NCES on the concerns and needs of the private sector."

The panel assesses the private school data collection presently conducted by NCES, identifies

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private school users of the data and suggests ways in which the material gathered might be most efficaciously disseminated. Further, it assists NCES in planning future private school data collection, pinpointing the private school community's priority needs and interests. Lastly, it proposes survey procedures aimed at eliciting cooperation from private school respondents.



At its first meeting on December 4, the representatives of CAPE and NCES discussed the creation of a private school statistical research agenda for the next several years. Since NCES cannot survey private schools until 1983-84 because of clearance and public notice requirements, it was decided that CAPE would conduct the next survey. Thus, CAPE will shortly send to its members and nonCAPE organizations an expanded version of its annual questionnaire keyed to future NCES survey plans. The enlarged survey might include such items as tuition charges, teachers' salaries, class sizes and school expansion capacity in addition to routine questions on numbers of private schools, teachers and students.

The response to this amplified poll will be taken as a signal to CAPE and NCES to guide them in developing the more formal, complete questionnaire to be sent out by the government in 1983.

Legislative Update

Tax-Exempt Status of Private Schools

Administration has revoked policy of denying such status to discriminatory private schools (p. 1).

Tuition Tax Credits

S.550 (Packwood, R-OR; Moynihan, D-NY; Roth, R-DE).

Pending in Finance Committee.

H.R.380 (Luken, D-OH) and others.

Pending in Ways and Means Committee.

Foreign Language Training

S.1817 (Moynihan, D-NY).

Pending in Subcommittee on Education, Arts and Humanities.

H.R.3231 (Simon, D-IL).

Rules Committee action expected mid-February.

Dismantling ED

S.1821 (Quayle, R-IN).

Pending in Governmental Affairs Committee.

H.R.1779 (Whitehurst, R-VA).

Pending in Subcommittee on Legislation and National Security.

Capenotes

... CAPE is delighted to announce an association with Grolier Educational Services, a leading publisher of reference works and learning materials and a pioneer in providing cost-free educational services to schools and organizations. Sam Rosen, Senior Vice President of GES, who has been working with some of our member organizations, met with the entire CAPE Board on October 26, 1981 to discuss the ways in which GES can best serve the needs of CAPE members. On page four of this issue of *Outlook* are listed some of the cost-free services made available to our readers through this association.

... The Executive Director attended a January 8 luncheon meeting of the Executive Boards of the D.C. and Maryland CAPEs.

... Two forthcoming special issues of educational association publications will contain articles by Robert L. Smith. "The Public Role of the Private School" will appear in the March issue of the *NASSP Bulletin*, while "Children and Public Policy" will be in a special issue of the magazine of the Association of Childhood Education International.

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A coalition of 15 national organizations serving private schools (K-12)

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Mainstreaming in Private Schools

Before the Education for All Handicapped law (P.L.94-142) was signed by Gerald Ford in 1975, many handicapped children did not go to school. These children were the learning disabled, mentally retarded, physically handicapped, emotionally disturbed, autistic, or severely or multiply handicapped. Those who were in school were very often enrolled in the private sector.

With the growing awareness that P.L.94-142 has wrought, the public schools have developed special programs and incorporated the mildly handicapped child into their student bodies, leaving the more severely disabled in special private schools.

Unfortunately, within the regular private schools there is a failure to deal with the mainstreamable child. According to many special educators, the vast majority of these schools are wary of such inclusion. This wariness seems to be bred of a fear of the unknown.

The modern teaching philosophy behind special education, known as normalization, is, according to Dr. Sally Sibley, head of the National Association of Private Schools for Exceptional Children, "to enable the child to live as 'normal' a life as possible within his limitation." Many times this includes working him back into a regular classroom environment.

Although no exact figures could be found on the number of special children in the private sector, it is generally agreed that there are approximately 60,000 in the U.S. Of these, 20,000 are enrolled in Catholic schools. Sr. Suzanne Hall, Executive Director of Special Education at the National Catholic Educational Association, says that it is the Church's mission to incorporate handicapped persons back into the Church, specifically in the area of education. Therefore, NCEA is attempting to further awareness of the needs of the handicapped in all dioceses across the nation.

Although the work that both Dr. Sibley and Sr. Hall do is important, it is only the extreme tip of a very large iceberg. The majority of CAPE members do not mainstream but, rather, refer a special child to another school. Since the whole impetus behind the theory of normalization is to incorporate the child back into the "normal" classroom, it is unfortunate that so many are discouraged by the private schools and forced to go elsewhere.

In an attempt to bring this awareness a little closer to the rest of our membership, CAPE will be conducting a meeting in the spring aimed at improving lines of communication between our membership and dispelling some of the more disquieting myths about mainstreaming and the special child. We also urge readers to watch "Making Friends" on public television, February 13, 4:30-5:00 p.m. E.S.T., a program which deals directly with mainstreaming handicapped elementary school students.

Tara Kalagher



● **NEH Awards:** April 1 is the deadline to submit applications for grants made to support the development and application of new approaches to teaching literature, languages, history and other humanities in elementary and secondary schools. Write Francis Roberts, National Endowment for the Humanities, M.S.351, 806 15th St., N.W., Washington, D.C. 20506.

● **Postal Rate Increases:** The U.S. Postal Service has approved large increases in postal rates for non-profit organizations. Charges for third-class bulk mail rose from 3.8 cents to 5.9 cents per piece. Second-class rates climbed from 3.5 cents to 7.1 cents per piece. The new rates took effect on January 10, 1982.

● **Japanese Visiting Teachers:** Tokyo's School Internship Program sends Japanese teachers and prospective teachers to American schools for a visit of three months or longer during which they act as guest teachers, teaching assistants or observers. Supervised by host teachers, they participate in classroom routines "... exchanging views on teaching methods, discipline problems and dropouts, and discussing such things as Japan's notorious entrance examinations..." Write (airmail) to Yoshikazu Ikeda, Program Director, School Internship Programs, 7-5-4 Koyama, Shinagawa-ku, Tokyo 142, Japan. For U.S. information: Doug Bassett, Colorado Dept. of Education, 201 Colfax, Denver, CO 80203.

● **High School Debate Book:** The American Enterprise Institute's analysis of this year's topic is being sold for \$6.95. It addresses the debate problem area ("How can the U.S. elementary and secondary education systems best be improved?") and its accompanying resolutions. Write Heather David, AEI, 1150 17th St., N.W., Washington, D.C. 20036.

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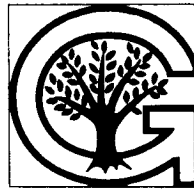
● **Asbestos Report:** The Attorney General's Asbestos Liability Report is available (@ \$19.50 for paper, \$4.00 for microfiche) from the National Technical Information Service, Sales Desk, 5285 Port Royal Rd., Springfield, VA 22161. Give order number (PB 82-130642), then title.

● **Instructional TV proposals:** The Corporation for Public Broadcasting invites proposals for elementary and secondary instructional television series. There are no restrictions on series content for these 50% matching projects which must "show promise of excellence, provide options to learners and advance education in a significant way." Proposals due at the Office of Educational Activities, CPB, 1111 16th St., N.W., Washington, D.C. 20036 by February 26. Address inquiries to Mary Sceiford, Instructional Television Project Officer, CPB.



Public Notice

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