

# OUTLOOK

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

**September, 1974**

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NEW EDUCATIONAL PACKAGE  
WIDENS OPPORTUNITIES FOR  
PRIVATE TEACHERS, PUPILS

The omnibus education bill signed into law by President Gerald Ford opens new opportunities for private school children and teachers to benefit from federal education programs. It has new guarantees in old programs and mandates involvement of the private school sector from the start for some new ones. In heralding H.R. 69 as the first "major legislation" of his administration, President Ford asked Congress to hold down appropriations for the education package "at a time when excessive federal spending is already fanning the flames of inflation."

For private schools, new features of H.R. 69 include:

- Requirements for private school students to benefit "on an equitable basis" in programs to be consolidated under state block grants. Both block grants, Libraries and Learning Resources, and Educational Innovation and Support, will be phased in over two years, the first half probably in the 1975-76 school year.
- Access for the first time to general instructional materials and equipment open only to public schools under the old National Defense Education Act (Title III of NDEA).
- Eligibility to compete for "special projects" under federal control, such as community schools, metric education, career education, and women's educational equity.
- By-pass provisions for programs for the educationally disadvantaged (Title I of ESEA), national reading improvement (Title VII of H.R. 69), and state block grants.
- Required representation from nonpublic schools on almost all state advisory councils and in the local planning of project applications.
- And a one-year boost in state grants for improving services to all handicapped children.

Leaders in the U. S. Office of Education (OE) and private schools hope that new by-pass provisions will encourage cooperation at local and state levels to assure children in private schools get adequate service from federal education programs. By-pass allows the U. S. Commissioner of Education to step in with contracted direct services in two cases: where state law bars adequate service or where local school districts have "substantially failed" to include otherwise qualified students who attend private schools in benefits of federal programs. Dwight Crum, OE Coordinator of Nonpublic Educational Services, predicts by-pass provisions will provide "clout" for solving disputes without appeals going to the Commissioner. Delays of services during appeals and judicial reviews would be "costly, complicated," and hard on public-nonpublic school relations, Crum says.

The program of state loans of equipment and materials to private schools will start with phasing in of state block grants. H.R. 69 says participating local school districts will be required to loan private school children proportionate shares of "secular, neutral and nonideological services, materials, and equipment" or make other provisions for "equitable participation" of private school children.

Private school participation "is mandated now for virtually all of ESEA," says Dr. Albert Alford, legislative expert at OE. He notes that to be eligible for any federal program, public and private schools must not discriminate on the basis of race or sex and must give parents access to safeguarded private student records.

NEW OE HANDBOOK BY CAPE  
TO GUIDE PRIVATE SCHOOLS  
IN FEDERAL AID PROGRAMS

A handbook in preparation this summer by the Council for American Private Education (CAPE) will provide assistance for nonpublic school heads who want their students and teachers to benefit from federal programs.

The U. S. Office of Education (OE) has contracted with CAPE for the work. The 50-page manual due for distribution this autumn will be titled "A Handbook for Nonpublic School Administrators: For Effective Participation in Federal Education Programs Administered by the U. S. Office of Education."

"The handbook is designed for the local school head who hasn't had time to become an expert in the field and who wants practical suggestions about how the process works," said Dr. Robert Lamborn, CAPE Executive Director.

The handbook will indicate the legal and judicial bases for public support of services for private school children and teachers. It will explain the structure and functions of public agencies that the private school head will encounter in becoming involved in various programs. It will lay out procedures for nonpublic school involvement early in the planning of local applications for funds, for the delivery of services, and for the monitoring of programs to meet needs of children in both public and private schools. A section of "hints" on overcoming problems will be drawn from the experience of program experts in the public and private educational sectors.

Dwight Crum, OE Coordinator of Nonpublic Educational Services, says the handbook will be a current, comprehensive publication about the many programs open to nonpublic school students and teachers. It will also serve, he says, as a guide to other federal aid for education available outside OE and to educational programs offered by states.

HEBREW VOLUNTEERS MAN  
SEED OUTREACH PROGRAM

This summer, 60 graduates and graduate students from Talmudical colleges and seminaries went to four North American cities in a new outreach program created by

the National Society for Hebrew Day Schools (NSHDS). In Mexico City, Winnipeg, Cincinnati, and Seattle, Summer Educational Environmental Development (SEED) task forces ran classes and recreational activities for Hebrew day school students, teenagers, and families. The unpaid participants also provided volunteer community services.

Rabbi Bernard Goldenberg of NSHDS hopes from the summer experience, SEED participants will become committed "to a teaching career in our schools and to leaving the Eastern Seaboard for the Seattles and Cincinnati of America. . .where the Jewish student population is rather small."

FATHER JOHN F. MEYERS  
IS NEW NCEA PRESIDENT

The new president of the National Catholic Educational Association (NCEA) is Reverend John F. Meyers, succeeding Reverend C. Albert Koob. Father Meyers, acting

NCES president since December, 1972, was elected to the permanent post effective July 1. He has served 18 years in Catholic education in many levels and as director of the NCEA Department of Chief Administrators of Catholic Education since 1968.

COMMUNICATIONS NETWORK SET;  
EXCHANGE SERVES ALL LEVELS  
WITH EDUCATION, LEGAL NEWS

CAPE, a national organization which serves to unify and speak for most private elementary and secondary education in the United States, has established a CAPE-Network for communications. Network members at the national, regional, and state levels exchange information about educational programs and concerns and about legislative and judicial news with impact on private schools.

Through the Network, information flows to and from CAPE headquarters in Washington. It serves as a clearinghouse and repository for information about private education and as an informed voice for 95 percent of America's private elementary and secondary schools.

The Network includes directors from the Council's 10 member groups, national organizations which represent 12,000 private schools with 5 million elementary and secondary students, or 10 percent of the nation's total. The Network also has 49 state representatives who act as contact points for their states. They feed news of state developments to CAPE and disseminate news of national and regional importance to school people in their states.

Other elements in the Network are coordinators of nonpublic educational services in the national and regional offices of the U. S. Office of Education and coordinators of non-public school services in the states.

Information moves in the Network through informal communications, reports from the CAPE representatives, informal "Notes" distributed frequently to the Council's directors and representatives, and the monthly CAPE newsletter, OUTLOOK.

AMERICAN LUTHERAN EDUCATORS  
CALL CITIES 'REAL FRONTIER'

Pastors and principals at the triennial conference of the American Lutheran Education Association (ALEA) recently called for the establishment of more Lutheran schools, particularly in the inner cities. There stands "the real frontier," conferees from 18 communities from California to New York agreed. ALEA's Donald A. Vetter reported the representatives believe church schools should be "Christian public schools, rather than the provincial schools of former decades." In a public role, Lutheran schools may respond to needs in minority communities, stabilize changing inner cities, re-examine attitudes, focus on family life, and enrich congregational life, the Lutheran educators suggested.

FLORIDA EDUCATORS GATHER  
TO DISCUSS SHARED CONCERNS

Three day-long conferences in Florida this fall are probing areas of mutual concern for administrators of public and private schools. Federal and state experts plan to explain new guidelines proposed for the Elementary and Secondary Education Act, and to give suggestions to local project directors about collecting data needed in order to include private school students in federally funded programs. The focus is on ways to provide "greater educational opportunities for all children of Florida."

Speakers at the conferences for southern, central, and northern Florida late in August and September include Ralph Turlington, Florida Commissioner of Education; Cecil Yarborough, OE Region IV Commissioner, Dwight Crum, OE Coordinator of Nonpublic Educational Services, and Robert Lamborn of CAPE.

The regional conferences are extensions of sessions conducted last year by OE regional offices throughout America. The meetings in Florida were planned jointly by the state's Department of Education and the Florida Association of Academic Nonpublic Schools (FAANS), which represents 95 percent of the state's private schools. Charles J. O'Malley of the Florida Catholic Conference is president of FAANS.

EPISCOPAL EDUCATORS SEEK  
CURRICULUM FOR THE FUTURE

Educators from Episcopal schools and colleges have begun "Colloquium 20-20," a three-year, international effort to design a new curriculum from pre-school to adult education. Two dozen delegates who first met in March will meet again in October and next February. Their theme is the education of children who will enter first grade in 1976, the Bicentennial, and be 50-year-olds, at the peak of their capacity and influence, in the year 2020.

The delegates selected from 960 Episcopal schools, nine colleges, and 12 seminaries say the German curriculum prevalent in America for the past century is too restrictive for the future. They seek a new system of learning, to enable mankind to deal with problems such as peace, poverty, survival of the cities, use of the seas, and preservation of the ecological balance. They want to develop a curricular approach that is "transcultural, multilingual, ecumenical, and global."

The Association of Episcopal Colleges and the National Association of Episcopal Schools are sponsoring the colloquium. Delegates plan to consult outside experts and educators from other denominations, to hold 22 conferences, to test new curricular forms, and to publish 16 books. They express hope for having "impact far beyond" the Episcopal sector of American education.

CATHOLICS SEE PROMISE  
IN LAY SCHOOL CONCEPT

More and more traditionally staffed Catholic schools are converting to lay schools as one way of adapting to shortages of teaching Sisters. From surveys by the National Catholic Educational Association, NCEA's Father Emmet Harrington calls the lay school concept "an alternative form of Catholic education that should be encouraged." He says parents of students in lay schools are "as satisfied with the education there" as in typical Catholic schools.

Father Harrington, NCEA Executive Director of Continuing Education, and Dr. George Elford, his research associate, last year studied 150 Catholic lay schools with support from the Raskob Foundation. The NCEA sample was drawn from 200 all-lay and 210 predominately lay schools which comprise 3 percent of all Catholic schools. In typical schools, about half the staff belongs to a religious community. By definition, predominately lay schools have at least 75 percent lay teachers and, often, lay administrators. If past trends continue, Father Harrington says, about 24 more schools will turn predominately lay and others will convert to 100 percent lay this year.

In the NCEA journal, Momentum, the researchers wrote about advantages and disadvantages cited by principals of lay schools. The principals frequently spoke of "more cooperation, more community" in all-lay schools where the staff members follow "the same way of life." As disadvantages, they cited school costs and problems of low salary levels in recruiting and keeping teachers.

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