

OUTLOOK

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

November, 1974

FORD WANTS 'CONSTITUTIONAL WAY'
TO SUPPORT PRIVATE EDUCATION;
ASH FOR KEEPING GIFT EXEMPTIONS

President Gerald R. Ford has lauded the role of private elementary and secondary schools in educating America's youth and called for seeking "some constitutional way" to provide public aid for private schools. His support

was coupled the next day with a statement from his budget director, Roy L. Ash, that the Ford Administration supports retaining tax exemptions for charitable contributions, which are vital to the financial livelihood of private schools.

President Ford endorsed public aid for private education in a nationally televised press conference from the White House Rose Garden on Oct. 9. Saying "there is no reason why there should be a monopoly in education," the President judged that the existence of both public and private education "is good for the student." Ford added that private education at the elementary and secondary levels has contributed "significantly" and "over a long period of time" to "a better educated America." He hopes, he said, the nation can "find some constitutional way in which to help private schools."

Assistant to the President and Director of the Office of Management and Budget, Ash spoke to national leaders the following day about Ford's economic proposals to battle inflation. After the briefing, Ash told CAPE Executive Director Robert L. Lamborn that the Administration recognizes the importance of charitable contributions to the financial viability of private elementary and secondary schools. He said the Administration intends to support continuation of tax exemptions for charitable gifts and thus promote private support for public service agencies, including those in education.

PUBLIC SUPPORT GROWING FOR
TAX AID TO PAROCHIAL SCHOOLS

For the first time, a Gallup Poll shows a majority of the nation's adults favor a constitutional amendment to permit government financial aid to church-related

private schools. Support for government funding to help parochial schools has risen from 48 percent in a 1970 survey to 52 percent this year. More dramatically, opposition has dropped from 44 percent to 35 percent, according to the sixth annual Gallup Poll of Public Attitudes Toward Education.

In publishing results of the May 10-12 poll recently, Phi Delta Kappan magazine called it "a national benchmark" for decision-makers to measure public attitudes about several education questions. The poll involved interviews with 1,702 adults in 335 urban and rural settings. More than half of those interviewed were adults without school-aged children; of the remaining, only one out of every six had a child in a church-related school.

Adults without children in school matched the national averages in supporting tax aid to church-related schools. Among public school parents, 51 percent were in favor, 37 percent opposed. Parents of parochial school students were most strongly in favor. Dr. Robert L. Lamborn, Executive Director of the Council for American Private Education, said, "These Gallup figures back up informed judgments that there is increasing support for alternatives in education and the exercise of parent rights with regard to schooling for their children."

TOP FEDERAL OFFICIALS SEEK
TO 'INSTITUTIONALIZE' ROLE
FOR PRIVATE SCHOOL SECTOR

Federal education officials and private elementary and secondary school leaders have agreed to design day-to-day operating procedures in the nation's top education agencies to reflect the significance of private schools, which educate one child out of every ten in America. Recently, Dr. Virginia Trotter, the Assistant Secretary for Education in the U.S. Department of Health, Education, and Welfare, called for "institutionalizing" the mutual commitment of federal and private education leaders to quality schooling for all children. Dr. Trotter oversees HEW's Division of Education, the U.S. Office of Education (OE), the National Institute of Education, and the National Center for Educational Statistics.

In the same spirit, Dr. Terrel H. Bell, U.S. Commissioner of Education, has created the office of Director of Nonpublic Educational Services within his immediate office. The Director, Dwight R. Crum, now reports directly to the commissioner on matters relating to the private education sector and represents him in contacts with OE officials and educators throughout the country. This is the second major elevation of Crum's office in six months.

Trotter and Bell met with CAPE directors as part of the Council's annual meeting in Washington. CAPE is a national body serving nine national organizations whose member schools are educating about 5 million students in 12,000 schools. Membership in CAPE is open only to national organizations which serve or operate nonprofit schools whose admissions policies are not discriminatory. Membership now includes independent, Catholic, Christian, Episcopal, Friends, Hebrew, and Lutheran school groups which enroll about 95 percent of the nation's private elementary and secondary school children.

CATHOLICS USE LUTHERAN
TV SERIES FOR CHILDREN

Davey and Goliath, a television series distributed by Lutheran Television of St. Louis, is shown on sets in Catholic elementary schoolrooms from San Francisco to Boston. Davey and his dog, Goliath, are sophisticated puppets. Their adventures, shown in 70 segments and followed by classroom discussions, are aimed at teaching values to young children. The Reverend Michael J. Dempsey, Secretary for Education in the Brooklyn Diocese, praises the Lutheran puppet production. "The series is a good example," he says, "of how moral and spiritual values can be taught by contemporary media." The show is used by most of the nine Catholic Diocesan television systems across the country and is "highly esteemed," according to Father Dempsey.

ECUMENICAL SESSION AIRS
ALTERNATIVES IN EDUCATION

Religious and education leaders probed alternatives in the teaching of values in public and private schools at a recent Ecumenical Consultation on Education in New York City. Delegates agreed that no educational system--public or private--is value-free. Hence, America should continue to encourage diverse value offerings in both sectors, said scholars and 100 delegates from the National Council of Churches (NCC), U.S. Catholic Conference (USCC), five Protestant denominations, and the Synagogue Council of America.

Dr. Philip H. Phenix, education professor at Columbia University, said every subject area teaches values, including commercial and economic values. "There is no such thing as a valueless education," he said. Delegates suggested a variety of values to teach, from intellectual approaches to right and wrong, to moral or religious touchstones such as justice, charity, honesty, courage, and temperance.

Dr. Mario Fantini said professionals and parents become polarized because parents reflect "a very diverse society." With different values, parents demand "quality education from their points of view" in "a single school system."

Dr. Fantini, Dean of Education at State University College in New Paltz, N.Y., posed an alternative to trying to satisfy everyone in one setting; he called for "the beginning of options in public education, the diversification of public schools, and the liberating of teachers so that different styles of teaching will become available." Fantini, who once directed innovative educational programs for the Ford Foundation, included "spiritually oriented" schools as "an option to be funded by the public."

The concept of what a public school is requires redefining, said Dr. Theodore R. Sizer, headmaster of Phillips Academy in Andover, Mass. The former dean of Harvard's Graduate School of Education suggested that an independently managed school serving an obvious public interest clearly is a public school. Dr. Sizer said: "I favor a system of multiple, complementary, varied 'public' schools, some publicly and some independently managed, with children attending one or more concurrently as their individual needs require."

Dr. Donald Erickson, education professor at Simon Fraser University near Vancouver, and others said state and federal aid are vital for private schools to survive. Dr. Erickson said, "A nation committed to pluralism continues to penalize it. Inflation is continuing to eat away at the income of parents who . . . pay twice for the option of private education," in taxes and tuition. Dr. Edward R. D'Alessio of USCC said that public dissent over the issue of tax aid for private schools "gets in the way of the public's appreciation of the legitimate contribution of nonpublic schools to pluralism in America."

However, delegates at the consultation remained divided about tax aid for private schools. Dr. James Wood Jr. of the Baptist Committee on Public Affairs contended public aid would result in divisiveness and proliferation of radical leftist and rightist schools, which would serve "their own constituency," not the public.

The issue of state aid, which strained relations among some delegates last year, has been "depressurized" through the consultation, according to Dr. J. Blane Fister of NCC, which sponsored the ecumenical session. He praised delegates for "talking beyond the usual battle lines, with less tension and about common concerns to all parents and children."

PRIVATE SCHOOL STUDENTS
DESIGN WATER STUDY PLAN
SPREADING ACROSS NATION

Some private school students' excitement about saving their polluted rivers has grown--with help from private foundations and federal agencies--into a national pilot project in environmental education. In Ohio, 60 teams of science teachers and students in public and private high schools help state and federal officials monitor water quality in streams and rivers. The approach, born and fostered in independent schools and called the Tilton plan, may expand next year into five regional programs from Oregon to Puerto Rico, according to Joseph H. Chadbourne.

Former headmaster of Tilton School in New Hampshire and now president of the Institute for Environmental Education in Cleveland, Chadbourne says the idea of in-the-field work began with six seniors at University School near Cleveland. Enthusiastic after a summer ecology course, they volunteered to help local water quality officials monitor their watershed. It includes the Cuyahoga, "the river that caught fire" because of floating oil and garbage, Chadbourne recalls. After teachers, students, and local officials praised the program at the 1969 conference of the National Association of Independent Schools, the Ford Foundation and U.S. Environmental Protection Agency (EPA) gave \$75,000 grants to expand the program through teacher training. Chadbourne headed the teacher training project at Tilton, which gave the program its name. The Tilton plan includes instruction in science, plus the political, economic, social, and health implications of pollution.

Now using EPA and National Science Foundation funds, the Tilton approach in Ohio has been praised nationally for promoting "awareness of national and global environmental concerns."

35 ALTERNATIVE SCHOOLS
START NETWORK IN CHICAGO
TO SHARE RESOURCES, IDEAS

In Chicago, 35 alternative schools--which serve many students "rejected" by public schools--are pioneering cooperation among such usually non-affiliated schools. They have formed the Alternative School Network (ASN),

a corporation which explores financial and human resources for its nonprofit member schools, shares information about resources and common concerns, and informs the public about options offered in these private schools.

ASN Coordinator Jack Wuest says alternative schools have emerged from parents' and teachers' desires to design and operate new approaches to meet students' needs. Many alternative schools have started in the inner-city, Wuest says, in response to "drop-outs and kick-outs," children who are "discarded by Chicago public schools." In ASN, member schools range in size from 12 to 520 students and in settings--traditional, schools-within-schools, schools-without-walls, and storefronts. Their varied approaches include bilingual, bicultural, and individualized instruction, skills training, and leadership orientation for students.

ASN is an outgrowth of the 1973 Festival of Alternative Education sponsored by the American Friends Society. ASN members govern the network and join in task forces to seek and share resources and provide public information. Wuest says the network may be extended to create a nationwide organization for alternative schools.

PRIVATE SCHOOL CONTACT
IS FULL-TIME STATE JOB
IN NEBRASKA, 9 OTHERS

Nebraska--with the recent appointment of Glen Shafer as Consultant in Private and/or Nonpublic Schools--is the tenth state with a state department of education employee assigned full-time to working with private

schools. Others with full-time contacts for private schools are California, Maryland, New Jersey, New Mexico, New York, North Carolina, Pennsylvania, Rhode Island, and Washington State. All but three of the remaining states have a person whose responsibilities include liaison activities with private schools.

SENSKE CAPE PRESIDENT;
OTHER OFFICERS ELECTED

CAPE's new president is Dr. Al H. Senske, Secretary of Elementary and Secondary Schools for the Board of Parish Education, Lutheran Church--Missouri Synod.

Dr. Senske succeeds Cary Potter of the National Association of Independent Schools in heading CAPE, the national organization which unifies and speaks for most of private elementary and secondary education in the United States. At their annual meeting in October, CAPE directors also elected as vice president, Rabbi Bernard Goldenberg of the National Society for Hebrew Day Schools, as secretary, Dr. Ivan E. Zylstra of the National Union of Christian Schools, and as treasurer, Dr. Edward D'Alessio of the U.S. Catholic Conference.

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