

**The Private Elementary
and Secondary Education**

OUTLOOK

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

May, 1975

WHITE HOUSE WELCOMES 45
PRIVATE SCHOOL LEADERS
FOR TALKS ON POLICYMAKING

In a recent "Tuesday at the White House," leaders in private elementary and secondary education met with a number of Ford Administration officials. The White House invited 45 private school representatives from 21 states for the afternoon of April 8—with a special tour of the Presidential mansion, then talks and panel discussions focusing on working relationships between the federal government and the private school sector.

Representing the Administration were members of the White House staff and top officials from federal education agencies. The guests included national leaders and advocates of private education, leaders of 15 state private school groups, and directors of the Council for American Private Education. CAPE President Al Senske of the Missouri Lutherans led the private school delegation.

Presidential aide Theodore C. Marrs welcomed the delegation to the White House Family Theater. Virginia Trotter, Assistant Secretary of Education, introduced Terrel H. Bell, U.S. Commissioner of Education, and Emerson Elliott, Acting Director of the National Institute of Education, for a discussion of "Private Schools and Federal Policymaking." Bell noted CAPE's key role in building constructive working ties between private schools and the federal education establishment. A panel discussed program and legal questions in "Education Services to Private School Children Under Current Federal Laws."

Federal education and private school officials agreed that solid ties have been built in recent years. There is mutual commitment to strengthen those bridges, spokesmen said, and to form similar ties between private schools and policymakers in agencies outside Health, Education, and Welfare. For example, CAPE President Senske said, economic and energy policies of the Administration, as well as Treasury, Labor, and Internal Revenue Service policies, significantly affect the operation of the nation's private schools. Policymaking in such areas should reflect recognition of that impact, it was agreed.

NOMINEE FOR NIE WELCOMES
TIES WITH EDUCATION GROUPS

Educators in many fields are involved in helping a new man think through the design for research by the National Institute of Education (NIE). Dr. Harold Hodgkinson, the President's nominee as NIE Director, recently met with the Consortium of Associations in Support of NIE. For leaders across the educational spectrum, he posed two challenges he sees for NIE: to probe areas that are relevant in the view of the public and Congress and to show the return NIE provides for the public's dollars.

Dr. Hodgkinson suggested new thrusts for NIE as well as the continuation of research priorities established in past months under Acting Director Emerson Elliott. Dr. Hodgkinson called for NIE to use a three-year rather than one-year approach for substantive research. He hopes, he said, to tap the experience of both public and private education to make schools more responsive to community needs.

Dr. Hodgkinson invited the broad-based Consortium to build a two-way relationship with NIE--to help develop research priorities and to disseminate research products. The NIE dissemination structure, he said, should capitalize on existing communication channels. The consortium of supporters as well as critics of past NIE efforts formed last year. It includes groups from elementary, secondary, and higher education, both public and private, as well as groups of state and urban educators and other professionals. Dr. Hodgkinson asked the groups to work with NIE through standing and ad hoc committees.

With a 20-year career in research and higher education, Dr. Hodgkinson is renowned as an innovator. His personal interests, he said, include reversing the exodus of talent from the nation's classrooms. The Berkeley researcher said that present climates and reward systems in schools often drive creative people out. Research about parental involvement, voluntarism, decentralization, and structures for control and administration of schools also are relevant in today's society, the NIE nominee said. He spoke of the "appalling" lack of research on the topics of violence in schools and problems of classroom management. He faces confirmation hearings for the NIE post by early summer.

DIME-A-MILE WALK PAYS FOR PAVING LUTHERAN PLAYGROUND

Students at Eltingville Lutheran School on Staten Island soon won't muddy their feet at recess, thanks to their fund-raising in a "Walk for a Playground."

The school's L-shaped grounds are being paved for \$3,500, the proceeds from a ten-mile sponsored hike organized by Principal Robert Rogalski.

From parents, neighbors, and friends, walkers extracted pledges of a dime-per-mile. On a cool 30-degree day in March, 260 participants turned out. Walkers included several grandparents, two pastors, teachers, students, and even one three-year-old. Of the marchers, 170 trekked the entire ten miles.

APPELLATE COURT UPHOLDS BAN ON BIAS IN PRIVATE SCHOOLS

The Fourth Circuit Court of Appeals in Richmond, Va., has upheld, 4-to-3, a lower court ruling that blacks cannot be barred from private schools solely because

of their race. This ban on racial exclusion by private schools now applies in five mid-Atlantic states. If upheld by the U.S. Supreme Court, it would strike heavily at "white academies" that mushroomed after the 1954 public school desegregation ruling.

The appeals court, in a majority opinion by Chief Judge Clement Haynsworth, banned racial bias in private schools' admissions policies, while upholding their right to set "even-handed. . .academic and other racially neutral qualifications." The language echoed that of CAPE, which joined the National Association of Independent Schools (NAIS) and the Southern Association of Independent Schools in a brief supporting such a ruling. CAPE represents 12,000 private schools with nondiscriminatory admissions policies.

In 1973, a district court judge struck down racial exclusion in admissions at two Virginia schools and more than 300 others represented in the Southern Independent School Association, not affiliated with CAPE or NAIS. The new ruling extends the ban throughout Maryland, North and South Carolina, Virginia, and West Virginia.

Haynsworth affirmed that the Civil Rights Act of 1866, giving contractual rights to blacks, is violated by a private school's rejection of an applicant on the basis of race alone. "For then it is clear," the judge said, "that the black applicant is denied a contractual right" which would be granted if he were white. The court does not question valid admissions criteria, Haynsworth said; but private schools may not use race "as the only basis" for rejecting an otherwise qualified black applicant.

'DUAL CULTURE' APPROACH
IN TEACHING, STAFF MARKS
500 HEBREW DAY SCHOOLS

Decades before most American schools began exposing the youngest students to a second spoken language, Hebrew Day Schools in this country coupled general studies in English with equal time for the Hebrew tongue and traditions. Even today, that approach of "two schools within one school" is almost singular in U.S. education, says Rabbi Bernard Goldenberg.

Associate Director of the National Society for Hebrew Day Schools, Goldenberg says the school day is split, half for state and locally required courses in English and half for language, history, laws and customs, and religion in Hebrew. The "dual cultural program" requires two teaching staffs and sometimes two principals for a school.

Hebrew students achieve well academically despite the split day, Goldenberg says. Many go to non-Hebrew high schools and 80 to 90 percent go on to college. He explains that Hebrew schools have small classes; student motivation is high; and Hebrew courses draw on and supplement skills and topics of the basic English curriculum.

At the end of World War II, America had only 30 Hebrew Day Schools, autonomous and sprinkled in three states. "Reaction to the holocaust" and "increased Jewish identity" as Israel became a nation spurred the growth of Hebrew education in America, Goldenberg says. In 1975, there are about 500 Hebrew Day Schools in 30 states and Canada. The enrollment exceeds 80,000, with 17,000 students in Hebrew high schools.

The national organization, formed in 1944, has planted Hebrew Day Schools "in every city in the United States with a Jewish population of 7,500," Goldenberg says. Also, 20 of 25 cities with 5,000 Jews now have Hebrew schools. Schools are spreading to smaller cities and suburbs to meet community needs, he says. He cites two places where Jewish educators reflect communities in tri-lingual programs—in Bangor, Maine, with French as the third language, and in Phoenix, Ariz., with Spanish.

TWIN CITY FUND STEPS INTO
GAP FOR 20 PRIVATE SCHOOLS

In the St. Paul-Minneapolis area, a private foundation is offering about \$500,000 to 20 private schools. The grant is for "temporary relief" for schools facing a particular bind after Minnesota's Supreme Court ruled out the state's major program of indirect assistance to private schools.

For the Twin City schools—three Lutheran, four independent, and 13 Catholic—the Hill Family Foundation provides \$100 immediately for each student currently receiving tuition aid. The grant program also provides as much as \$10,000 more for each school which increases its scholarship program by local fund-raising. Only area schools with at least 150 students and with admissions policies open regardless of race or creed are eligible under the foundation's program.

Last November, the Minnesota high court declared the state income tax credit law unconstitutional. The state program, totaling more than \$21 million since 1971, gave tax credits or refunds on state income taxes for parents of children in nonpublic schools.

TEACHERS, ADMINISTRATORS
TAKE PROFESSIONAL TRAINING

At scattered college campuses, in Yosemite National Park, and above New York City's Park Avenue, private school professionals will take special courses this summer. Institutes, workshops, and seminars are planned by CAPE member organizations for teachers, both new and veteran, administrators, fiscal officers, counselors, and other private school professionals.

The National Association of Independent Schools (NAIS) plans more than a dozen short and long courses. For teachers, NAIS offerings range from the arts and writing to tours in New England to study colonial crafts and in Yosemite for environmental studies. NAIS workshops also provide overviews of educational innovations and student-centered programming. For school administrators, a 20-day leadership conference starts June 29 in Exeter, N.H., under a \$15,000 grant from Readers' Digest Foundation. Another group, the National Union of Christian Schools, plans six four-day institutes for teachers at Calvin College in Grand Rapids, Mich. They deal with science, music, and teaching "self-respect through K-6 physical education."

Church-related private school groups commonly co-sponsor summer courses with affiliated colleges, which offer graduate credits to enrollees. The National Catholic Educational Association (NCEA) has an early childhood education workshop at Georgetown University in Washington, D.C., July 21-25. An NCEA administrative workshop about contemporary issues is planned for July 7-18 at St. John's University in New York. American Lutherans plan to acclimate teachers new to Lutheran schools through institutes at colleges in Iowa and California June 16-20 and Aug. 17-22.

Friends' schools will focus on educational methods at their 12th summer seminar, open to teachers from public and other private schools. Hebrew Day Schools continue year-round offerings of the Institute for Professional Enrichment; the institute provides summer seminars for professionals at the association's national headquarters on Park Avenue.

TREASURY FREEZES RATIO
FOR GIFT-GIVING TO AID
AILING U.S. FOUNDATIONS

For America's 29,000 private foundations crippled by stock market losses and high operating costs, the Treasury Department is offering some relief. It will not impose a heavier drain on investment assets of foundations in 1975. The recent decision is heralded by Senator Vance Hartke as a life-saver for some foundations, though foundation funding will remain tight.

Specifically, Treasury decided to hold the so-called payout rate for 1975 to the 1974 level. The payout rate is a legally required minimum percentage; it is applied to the value of a foundation's investment assets to determine how much it must give out annually for charitable purposes. Hartke said the rate--meant to keep foundations from sitting on growing wealth--penalizes them at times when investment yields drop. He asked Treasury to hold the rate at 6 percent to avoid unintentionally driving some foundations out of business and to relieve many active ones facing grave economic troubles.

As head of the Senate Subcommittee on Foundations, Hartke credits foundations with a century of support for social programs. They have promoted "better health care, better housing, better education, better nutrition, and human justice," he said. As governments at all levels are cutting back on social program support, Hartke said, "American people need the financial resources of foundations more than ever."

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