

OUTLOOK

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

October, 1975

PRESIDENT REITERATES WISH
FOR 'CONSTITUTIONAL WAY TO
HELP' U.S. PRIVATE SCHOOLS

broad entitlement programs "in an attempt to expand equality of access to education," Ford stressed the important contributions of private schools to American education.

President Ford again expressed support for private education at a White House Conference on Domestic and Economic Affairs in Milwaukee, August 25. Asked if he thought the Administration would continue to study

"I am a firm believer," the President said, "that the public educational system educates children better if they have competition from nonpublic schools. . . . Competition in education makes better education for all children." Pointing to recent Supreme Court rulings on state aid to private schools in Pennsylvania and Minnesota, Ford expressed hope that a constitutional means can be found to help nonpublic schools compete adequately and effectively with the public school system.

The President's statement underscores the growing support for diversity in education. Increasingly, Americans are becoming convinced that the health of American education is dependent upon the preservation and support of constructively competitive—but essentially complementary—schools, public and private. Parents, both in and out of the public schools, are pressing for opportunities for a realistic choice among schools for their children. The most recent Gallup Poll on Public Attitudes Toward Education (May, 1974) indicates that a majority of the Nation's adults (52 percent) favor a constitutional amendment to permit the government to provide financial aid to church-related private schools, and that between 1970 and 1974 opposition dropped from 44 to 35 percent.

SCHOLARS FORM 'TO FOCUS
AND PROMOTE' RESEARCH ON
PRIVATE SCHOOL DATA BASE

discussion between scholars and CAPE representatives. Chaired by Donald A. Erickson, Simon Fraser University, B.C., Canada, the Committee includes Bruce Cooper, Dartmouth College, Vt.; Richard Nault, Washington University, Mo.; and Thomas Vitullo-Martin, Columbia University, N.Y.

Scholars interested in promoting research on private education have formed the Scholars Advisory Committee for the Council for American Private Education. The Committee formation came after a year and a half of

The Committee shares with CAPE a commitment to promoting research which will capitalize on available existential data concerning private education, as well as on the research potential of private school personnel and institutions. Through a series of peer recommendations and contacts, some 70 scholars from a wide variety of disciplines have acknowledged their interest in developing the research potential of the private schools in order to identify and disseminate promising practices with implications for public as well as private schools.

The initial goals of the Committee are to promote new research in fields related to private elementary and secondary education; to identify and consolidate existing research (and encourage inclusion of such data in the ERIC data base); and to locate significant repositories of research and descriptive documents about private elementary and secondary schools. In concert with these initial goals, the Committee hopes to encourage a greater awareness of private education research among scholars and on the part of public and private school teachers and administrators.

Private education is seen by the Committee as a source of models of innovative approaches to school organization, management, and curriculum. Because of their administrative flexibility and creative personnel, some private schools would serve usefully, they believe, as sites for experimentation and as demonstration models. CAPE anticipates that research findings drawing on private school resources might have even broader significance for public education than for private education.

ANDOVER INSTITUTES
OFFER DAY STUDENTS
A CHANGE OF PACE

Drawing together public and private school students and teachers from day schools throughout the country, Phillips Academy, Andover, Mass., is providing intensive academic experiences in a residential setting.

Taught by Andover faculty members, Short-Term Institutes (STI's), offered to both students and teachers, range in content from Beginning Russian to Forms of Creative Imagination, from Advanced Experimental Chemistry to Theatre and the Performing Arts. The 6-10 week sessions are presented during the school year.

Students take one course, for credit if their school approves. They have classes and study in the morning; athletics, activities, or trips in the afternoon; and study hours or other activities evenings. They are expected to keep up their subjects from their home schools. Some teachers use the program as an in-service educational experience in subjects outside their central teaching area; others, qualified to teach the subject, attend an Institute for two weeks to observe the intensive STI teaching methods.

The Andover faculty, headed by Theodore Sizer, Headmaster, and former Dean of the Harvard Graduate School of Education, developed the program.

NCES PLANS TWO SURVEYS
OF PRIVATE EDUCATION;
CAPE CONTRACTS SERVICES

The National Center for Education Statistics (NCES) plans to conduct a two-part survey of private schools in the United States. The first phase, which seeks data on pupil enrollments, staff employment, and

school characteristics, will begin this year. A second phase, planned for the 1976-77 school year, aims at the nature and extent of private pupil participation in federally assisted programs.

The survey findings will have wide significance and usefulness for Congress and the Administration in planning and implementing legislation. Private schools will find them valuable in interpreting their role in American education and society to government, to other elements of the professional and scholarly community, and to the general public.

The last NCES survey, conducted in the 1970-71 school year, is outdated; the "universe" of private schools has changed considerably. CAPE, whose member organizations serve or operate about 13,500 schools enrolling nearly 4.2 million students (approximately 90 percent of U.S. private school children) has contracted with NCES to compile a current "universe" list, to assist in the development of a survey instrument, and to design a study management plan.

Drawing on information from some 100 sources, including private education associations, state education agencies, regional accrediting associations, and the Educational Testing Service, CAPE has nearly completed the "universe" list. CAPE representatives are reviewing the near-final draft of the survey instrument. Their perspective will be the national need for statistics and the capability of the schools to report the data. The study management plan will recommend overall strategy for the survey, suggesting appropriate contact and follow-up procedures.

COPYRIGHT REFORM UNDERWAY;
PRODUCERS, USERS DEBATE
MAJOR EDUCATIONAL ISSUES

U. S. Copyright Law, relatively unchanged since its enactment in 1909, is under Congressional scrutiny, and reform seems likely this session. At stake are basic issues which will significantly affect school

library practices. Thorny issues in the present debate concern the permissible uses of reproduced copyrighted materials in the classrooms and limits to be set on library reproduction of such materials.

The Adhoc Committee on Copyright Reform, formed in 1963 by 40 educational organizations and institutions under the sponsorship of the American Council on Education (ACE), seeks a balance between the rights of the producers of copyrighted materials and the consumer/users. "It is essential," the Committee states, "that any statute enacted into law be sufficiently flexible so as to ensure reasonable latitude to teachers operating in a classroom situation and to researchers, without causing substantial economic injury to the copyright owner."

The Adhoc Committee, of which CAPE is a member, began a round of meetings in September between representatives of both interests. The first meeting produced a provisional statement of agreement on the use of copyrighted material in a classroom setting. It was agreed that at their own initiative teachers, in preparing for or teaching a class, may make a single copy of a chapter of a book, an article from a periodical, an article from a newspaper, a short story or an essay from a collective work, and, in whole or in part, a map, diagram, or chart from a book, magazine, or newspaper. Future meetings are planned through the year.

NSF DENIED FUNDING FOR
WORKSHOPS AND INSTITUTES

Funds for summer and in-service institutes for elementary and secondary school teachers of science, social sciences, and math have been cut from the NSF fiscal

1976 authorization. The \$9.2 billion cut is an outgrowth of this summer's series of Congressional attacks on NSF educational activities related to curriculum development, dissemination, and implementation.

Congress began its attack with Sen. Proxmire's (D. Wis.) public inquiry into NSF-sponsored research projects with titles which lent themselves to lampooning and to charges that they were of questionable value. Things took a more serious turn when Rep. John B. Conlan (R. Ariz.) began an attack on NSF educational activities. Conlan initiated his battle with sharp criticism of "Man: A Course of Study (MACOS)," a program dealing with social attitudes. Conlan termed MACOS, "morally sick." His attack escalated to NSF educational activities in general and successfully removed the \$9.2 billion from NSF's authorization.

Many educators clearly disagreed with Conlan—MACOS had been selected by 1,700 schools in 47 states to fill an educational need not considered to be satisfied by any other curriculum materials. Since these developments took place during the summer, little has been heard on Capitol Hill from the teachers who consider themselves the ultimate losers.

R.I. PRIVATE AND PUBLIC
ALTERNATIVE SCHOOLS SHARE
FACILITIES AND FACULTY

School One is the first independent, alternative high school in Providence, R.I. It is located in the same building as the Alternative Learning Project (ALP), an alternative high school run by the Providence Public School Department. ALP, developed by parents and educators in 1970 and a federal project for three years, has received additional federal monies to stimulate the creation of other alternative schools. School One is one response to that stimulus.

ALP and School One not only share facilities, through a process of cross-registration they share faculty. Both provide for the disaffected learner, whether of high or low academic standing, offering a flexible curriculum, student self-pacing, and experiences in quasi-professional environments. Centrally located, the schools accept day students from throughout the city.

MONDALE, BRADEMAs BILLS
DESIGNED TO UPGRADE CHILD
CARE, FAMILY SERVICES

The Mondale (S. 626) and Brademas (H.R. 2966) bills, which await committee action, would authorize \$1.85 billion over a 4-year period for child care and family services. In the first two years \$350 million is provided for training, planning, and technical assistance; \$1.5 billion is provided over the last two years for program operation. Services, which must be elected by parents, would give priority to preschool children from families of greatest economic and social need.

"Prime sponsors" for the programs may be state or local public or private nonprofit agencies. Funds are allocated for projects that offer part-day or full-day child care, in-home and in-school service, as well as information, consultation and referral services, prenatal and other medical services, food and nutritional services, and cultural development programs. A Child and Family Services Council, half of the membership of which must be parents, would be established for each program to help develop the child and family services offered by the program.

The American Federation of Teachers is pushing for the elimination of the Family Services idea from the bill and for establishing the public schools as sole "prime sponsor" for children two-and-a-half or older. Many child care specialists unite in disputing this position. Joan Lawler, Vice President of American Montessori Society schools Development, warns: "We must raise our voices in protest and join with other child care advocates who see the dangers in the AFT approach. We are the experts, those of us who have been involved in pre-school programs for years. The public schools lack expertise in this area. Mr. Shanker's interest in early childhood education corresponds curiously with wide-spread unemployment of public school teachers and shrinking enrollment in some school districts."

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