

# OUTLOOK

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

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## SCHOOL POPULATION CHANGES IN RACIAL, SOCIO-ECONOMIC MIX SEEN PRESSING CONCERN

There are about 16 million American high school age children today; there will be about 11.7 million in ten years. "We are literally running out of young people," says Harold Hodgkinson, National Institute of Education

Director. Less heralded but "terribly important," Hodgkinson believes, is the fact that as numbers are decreasing during this decade, the racial and socio-economic character of the student population will be changing simultaneously. The decrease in young people is primarily among caucasians, while the number of minorities remains remarkably steady.

In 1965 the percentage of blacks in the total 18 year-old category was 12%; by 1985 the percentage will be 18%. If all 1985 minorities are grouped, 30% of 18 year-olds in that year will be minority factions. As the minority-caucasian balance shifts, so will the socio-economic. Testifying before the House Subcommittee on Immigration, Citizenship, and International Law, John H. Tanton, Chairman of the Immigration Study Committee of Zero Population Growth, reported on one element of the problem. Taking into account the higher birth rate of persons from the less developed countries, Tanton said, "We conservatively estimate that illegal immigration of 800,000 persons yearly would contribute some 40 million additional persons to the U.S. by the year 2000." The AFL-CIO's estimate is that the prolific illegal alien population could reach 32 million by 1985.

The changing character of the Nation's student population is of major significance in planning to educate "conventional" students and in meeting the needs of all students, Hodgkinson adds. It requires adjustments in plant, teacher training, curriculum, and counseling services. "Those of us who think we can wait out the question of racial minorities, or the question of lower socio-economic status background, are kidding ourselves." They are upon us, Hodgkinson concludes--the 1985 18-year olds are already in third grade.

## EAST HARTFORD VOUCHER PLAN VOTED DOWN--NEW HAMPSHIRE TOWNS TO BALLOT IN MARCH

On January 26 the East Hartford Board of Education voted 6-2 not to adopt "Parents' Choice," the voucher system which would have allowed children, through the use of educational vouchers covering tuition and transportation

fees, to attend the public, Catholic, or nonsectarian private school of their choice. The wide margin of the vote was a surprise. A near-even split was anticipated, with the possibility that the Board Chairwoman might be required to cast the deciding vote; but on the day of the meeting, local papers carried a story that the town's 18 principals had voted unanimously against the proposal. "We're just not ready for it," said Andrew Esposito, Coordinator of the Parents' Choice Staff. "Maybe in another two or three years we would have been, but we're not now."

At town meetings in early March, six towns in southern New Hampshire--Allenstown, Candia, Deerfield, Hollis, Hooksett, and Salem--will decide whether they will implement a voucher plan whereby students could attend schools within or outside their districts. As in the cases of Alum Rock and East Hartford, the preliminary studies of the New Hampshire voucher project have been funded through a planning grant from the National Institute of Education. No other sites are currently under consideration.

CAPE MEMBER ORGANIZATIONS  
OPPOSE DISCRIMINATION IN  
SUPREME COURT AMICUS BRIEF

Eleven national organizations of private schools "place themselves on record as being unalterably opposed to the practice of racial discrimination against black persons in private education," in an amicus curiae brief filed in the case of McCrary, Gonzales, et al. v. Runyon, Fairfax-Brewster School Inc., et al., which will be heard by the Supreme Court this session. The amici curiae filing are the Council for American Private Education (CAPE), the National Association of Independent Schools (NAIS), and the Southern Association of Independent Schools (SAIS). CAPE speaks for organizations whose member schools enroll approximately 90% of the Nation's private elementary and secondary school children. These organizations want the "opportunity of a private education to be available to those black persons as well as those white persons who seek it and can qualify for it," according to the brief.

The suit is brought by two black families against two private elementary schools in Alexandria, Va., charging them in violation of the Civil Rights Act of 1866, which insures all citizens of the right to make and enforce personal contracts. When the case was heard in the Fourth U.S. Circuit Court of Appeals in April '75, CAPE, NAIS, and SAIS filed an amicus curiae brief supporting the prohibition against racial discrimination in admissions practices. The 4-3 ruling upheld a lower court decision that the two private elementary schools, by refusing admission to Colin Gonzales and Michael McCrary, violated the law.

CHARACTERISTIC DIFFERENCES  
MARK PROFESSIONAL TRAINING  
OF PRIVATE SCHOOL TEACHERS

Private school teachers constitute about 10 percent of the Nation's precollegiate teaching force. For some, their professional training is the same as that of their public school counterparts; others receive special training for work in schools of their choice. According to a recent survey of CAPE member organizations, teachers in their schools choose from three routes: they pursue professional programs designed for public school educators; they follow teacher training programs in denominational institutions; or they come directly to teaching from liberal arts programs and get professional training through in-service and continuing education programs.

Since, except for a limited number of rigorously denominational colleges, teacher training institutions address the needs of public schools, the special needs of private school teachers and, especially, administrators must be met primarily by in-service programs and by workshops and seminars conducted by their local, state, regional, and national professional organizations.

Teachers in Catholic, Episcopal, Friends, Hebrew, and nonsectarian independent schools usually come to their teaching jobs either through the public school teacher training route, or they come from strong liberal arts programs. Faculty members of Lutheran and Christian Reformed Church schools prepare almost exclusively in the teacher training institutions of their denominations. Most teachers in the American Montessori Society schools train in AMS teacher training courses, the remainder in courses conducted by the Association Montessori Internationale, in this country or abroad. While some Catholic and Hebrew educators prepare in denominationally-directed programs, most of them follow other routes.

PUERTO RICAN ASSOCIATION  
SERVES 150 PRIVATE SCHOOLS

"We in Puerto Rico have an organization working for private education," reports Col. Pedro L. Negron, President of Antilles Military Academy and founder of the Association of Private Schools of Puerto Rico. In existence since June, 1969, the organization has 150 member schools, 85% of them Catholic. The Association's Board of Directors consists of 17 members, representing sectarian and nonsectarian schools from all over the Island, and a regional representative from each of the Island's six educational regions. Maria M. Serbia de Caro, Director of Colegio Puertorriqueno de Ninas, is president.

NUCS PARENTS ACTIVE IN  
ESTABLISHING, SUPERVISING  
REFORMED CHURCH SCHOOLS

The National Union of Christian Schools (NUCS), headquartered in Grand Rapids, Mich., serves nearly 300 parent-operated member schools throughout the U.S. and Canada. Christian parents, believing they, not the church or state, are responsible for their children's education, establish local schools where all instruction is permeated with Christian principles. "We believe," says John A. Vander Ark, NUCS Director, "that education is a process wherein a child's personality is formed by instruction in the trust of God, and human knowledge leavened with that trust."

NUCS was formed in 1920. But as far back as the early 1890's there was an organization serving the 10 or 12 Christian schools then in existence in the U.S. Today NUCS coordinates and channels individual school efforts and resources so as to provide a unified program for its 65,000 students and 3,000 teachers. It produces curriculum materials; publishes, as well as texts, the Christian Home and School, a journal for parents and teachers; administers benefit programs; presents a unified voice in representing its schools at state/provincial and federal government levels; and assists in the administration of government programs. The organization provides schools with promotional materials, salary studies, surveys on operating costs, and, upon request, confidential analyses of member school programs and operation. It also conducts workshops for school board members.

Each school is administered by its own Christian School Society, a body of Christian parents and others with similar basic doctrinal views based on the Reformed Christian Church. It is governed by a Board of Trustees and staffed by teachers whose authority in character training and discipline is derived from the fact that they stand in loco parentis. The societies are not ecclesiastically bound or governed, but they recognize the spiritual doctrinal authority of those churches whose standards are the same as the schools. State/provincial curricular and teacher certification requirements are met by all schools.

ELEMENTARY SCHOOL PUPILS  
INCREASE SOCIAL AWARENESS  
THROUGH PHILOSOPHY, LOGIC

An experimental philosophy program, designed to encourage elementary school children to reason, to experience the process of philosophical discussion, and to think about thinking, has shown "significant multi-faceted results," according to Matthew Lipman, Director of the Institute for the Advancement of Philosophy for Children at Montclair State College. Fifth- and sixth-graders in an experimental class in one of Newark's inner city schools, the Morton Street School, made "considerable jumps" in critical thinking, awareness of interpersonal relationships, and in reading. Dramatic leaps of 1½ to 2½ years' improvement in reading over a four-month period have been reported by the Rutgers University Institute for Cognitive Studies, which monitored the experiment.

Training programs for teachers were designed by selected education and philosophy professors in workshops sponsored by The American Philosophical Association. Classes are now being held at several universities, training teachers for programs to be initiated this fall in the public schools of Milwaukee, Newark, and Omaha, among others. Several independent schools in New Jersey and New York are considering the 17-week program. Teaching materials, designed by Lipman, consist of an instructional manual and Harry Stottlemeier's Discovery, a book of stories dealing with syllogistic inferences, universal and particular sentences, logic, differences of degree, relationships, and styles of thought.

Tony's father, in one of the stories, thinks Tony should be an engineer because he is good in math and all engineers are good in math. Tony, after class discussions, is able to point out to his father that all people who are good in math are not engineers. A sixth-grade boy in the Morton Street School who had learned about faulty generalizations came to his teacher one day and angrily said, "All Puerto Ricans are nasty." He suddenly remembered his lesson. "Most Puerto Ricans are nasty," he said. He regrouped a third time and concluded, "Well, some of the Puerto Ricans I know are nasty."

CHILD CARE BILL, "FALSELY  
ATTACKED," DRAWS BROAD-  
BASED ORGANIZATION SUPPORT

Action on the Mondale-Brademas Child and Family Services Act (S 626, HR 2966), supported almost universally by public and private education and social service organizations, is mired in a morass of protests engendered by

anonymous mimeographed flyers charging the bill provides for government assumption of parental rights with regard to child care. Mondale counters, "These allegations are absolutely and completely false." The National PTA, leading church and child care groups agree.

The bill provides that: "Nothing in this Act shall be construed or applied in such a manner as to infringe upon or usurp the moral and legal rights and responsibilities of parents or guardians with respect to the moral, mental, emotional, physical, or other development of their children." It also states that: ". . .services under this title shall be provided only for children whose parents request them."

NATIONAL COUNCIL FURTHERS  
PROVISIONS FOR STUDY OF  
RELIGION IN PUBLIC SCHOOLS

"The most radical reordering of inter-personal and inter-institutional relationships" in the history of the Western world is taking place today, believes Neil G. McCluskey, Dean of Teacher Education, Lehman College of

the City University of New York. Our children have a "strong hunger" for values, he says. McCluskey chairs the National Council on Religion and Public Education, a national group of organizations formed in December, 1971, to further the study of religion in public schools. The group, headquartered on the Ball State University campus in Muncie, Ind., provides a forum and means for cooperation among organizations and institutions concerned with developing approaches to the study of religion which are educationally appropriate and constitutionally acceptable in a secular program of public education. McCluskey is numbered among a group of scholars consulting with CAPE.

ROCKEFELLER BROS. FUNDS  
STUDY OF PUBLIC ROLE OF  
PRIVATE ACADEMIES IN N.E.

The New England private academy, serving often in a quasi-public school role, is a "rich, if vanishing, educational resource," which may have implications of great significance for public as well as private education,

says Ralph O. West of the New England Association of Schools and Colleges. West begins a study, funded by the Rockefeller Brothers Fund, to determine whether there are common elements among the academies that would illuminate their usefulness for public purposes.

The study includes: schools' organizational patterns, including their relationships to local or regional public school governing bodies; financial structures, including sources of income, endowments, and real per pupil costs; and the legal and administrative basis for their functioning in the particular state. In addition, West will examine the programs offered, their relation to student need, and the quality of the educational experience.

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