

# OUTLOOK

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

**April, 1976**

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OCR PROCEDURES AFFECTING  
PARTICIPATION OF PRIVATE  
SCHOOL STUDENTS CLARIFIED

Responding to an inquiry from Wayne Teague, Alabama State Superintendent of Education, HEW Secretary David Mathews clarified civil rights requirements for private schools if their students are to participate in federally-funded programs. The clarifying statement, prepared at Mathews' request by Martin Gerry, Acting Director, Office for Civil Rights (OCR), resolves questions raised by what Mathews describes as "conflicting information from sources within the Department" and should end Region IV practices which have presented major problems for private school administrators interested in having their students benefit from mandated federally-financed programs.

Since late last summer, representatives of OCR in Atlanta have said private school children may participate in federally-funded programs only if their schools are on an approved list maintained in the Regional Office, that they must abide by unapproved draft regulations, and that they must meet the same procedural requirements as apply in public school districts which are under court orders to desegregate. They have refused to recognize completed assurance of compliance forms (HEW Form 441).

Mathews' clarification establishes that OCR does not maintain a list, as such, of approved private schools and does not require a private school to be so listed in order that children enrolled there can participate in public school programs and that where public school agencies administer programs which serve private school children OCR does not require an HEW Form 441 from the private school. Rather, OCR would require the public institution, which is the recipient of Federal assistance, to provide that form and the necessary documentation, the recipient being responsible for making sure there have been no discriminatory practices. If the private school is a recipient of Federal financial assistance, apart from the Federally-assisted program administered by the public school, then the private school would be required to submit HEW Form 441 and other documentation.

The statement emphasizes that children enrolled in a private school cannot participate in a public school program if the private school engages in discriminatory practices prohibited by Title VI. "Even though the nonpublic school is not a recipient, any discriminatory practices by it would, in our view, directly affect the Federally-assisted program."

MEDIAN INCOME OF PRIVATE  
SCHOOL FAMILIES LESS THAN  
\$15,000; 20% UNDER \$10,000

Children enrolled in private elementary and secondary schools are more likely to come from families with annual incomes under \$15,000 than from families with incomes above that figure, according to the most recent U.S. Census data. More are from families in the \$10-15,000 bracket than from those in the \$15-20,000 bracket; more in the \$5-10,000 range than in the \$20-25,000 range. Only on the outer limits of the income scale does the balance shift--a larger number of children from families with incomes over \$25,000 attend private schools than those from families with incomes under \$5,000. The percentages by annual family income as reported in the Census Bureau's Current Population Reports, "School Enrollment--Social and Economic Characteristics of Students: October, 1974.": under \$5,000 (4.1%); \$5,000-9,999 (15.7%); \$10,000-14,999 (31.6%); \$15,000-19,999 (20.0%); \$20,000-24,999 (13.7%); \$25,000 and over (14.9%).

KRAUSHAAR: DEFINITION OF  
PUBLIC POLICY CONCERNING  
PRIVATE SCHOOLS IS URGENT

Judgments and decisions which vitally affect private schools are being made every day, yet little attention has been given to an overall rationale for the place of these schools in the educational scene, says Dr. Otto Kraushaar, authority on American private education. There is no clear public policy which gives direction and coherence to decisions made by people in the legislative, judicial, and administrative agencies of state and Federal governments.

Kraushaar, former president of Goucher College and author of the study, American Nonpublic Schools: Patterns of Diversity, believes it of major importance that relevant questions "be identified and resolved and a public policy concerning private elementary and secondary education formed." Kraushaar sees a need for the government to oversee private education--"a public policy necessarily means some measure of public control"--but to what degree, by whom, and to what end? Another crucial question to be answered deals with the matter of financial aid. How can private schools be financially aided in accordance with the law? Kraushaar sees "a gross inconsistency" between the aid given by the Federal government to secondary schools and that given colleges. He also asks: How can states take into account the work of the private schools in future planning? To what degree should private schools be included in legislative programs aimed at education in general?

Kraushaar's newest work, Private Schools: From the Puritans to the Present, is one of Phi Delta Kappa's Bicentennial Series. "Dr. Kraushaar," states Richard Gross, Stanford University professor who edited the series, "provides an excellent survey, reminding us of the crucial influence of private education, not just upon the 10 percent of all students enrolled in our various schools, but upon American education in its entirety. . . .many of the elements of modern education were spawned and pilot-tested by private school personnel." Because of the rapid growth of church schools since the Second World War, Kraushaar suggests we may be in the first phase of a religious "awakening," instead of at the point of recovering from religion, a development once thought inevitable by some American intellectuals who tended to write off religion as a "deplorable mythology" that once powerfully influenced our basic institutions but is now largely overcome. He sees a possible correlation between the religious upsurge and future support for private education.

Recently conducting for The Sheridan Foundation an investigation of private schools in the Greater Baltimore area, Kraushaar studied 40 schools, visited 25, at least one of every type: Baptist, Catholic, Episcopal, Friends, Fundamentalist, Hebrew, independent, and Lutheran. The schools' biggest problems are financial. One-third are in a strong position; one-third are in some difficulty; and one-third are "close to the edge"; but virtually all will survive, Kraushaar thinks, in spite of the dip in student population.

NATIONAL GROUP OF SCHOOL  
VOLUNTEERS OPENS OFFICE  
IN ALEXANDRIA, VIRGINIA

The National School Volunteer Program (NSVP), with a membership of some 700 local school volunteer programs throughout the country, many of them involving from 2,000 to 15,000 volunteers in support of elementary and secondary education, is establishing an executive office in Alexandria, Va., and forming an advisory council. "Key national figures in areas related to the school volunteer movement" will serve on the council, according to Dr. Audrey Jackson, Vice President of NSVP. The organization has four functions. It provides national services designed to help local programs and school systems achieve high standards of quality and effectiveness. It assists local groups in expanding efforts to meet increasing student needs. It acts to insure that all school volunteer programs and activities emphasize the central role of citizen participation in schools. It seeks, finally, to strengthen school volunteer programs as community institutions able to mobilize resources and integrate services for students. A private school perspective will be provided on the advisory council by Dr. Robert L. Lamborn, Executive Director, Council for American Private Education.

INTEREST IN JUNIOR ROTC  
UNITS FILLS CURRENT QUOTA:  
APPLICATIONS BACKLOGGED

Twelve hundred Junior ROTC (JROTC) programs enroll 112,781 male and female secondary school students nationwide. About 60 programs are in private secondary schools.

The Army is authorized 650 units; the Navy and Air Force 275 each, with 40 units allocated by the Navy to the Marine Corps. Forty-eight schools are on a waiting list for Army JROTC programs, according to Major General Charles C. Rogers, Deputy Chief of Staff for ROTC, who spoke at the annual meeting of the Association of Military Colleges and Schools of the U.S. (AMCSUS), March 14-16, in Arlington, Va. Seven to fifteen percent of all Army officer commissionees during the period 1971 through 1975 came through both JROTC and Senior ROTC, Rogers reported. The Federal government supports the JROTC program with \$9,500,000 annually.

John H. Owen, President of North Georgia College and President of AMCSUS, said that two important functions of military schools and colleges are to develop informed, self-reliant, and self-directed people and to encourage U.S. citizens to "recognize the importance of our Nation's military program and respect the military establishment." Senator Strom Thurmond of South Carolina, ranking minority member of the Senate Armed Services Committee, was guest of honor and spoke of our country's need for a strong national defense. The theme of AMCSUS' 60th conference was: "Military Colleges and Schools--A Renewed Interest."

"PETTICOATS & UNION SUITS"  
ENLISTS STUDENTS, PARENTS,  
FACULTY AT HISTORIC SCHOOL

A Bicentennial play, "Petticoats and Union Suits," produced recently by the Collegiate School in New York City, counted its headmaster, Richard Barter, among the cast, along with 99 students, 29 faculty members, and 210 par-

ents. Every class was represented in the play; there were faculty from each of the three schools, two heads of schools, and two department chairmen in it; and parents from every class were either in the cast or on committees.

"It's opened up a whole area of common interest," said Barter. In some cases entire families were involved in the school's community endeavor. One nine-year-old actor was happy to spend time with his dad during rehearsals. My father usually travels a lot--"business trips and stuff like that," the boy explained.

Confederate money, guns, a sword, and military trappings were grouped in a display case in the school lobby during the seven-night run. An incident at Gettysburg could be studied in a diorama, and portraits and scenes of the 1860s were on the walls. Co-authored by the school's drama coach and music teacher, the play raised approximately \$28,500 for the school's scholarship fund. The Collegiate School, founded in 1638, is the Nation's oldest independent school.

NEW OFFICE OF EXTERNAL  
RELATIONS SET UP BY BELL

Reflecting Secretary David Mathews' desire to improve HEW's external relations efforts "so that federal bureaucrats are exposed to people who are not bureaucrats,"

U.S. Commissioner of Education Terrel Bell recently established the Office of External Relations within the Office of Education (OE). The new Director, Harry M. Gardner, is responsible for coordinating and implementing all OE national and international liaison activities with both public and private schools. A series of OE/National Education Constituencies Briefings and Information Exchanges is scheduled. Robert Lamborn, CAPE's Executive Director, attended the first one. Speakers from the HEW Secretary's staff included Nancy Porter, Special Assistant to the Secretary for External Affairs, and Douglas Harlan, Director, Office of Regulatory Review. Virginia Trotter, Assistant Secretary for Education, and Terrel Bell, U.S. Commissioner of Education, as well as other Division of Education and OE representatives, were also on the program.

MODEL LIBRARY SLATED FOR  
CALIFORNIA PRIVATE SCHOOL  
THROUGH TITLE II, PHASE II

Students at the Valley Christian High School in Cerritos, California, will soon have a model library as a result of a \$67,185 ESEA Title II Phase II grant from the local school district. Counseling and vocational guidance centers will be housed in the expanded facility, and additions to the library will include: 3,500 books; 300 magazines, microfilms, and documents; 300 motion pictures; 120 film strips; 1,700 slides and transparencies; and 300 maps, charts, and art prints. We are all "very happy and busy" with our planning, says Bruce Kuening, the school's principal.

NATIONAL FINDINGS INDICATE  
STRONG GRASSROOTS SUPPORT  
FOR CATHOLIC EDUCATION

Catholic school attendance is dropping in the cities because "urban residents cannot afford increasing tuitions" and in the suburbs because "parochial schools have not been built to keep up with the shift of the Catholic population from city to suburbs." Ninety percent of the American Catholic population favors the continuation of Catholic schools; 55% of families making over \$20,000 claim that no Catholic school is available to them; and 69% of parents with children in Catholic schools say they would make an additional financial sacrifice to keep a Catholic school from closing. These assertions are made in a recently published study of American Catholicism, Catholic Schools in a Declining Church, co-authored by Andrew M. Greeley, William C. McCready, and Kathleen McCourt.

The study was based on two representative national samples of American Catholics taken at the National Opinion Research Center (NORC)--one in 1963, before the end of the Second Vatican Council, and the other in 1974. Greeley, sociologist and Roman Catholic priest in the Archdiocese of Chicago, was principal investigator. McCready, assistant professor of sociology at Loyola University of Chicago, and McCourt, senior study director of NORC at the University of Chicago, were co-principal investigators. Officials at the National Catholic Educational Association (NCEA) are "grateful" to the authors for their "excellent research" and "extremely pleased" that one of the first public presentations of the research data was made at the NCEA Convention in Chicago. The Washington-based Catholic organization plans a special Symposium on Catholic Education this summer so that results of the authors' research can be used in the future design of Catholic education.

The study showed that parochial schools have a positive effect on students, "producing a hopeful world-view in those who attend Catholic schools for more than ten years." It shows, further, that Catholic schools are producing people who are tolerant of others, change-oriented and flexible, but secure in both their world-view and their loyalty to past traditions and values--a potentially strong human resource for "the changing Church." Concerned about the Church's moratorium on building new schools, Greeley says that until the Church becomes more responsive to its membership and the membership takes a more active role in decision-making, declining enrollments will continue in spite of the support among Catholics for Catholic schools. "There are," he quips, "many ironies in the fire."

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