

**The Private Elementary
and Secondary Education**

OUTLOOK

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

June, 1976

MATHEWS WANTS "FULLY OPEN"
COMMUNICATION WITH PRIVATE
SCHOOLS; SETS PROCEDURES

Mathews, responding to concerns voiced by the Council for American Private Education (CAPE). Consistent with his policy of establishing outreaching relationships with the educational community, Mathews agrees with CAPE's wish to "maintain easy, continuing, and effective communication between appropriate officials in the Office of the Secretary and representatives of private elementary and secondary education.

"My position, and that of this Department, is that representatives of private schools are to have continuing access to offices, staff, and to meetings involving the public education group," says HEW Secretary F. David

CAPE Executive Director Robert Lamborn asked the Secretary for an expression of HEW policy regarding private schools, couched in the spirit of the President's earlier statements, and for the development of administrative procedures to implement that policy. "I wholly subscribe to the statements of President Ford in which he supports private education and hopes to find a constitutional way to assist it," Mathews responded. "Assistant Secretary Trotter, Commissioner of Education Bell, and I want to achieve complete equity of Federal education program benefits for eligible children in public and private schools."

Nancy Porter, Special Assistant to the Secretary for External Affairs, will be CAPE's main contact with the Office of the Secretary, Mathews said. She will see that private school representatives are invited to Department meetings on a routine basis. In addition, he continued, "I will ask Ms. Porter to call to my attention any concerns you have regarding the effectiveness of our efforts to have fully open and continuing communications with the private elementary and secondary schools of this Nation."

U.S. PUBLIC POLICY STANCE
ON PRIVATE SCHOOLS UNUSUAL
AMONG DEMOCRACIES: MCGARRY

Freedom" article, surveys aid to independent education in 85 countries. Only rarely, he reports, do democracies exclude all forms of religious instruction from public schools and refuse public aid (direct as well as indirect) to independently controlled schools, including those that teach religion. Such "exclusion and refusal" are the rule among communist and totalitarian countries, according to McGarry.

"In determining our public policy toward independent education, we should not overlook the experience of other countries," believes Professor Daniel D. McGarry of St. Louis University. McGarry, in an "Educational

McGarry finds in democratic countries there are two kinds of governmental aid to private education: direct and indirect. Direct aid runs the spectrum from public provision of total operational expenses and construction costs, through varying percentages of one or both. Operational aid is the most usual. A common form of operational subsidy is full or partial payment of teachers' salaries; another consists in per-pupil grants to parental associations operating schools. Allowances are also made for various specific purposes, such as certain types of instruction. According to the author, indirect aid takes such forms as tax exemptions, bus transportation, school lunches, medical and dental expenses, and the like. Generally both direct and indirect aid are given. Aid may be provided by national, state, or local governments, separately or in combination.

Almost all European democracies give substantial public aid to private education. In many, religion is taught in public schools, with attendance voluntary. For example, Lutheranism is taught in public schools of Scandinavian countries on a voluntary basis, and state subsidization of from 50 to 90% of their expenses is available for Catholic, Jewish, and independent schools. In England, Wales, Scotland, and Northern Ireland, optional religious instruction is provided in public schools, and state assistance, ranging from about 60 to 100% of costs, is given to independent or "voluntary" schools.

Of the five major democracies of English descent (Canada, Australia, New Zealand, the Union of South Africa, and the U.S.) all except the U.S. provide religious instruction in public schools. Three of the five give direct aid to private schools. New Zealand seems to be on the way to giving direct as well as indirect aid, which would leave our Nation as the "solitary exception," McGarry finds, in both the lack of direct governmental aid to its private schools and in the absence of religious instruction in its public schools.

BELL, ADDRESSING CHIEFS,
PREDICTS INCREASED POWER,
IMPACT FOR PRIVATE SCHOOLS

U.S. Commissioner of Education Terrel Bell believes private schools, in spite of their current problems, "will come back stronger." The private school sector, he told Chief State School Officers at their annual meeting, has a strong organization and will "take you on in a loud, persuasive voice." Bell, meeting for the last time with the Chiefs, made the following predictions about the future of American education:

- The highly "prescriptive" handicapped bill will increase tension between states and OE.
- Attacks on local control of education will continue.
- Demands on SEAs to attain performance accountability for students will escalate.
- Federal funds will continue to target special groups (disadvantaged, handicapped).
- Courts will be shaping education policy "under the banner of individuals' rights."
- Congress will write "more and more" education policy through legislation.
- Collective bargaining is here to stay.
- There will be a merger of all teacher organizations into one massive union.
- Unions will take over teacher certification.
- Use of technology in education will emerge significantly.
- Open enrollment is coming, and vouchers may well be an emerging feature.
- Massive governmental support of day-care and child-tending services is coming, and with it a struggle between schools and social agencies.
- There will be a push to provide retirement incentives to get older teachers out of the schools and young professionals in.
- A U.S. Department of Education will be created.
- Size of schools will decrease--people will realize "bigger is not necessarily better."
- There will be a change from paper and print to electronic information retrieval systems.

AASA CORRECTS REPORT--NOT
PARTY TO NATIONAL PEARL v.
MATHEWS, BELL, AND ANKER

Contrary to press reports, the American Association of School Administrators (AASA) is not a participating party in National PEARL v. Mathews, Bell, and Anker, according to Paul Salmon, AASA Executive Director.

National PEARL (National Coalition for Public Education and Religious Liberty) initiated litigation this spring aimed at denying on-premises ESEA Title I services to disadvantaged children attending church-related schools in New York City. AASA's Continuing Resolution #7 says: "AASA believes that nonpublic schools are an important part of the American educational system" but have a claim only to those public funds "which meet the test of constitutionality." Explaining AASA's position, Salmon says that after considering relevant AASA resolutions, "all aspects of the case," and "the interests of our diverse membership," it was decided not to participate. National PEARL has rectified the error.

COONLEY, E.E. FORD GRANTS
SUPPORTING CAPE ACTIVITIES

The Queene Ferry Coonley Foundation and The Edward E. Ford Foundation have made grants, respectively, of \$1,000 and \$25,000 to CAPE. Both are grants in general support of the Council's efforts to promote the vitality of the Nation's private schools and to enhance their contribution to American education and society.

Queene Ferry Coonley (1874-1958), a Vassar graduate, was an advocate of progressive education, holding that schools should encourage children to become participants rather than spectators. She founded four schools. One in Illinois, The Avery Coonley School, an independent school for gifted children, still flourishes. The Foundation, carrying forward her interests, made 48% of its 1970-75 dollar grants to education, a total of \$90,300.

Edward E. Ford (1894-1963) was the son of A. Ward Ford, who founded and developed a manufacturing business which became a part of IBM. Educated at The Mercersburg Academy and Princeton University, Ford established the Foundation to improve the quality of secondary education, with emphasis on assistance to independent schools. Since its inception in 1957 the Foundation has granted over \$8.5 million to schools and grants totaling \$1.5 million to organizations interested in and promoting private secondary education.

7-8th GRADE ARCHEOLOGISTS
UNEARTH OWN ANTIQUITIES

Each fall at a site in Luray, Va., groups of seventh- and eighth-grade students dig for artifacts of other cultures--artifacts buried a few days before by their classmates. The program, a combination of archeology and anthropology, is in its fourth year at the Sheridan School in Washington, D. C.

After studying various cultures, the class divides in half and, in secret, each group "creates" an original culture. It may be primitive or highly sophisticated and futuristic. Students make artifacts out of clay and wood, depicting their created culture's attitudes toward such things as religion, warfare, marriage, and child-rearing. They develop an alphabet and simulate a Rosetta stone. During a week's stay on school property in Luray, members of each group select a site, excavate a pit, set up grid posts, and bury their artifacts. Some are purposefully broken; some are missing parts. The groups, in turn, excavate each other's site, tag and wrap the artifacts, and, back at school, consider their findings and prepare written evaluations of the cultures they have "discovered."

ALTERNATIVE SCHOOLS FORM
NATIONAL COALITION; 1600
ATTEND CHICAGO CONFERENCE

The National Coalition of Alternative Community Schools, formed last month during a two-day alternative schools conference, is open to schools, groups, and individuals "committed to creating an egalitarian society by working against racism, sexism, ageism, and all forms of social, political, and economic oppression," according to Jack Wuest, Director of the Chicago Alternative Schools Network. An ad hoc committee is developing directions; officers will be elected at a November meeting. The National Association of Legal Support for Alternative Schools is one of three groups working within the Coalition. The New Schools Exchange in Pettigrew, Arkansas, will disseminate information. The Alternative Schools Network will handle administrative matters.

The conference, which attracted 1600 people to Chicago, included 30 workshops. Speakers included Jon Kozol, author of "Free Schools"; Erica Huggins, Director of Oakland Community School; Luis Fuentes, advocate for community control of schools in New York; and Ivan Illich, author of "DeSchooling Society." The Coalition will support an educational process which is alternative in intention, "working to empower people to actively and collectively direct their lives"; alternative in form, "requiring the active control of education by students, parents, teachers, and community members most directly affected"; and alternative in content, "developing tools and skills to work for social change."

NORTH CAROLINA INCREASES
NUMBER OF CAPE-TYPE STATE
ORGANIZATIONS TO NINETEEN

Eighteen CAPE-type state organizations are already in place; CAPE-N.C. brings the number to 19. Temporary officers are working to "get some of our goals obtained," reports Rev. Edward J. Sheridan, Superintendent of Schools, Diocese of Charlotte, and acting president of the group. At the first annual meeting in September permanent officers will be elected. Charter members include representatives of Catholic, Episcopal, independent, and Lutheran schools.

The new state group will provide a state-wide communications framework among public and private schools, organizations, and agencies, and federal, state, and local governmental bodies and agencies. It will encourage educational diversity, parental choice of schools, information-sharing among member organizations, and a broad public commitment to excellence in education. In addition, the organization will foster a sharing by private schools in the state's educational tasks and maintain working relationships with CAPE in Washington.

CAPE-N.C. has had support from the state government through the cooperation of North Carolina's Nonpublic School Coordinator, Calvin Criner. The Asheville School will present Criner with its Award of Merit in honor of his "many contributions to education, especially the nonpublic schools of North Carolina," reports John Tyrer, Asheville's headmaster.

ECS CONFERENCE FOCUSES ON
CAREER EDUCATION: PRIVATE
SECTOR ECS ROLE EVOLVING

"The Education Commission of the States" (ECS), I have always held, is for all of education, public and private, on all levels," says outgoing ECS Executive Director Wendell Pierce. Warren Hill, a former chancellor of higher education in Connecticut and commissioner of education in Maine, is the new director. New Mexico Governor Jerry Apodaca, new Commission chairman, and Hill both plan to put the active involvement of governors among top priorities.

Some 400 state political and education leaders attending the annual ECS meeting in San Francisco May 26-28 focused their attention on the theme: "The Great American Dream: Education for Work?" They made 91 recommendations on preparing students for work. Keynote speaker, Ewald Nyquist, New York Commissioner of Education and President of the University of the State of New York, cautioned: education is not only learning how to make a living, but also how to live a sensitive, creative, compassionate, and humane life. "It would be a disgrace," he said, "if the only purpose of education were to fit students for a job."

In accord with ECS interest in private schools, Robert L. Lamborn, along with 14 others representing the federal government and national education organizations, has been appointed a nonvoting advisory member to ECS and, in a move designed to establish closer relationships with private schools, ECS Department of Elementary/Secondary Education Director Homer Elseroad will serve as Private School Liaison Coordinator, paralleling the liaison activities already in place between ECS and each of the states.

OUTLOOK is published monthly (September through June) by the Council for American Private Education. Council members: The American Lutheran Church • American Montessori Society • Association of Military Colleges and Schools of the United States • Friends Council on Education • Lutheran Church—Missouri Synod, Board of Parish Education • National Association of Episcopal Schools • National Association of Independent Schools • National Catholic Educational Association • National Society for Hebrew Day Schools • National Union of Christian Schools • U.S. Catholic Conference.

COUNCIL FOR AMERICAN PRIVATE EDUCATION
1625 Eye Street, N.W. (Suite 1010)
Washington, D.C. 20006
(202) 659-3236

Robert L. Lamborn, Executive Director; Barbara Blaes, Editor
