

**The Private Elementary  
and Secondary Education**

# OUTLOOK

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

October, 1976

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FORD, CARTER STATEMENTS  
BACK PRIVATE SECTOR ROLE

Both Presidential candidates value the part played by private elementary and secondary schools within the whole of American education and are publicly committed to finding a constitutional way to support the private segment. The President and Governor Carter reaffirmed their positions in open messages to readers of Today's Catholic Teacher.

The President: "It is important that we recognize the contributions that have been made in these past 200 years by the nonpublic schools. Yours is a tradition that has added greatly to the fiber of our American experience. I believe that diversity in education is just as good as it is in politics, business, the professions, in our personal lives, and in our cultural traditions. I fully support the concept of tax credits for tuition payments, and my Administration is carefully examining how to make provision for such tax reform legislation without a large inflationary effect that hurts all Americans."

Governor Carter: "I am firmly committed to conducting a systematic and continuing search for constitutionally acceptable methods for providing aid to parents whose children attend nonsegregated private schools [and] to seeing that children attending nonsegregated private schools benefit from federal education programs. At stake is the right of millions of low and middle income Americans to choose a religious education for their children. This right lies at the core of America's diversity and strength. We dare not lose it by default."

IRS, JUSTICE DEPARTMENT  
ASK DISMISSAL OF WRIGHT  
V. SIMON AND ALEXANDER

The Internal Revenue Service (IRS) and the Department of Justice plan to move for dismissal of Wright v. Simon and Alexander, on grounds that the plaintiffs do not have standing in court. Private schools named in the suit face possible loss of tax exempt status. The suit accuses them of "adopting and certifying, but not implementing," a policy of racial nondiscrimination.

The case is brought against Treasury and IRS by groups of black parents in Alabama, Illinois, Louisiana, Massachusetts, South Carolina, Tennessee, and Virginia. The plaintiffs seek to have IRS revoke existing tax exemptions held by organizations operating private schools or by private schools where the schools have "insubstantial or nonexistent" minority enrollments in districts which are racially desegregating and cannot prove they do not exist merely to serve white children avoiding desegregation. The suit also asks that new applications for tax-exempt status for such schools be denied.

Dr. Harold Bowie, headmaster of Harding Academy, counters, "I don't know of any qualified black applicant who has ever been turned down for employment or enrollment here, and we have openly solicited each." Harding has two black faculty members and about 40 black students. Rev. Wayne Allen, Briarcrest board chairman, comments, "We are continuing to actively seek black students. We advertise over a predominantly black radio station and in a predominantly black newspaper, but no blacks have enrolled. Our purpose is education and not segregation." Both Memphis schools are charged in the suit. Should it come to trial, key arguments will deal with the determination of what constitutes performance "in good faith" and how "insubstantial" is to be defined.

LESSENERD PRIVATE SCHOOL  
ROLE WOULD BE TRAGEDY,  
AGUIRRE TELLS SENATORS

"I think it would be a tragedy" if the role of private schools in America would be lessened, said Edward Aguirre in response to a question posed by Senator Taft at the Senate confirmation hearing on Aguirre's nomination for the post of U.S. Commissioner of Education. "We need many options for education," the 47-year old Spanish American continued. "I firmly believe in the public school system; however, we must maintain the private school option." Aguirre, whose nomination was subsequently approved, taught school in Arizona, served in various national and regional capacities with the U.S. Department of Labor, and was the USOE regional commissioner in San Francisco before his confirmation.

TITLE I BYPASS INVOKED  
IN MISSOURI, SITUATIONS  
STUDIED IN OTHER STATES

A Title I bypass will be implemented in Missouri, involving four local education agencies: Kansas City, St. Louis, St. Joseph, and Jefferson City. An on-site visit by Office of Education (OE) representatives found the state's plan of providing benefits to private school children at "other than regular school hours" unsatisfactory, ruling the practice inequitable.

The U.S. Commissioner of Education is responsible to institute bypass provisions under circumstances where state law bars equitable services or where local school districts have "substantially failed" to include qualified students at private schools in benefits of Federal programs. Where bypass is invoked, the Commissioner reserves the share of the state's allotment that would serve private school children, and contracts with an independent agency to serve those children. OE program specialists are working with Missouri public and private school officials to avoid the heavy administrative "drain-off" of funds which occurred in previous bypass arrangements and are trying to make sure most of the money is saved for working with children.

There have been similar problems in Oklahoma, Virginia, and Wisconsin, but alternative solutions are being sought, and OE reports no bypass action is planned at this time.

UNIVERSITY STUDENTS STUDY  
ROLE OF PRIVATE SCHOOLS  
IN CAPE INTERN PROGRAMS

The Council for American Private Education's (CAPE) continuing interest in informing able young people about private education has brought four student interns to the Council over the past three years: a student in the graduate department of library science at Catholic University and three undergraduate political science students from Duke University.

Nancy Zeidner (Catholic University) developed a plan for the identification and coordination of materials related to private education. She was later awarded a contract by CAPE to put her plan into effect by assembling an annotated bibliography of private school materials, soon to be published. Merl Baker (Duke University) reviewed the history of U.S. Supreme Court decisions related to private precollegiate education. He assisted with research during the preparation of CAPE's paper, "The Role of Private Elementary and Secondary Schools in American Society--and the Significance of Private Philanthropy in their Financial Viability," written for the Commission on Private Philanthropy and Public Needs (The Filer Commission).

Capie Polk (Duke University) developed a "Model Constitution" for state-level private school organizations, and Patricia Haverland (Duke University) researched trends in Episcopal schools as part of a CAPE study done for the National Institute of Education on the effect of changing enrollments on private education. She also was active in the administration of the first national conference on private precollegiate education, jointly sponsored by the U.S. Office of Education and CAPE.

SCHOOL VOLUNTEERS PERFORM  
VITAL EDUCATIONAL ROLES,  
WHITE HOUSE CONFEREES TOLD

At the recent White House Conference on School Volunteerism, Patricia Harbor, Special Assistant to the Secretary, HEW, outlined to leaders of the National School Volunteer Program (NSVP) HEW's position on citizen participation.

Secretary David Mathews is convinced, she said, we must continue to emphasize partnerships in our communities, developing greater understanding and broader commitment to mutually supporting efforts to improve the quality of educational services to the nation's children.

The impact of volunteers is significant in the public and private sectors. At present nearly two million volunteers are working in approximately three thousand different public school programs and serving five million school children. Volunteers in private schools are legion. Parents, alumni, individual patrons, community organizations, and businesses volunteer financial support through tuitions, annual giving, major fund drives, special gifts, and bequests. Private schools are chosen voluntarily by parents and are often conceived and developed to fill special needs in the community.

Speaking of the strength flowing to schools from the volunteer movement, Harriet Naylor, Director, HEW Office of Volunteer Development, said, "Volunteers become advocates. This is the most significant characteristic of the volunteer movement today." As advocates, they speak with credibility. Their potential contribution is great and very special.

CITIZEN-EDUCATOR WENTZ,  
ST. LOUIS SUPERINTENDENT,  
EVALUATES PRIVATE SECTOR

Believing that the "best educational services" should be provided to children in the urban area, that permissible aid to private schools would produce a "healthier climate for the total city," and that private schools give "im-

portant economic relief to the already financially troubled public schools," St. Louis superintendent of public schools, Robert E. Wentz, sent a letter on personal letterhead to 200,000 Missourians endorsing a proposed constitutional amendment that would have made state funds available to private school students. The endorsement stated Wentz's position "as a citizen and as an educator." The amendment failed.

CHILDREN'S HOUSE, FIRST  
MONTESSORI PUBLIC SCHOOL,  
CINCINNATI ALTERNATIVE

Seven buses and one taxi, routed throughout Cincinnati, bring 200 children to Children's House, the first Montessori public elementary school in the country. Fifty-four percent of the children in the K-3 school are white;

forty-six percent black. The project, one of 16 alternative programs sponsored by the Cincinnati Board of Education to promote voluntary racial integration, "transports" the Montessori educational concept from the private to the public sector. There are about 275 American Montessori Schools (AMS) operating under private auspices.

Funded in 1974 by the Andrew Jergens Foundation, Xavier University in Cincinnati began a research project to study Montessori elementary education in an American setting. AMS' founder, Nancy McCormick Rambusch, was invited to Xavier as a visiting professor to develop the school and to establish a Montessori elementary teacher training program. Children's House is staffed by a principal, nine Montessori trained certified teachers, and nine interns from the Xavier University Montessori Elementary Program. It is a joint effort of the Cincinnati Public Schools and the University. Further funding for the project has been granted by the Martha Holden Jennings Foundation.

Parental participation is high. Projects range from fund-raising for special needs to doing carpentering and painting on the old Mt. Adams public school building, which, refurbished, is now Children's House. The building dates from 1894 and has been "restored to its Victorian integrity," according to Ms. Rambusch. Montessori schools are also functioning within the public school systems of Dallas, Houston, and Minneapolis.

WHEAT RIDGE FOUNDATION  
AIDS CAPE COMMUNICATIONS

The Wheat Ridge Foundation in Chicago has awarded \$1,000 to CAPE in support of its communications program. Historically identified with the Lutheran Church--Missouri Synod, Wheat Ridge focuses on support of short-term pilot projects in the broadly defined category of Christian healing--projects in health, social service, and education that address "root causes," innovatively seek to meet human needs in today's society, and present "promise of new and viable solutions to current problems." The Foundation seeks projects which hold potential for influencing large numbers of people, including decision-makers in organizational structures. It serves organizations related in some way to the Lutheran church. Fifty-one projects around the world are currently receiving support.

FOREIGN EDUCATORS STUDY  
AMERICAN PRIVATE SCHOOLS

Dutch and Japanese educators included CAPE on recent U.S. tours of schools, school systems, and educational organizations. Twenty Japanese educators and a four-man Dutch delegation met with CAPE Executive Director Robert L. Lamborn to discuss private elementary and secondary education in America. Questions dealt with administration, governance, financial management, governmental relationships, and student attitudes.

The Japanese private school educators reported through an interpreter 1,700 private junior and senior Japanese high schools, enrolling 1,480,000 students, and employing 82,000 teachers. There is a Private School Association in each of the country's 47 prefectures, making up the membership of the Japan National Federation of Private Junior and Senior High School Association. Each private junior and senior high school belongs to its prefecture association. The Federation, funded by dues from affiliate schools, is concerned with teachers' welfare, education and cultural exchanges, laws affecting private education, and liaison with other educational organizations and the Japanese Education Ministry. A second agency, The Education Institute for Private Schools in Japan, is supported by state subsidy, a foundation, and dues from the Federation. Its function is to conduct research and publish findings, operate training seminars for principals, teachers, and administrative staff, and to improve scientific equipment and library facilities.

The Dutch educators represented public and private education. In Holland the government pays for the education of all children. Seventy-two percent attend private schools--40% Catholic; 32% Protestant--according to Dr. Marcel C. A. Van Der Heijden, Secretary of the Association of Secondary School Principals and Vice-Principals. While there is no difference in salaries or programs between public and private schools, private schools are free to hire teachers, appoint their own school boards, and operate according to their own philosophies. There is central national control over standards. Children finish elementary school at age 12 and must then choose either vocational or general education, or preparation for a university. The Minister of Education believes "children ought not to choose when 12" and is considering changing the age of choice to 16. He commissioned the American structure study as a basis for the possible restructuring of the Dutch system.

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