

**The Private Elementary
and Secondary Education**

OUTLOOK

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

November, 1976

VAN TIL'S HUNCH: CARTER'S
IMPACT ON EDUCATION TO BE
IN MORALS, CHARACTER AREA

President-elect Carter believes private schools contribute to the strength of American education. A spokesman for the Carter-Mondale campaign office in Atlanta told the Council for American Private Education (CAPE) recently that Carter intends to advocate public policy positions to support this judgment. If he does, he will support a hunch ventured by Dr. William Van Til, Professor in Education at Indiana State University, in a recent Phi Delta Kappan article. Van Til foresees the educational impact of Carter's administration to be "in the area of moral and character education." Private schools, since their beginnings, have been values oriented.

OECD INCREASINGLY AWARE
OF EDUCATION'S IMPACT ON
NATIONS' ECONOMIC STATUS

Organization for Economic Cooperation and Development (OECD) officials are giving increased attention to the impact of education upon national economic development and to the interrelationships between the public and private sectors of national education establishments. As cultures evolve from defense to social orientations, says J.R. Gass, Director, Center for Educational Research and Innovation (CERI), economic implications of educational purpose and structure become a major concern. CERI is a research arm of OECD, a 24-nation organization of Western European countries with common social, political, and economic systems.

Gass, and members of CERI's 20-person Paris-based staff, met recently in Washington with representatives of national education organizations to discuss CERI, its activities, and related research interests of U.S. educators. Dr. Robert Lamborn, CAPE's Executive Director, was among those invited. The meeting was called by Dr. Harold Hodgkinson, Director of the National Institute of Education and U.S. member of the CERI Governing Board, to aid him in assaying U.S. research priorities and to inform the education community of CERI's research efforts. Those efforts, primarily concerned with developing information to undergird sound public policy, deal often with variables so "massive that the relationships can only be studied on the national level." Major current concerns: early childhood care and education; higher education and social mission; and "recurrent" (lifelong) education.

About 10% of the funds expended in support of U.S. elementary and secondary education--approximately \$6.5 billion annually--comes from private sources.

IRS PROPOSALS THREATENING
TUITION REMISSION PROGRAMS

Adoption of proposed amendments to Section 117 of the Internal Revenue Code would have an "adverse effect" on many private schools and their employees, according to Cary Potter, President of the National Association of Independent Schools. Under the proposal, the dollar value of remitted tuitions for the children or other dependents of present or former faculty-staff members of schools would be treated as compensation, subject to income tax. If adopted they would apply after November 2, 1976, except that programs established before that date for the full 1976-77 academic year would be considered as scholarship programs and not taxable.

BLACKS IN PRIVATE SCHOOLS
PERFORM WELL IN NATIONAL
ACHIEVEMENT PROGRAM TESTS

Twenty-six percent of the 515 Achievement Scholars in the 1975 National Achievement Scholarship Program for Outstanding Negro Students were enrolled in private schools. This year's National Achievement semifinalists reflect a similar proportion. The program, a compensatory effort that annually provides recognition and financial aid for promising black students, has been in effect since 1964 and is sponsored by the National Merit Scholarship Corporation.

The Washington Post reports that this year in the District of Columbia, where the black enrollment in private schools is less than 10% of that in public schools, 70% of the students who have qualified as National Achievement semifinalists (31 of 44) attend private schools. Sidwell Friends, an independent Quaker school with 15 blacks in its senior class of 97, has five semifinalists, the most in any D.C. school.

In Chicago, 38 of 67 semifinalists (57%) attend private schools. Chicago's St. Ignatius College Preparatory school, enrolling 15 semifinalists, has the largest private school contingent, followed closely by New Orleans' St. Augustine's High School with 13. Of the nation's public schools, only New York's Bronx High School of Science (15 semifinalists), Chicago's Lindblom High School (18), and Detroit's Cass Technical High School (26) match or exceed these numbers.

In Massachusetts 59% of this year's semifinalists are in private schools; in Louisiana, 57%. Percentages in other states around the country: Michigan (21%), Illinois (47%), Georgia (19%), California (34%), and Missouri (40%).

U.S., AUSTRALIAN EDUCATORS
SHARE SCHOOL EXPERTISE IN
"THE AUSTRALIAN DIMENSION"

Five Connecticut consultants spent six weeks in Australia this summer "learning and sharing experiences" with some 900 Australian educators throughout the country. A part of "Australian Dimension," sponsored by the Connecticut Association of Independent Schools (CAIS) and the Headmasters Conference of the Independent Schools of Australia, the project "has been a quite incredible achievement," according to Sir Brian Hone, emeritus of the Headmasters Conference. I congratulate you on bringing it off, he commented to the group.

The consultants visited Brisbane, Canberra, Geelong, Melbourne, Perth, Sydney, Toowoomba, and Perth. They conducted workshops on such topics as evaluation and accreditation process for schools; evaluation of school libraries; fund-raising, development, and long-range planning; counseling techniques; and teacher self-evaluation. They spoke in school assemblies and at school chapels, conferred with the Minister of Education and members of the Australian Schools Commission, met with representatives of press and TV, and talked informally with students, teachers, librarians, trustees, and others.

The Australian Dimension Project, coordinated by Nelson Farquhar, former executive director of CAIS, is permanently headquartered in Bloomfield, Connecticut. A voluntary, informal organization of New England independent school people, its primary aim is to respond to its Australian colleagues. Future activities include: planning short- and long-range staff exchanges between the two countries; assembling bibliographies on higher education for Australian youth; providing staff and programs for CAIS workshops, and continuing an information flow between CAIS and educational agencies in Australia.

In addition to Farquhar, the group making the trip included: Pauline H. Anderson, Director of Educational Development, Choate Rosemary Hall; Robert R. Hansel, Headmaster, St. Mark's School; Margaret F. Marshall, Special Assistant to the President of Choate Rosemary Hall; and T. Holmes Moore, President of New Hampton School and of the New England Association of Schools and Colleges (NEASC). Ralph O. West, Director of Evaluation, Commission on Independent Schools, NEASC, helped with planning.

PRIVATE SCHOOL PARENTS
FORMING CITY-WIDE COUNCILS
SERVING CHILDREN, SCHOOLS

A small group of friends, discussing the effects of social permissiveness upon their children and themselves, grew. Today 8,000 families, with children in 29 area private schools, are members of the Parents Council of Washington, D.C. Similar groups are active in Boston, Charlotte (N.C.), Detroit, and New York City. In Washington, reports Peggy Steuart, President, the Council fosters communication between parents, between parent groups of the several schools, and between parents and their schools. They work to further an awareness of parental responsibility, to formulate and publish wholesome social standards for children, and to provide area summer job listings for young people. Ministers, narcotics specialists, child psychologists, and nutritionists, along with other youth and education specialists, have addressed the group. A newsletter is circulated twice a year; members have appeared on national television.

CALIFORNIA PRIVATE SCHOOL
COUNCIL STAGES "ROAD SHOWS"

"We are trying to get nonpublic school people in the Southern and Northern regions of California together to find out how many exist in each of the regions and to get them working on common goals," explained Bruce Keuning, Principal of Valley Christian High School and secretary of the California Executive Council for Nonpublic Schools. Joseph McElligott is Director of the Division of Education, California Catholic Conference, and chairman of the California Council, which represents Baptist, Catholic, Christian, Episcopal, Hebrew, independent, Lutheran, and Seventh-day Adventist schools.

Heralding "road shows" for administrators and board members of private elementary and secondary schools, the California Executive Council is moving into Northern and Southern California with seminars on subjects such as governmental programs and policies, teacher interviewing and evaluation techniques, higher educational opportunities for private education administrators, and relationships between administrators and board members. Speaking of their two-day private school conference scheduled for next October, Keuning said, "We hope to draw 8-10,000 people." We'll have three general sessions, several workshops, and exhibit halls. Public school people will be welcome.

Wilson Riles, California's Superintendent of Public Instruction, believes "those of us in public education and those involved in private schooling are not competitors but partners." Robert McCarthy has been appointed Consultant in Private School Education, a position Riles created within the California Department of Education in 1973. McCarthy attends California Executive Council meetings and works as liaison person between the Council and the California Department of Education.

PRIVATE SCHOOLS RESPONSIVE
TO PUBLIC DESIRES: WALNUT
HILL SCHOOL CASE IN POINT

American private schools are part of the American private enterprise system. They exist, or cease to exist, proponents emphasize, because they are responsive to public demand. Like private libraries, museums, and other public service education-related agencies, they are predominantly nonprofit corporations; nonetheless, they operate in the market place.

One private school, Walnut Hill of Natick, Massachusetts, responded to public demand by changing course. The school was a traditional girls college preparatory boarding school for 78 years. In 1971, reacting to student disenchantment with traditional education, the school's trustees decided Walnut Hill would become one of the nation's few secondary schools, public or private, where a student could prepare for college and a professional career in the performing arts simultaneously. Today the school offers formal programs in theater, dance, music, gymnastics, and the visual arts, while retaining academic work as its "strong central force." The school's 1970 enrollment had dropped from a 1965 high of 187 to 119. Today it is 162.

1977 EVALUATIVE CRITERIA
COLLABORATIVE PRODUCT OF
PUBLIC, PRIVATE EDUCATORS

Involvement of private school educators in the 1977 Evaluative Criteria revision is extensive, and the "quality of their input excellent," according to Robert L. Buser, Professor of Educational Leadership at Southern

Illinois University and Director of the project's Steering Committee. The Criteria is widely used by secondary school accrediting agencies throughout the country as a guide in determining public and private schools' eligibility for beginning or continuing accreditation. Based on the publication's requirements, individual school evaluations are conducted by visiting teams of administrators, teachers, librarians, business managers, and others recommended by their school heads and chosen, finally, by the accrediting agency.

Private school people are represented on the General Committee of the National Study of School Evaluation (NSSE), which will review the work of the Steering Committee and render final approval on the contents of the new edition; on the 15-member Steering Committee, which is the policy-making body and the revision committee for the general sections of the Criteria; and in the group of resource persons. Robert Webb, President of the Webb School of Knoxville and member of the Steering Committee and the General Committee of NSSE, reports the venture a "highly cooperative" one. Other private school representatives include: Pauline Anderson, Director of Educational Development at Choate Rosemary Hall; Bro. John Olsen, Executive Secretary, Secondary School Department of the National Catholic Educational Association; Rev. John Owens, Headmaster of St. James School; Rollin Baldwin, Director of The Baldwin School; and Vincent Durnan, Headmaster of St. Johnsbury Academy.

The last edition of the Criteria was published in 1969. Revisions are presently being made when necessary, rather than in 10-year cycles as before. When all sections of the current revision are completed by the Steering Committee and approved by the General Committee, the new edition will be published, probably in the fall of 1977. There have been "anti-chauvinistic modifications," and a new section, "Emerging and Unique Programs," has been added. Changes, Buser reports, are "healthy, but not dramatic."

FEDERAL, STATE OFFICIALS
PROVIDE NATION'S PRIVATE
SCHOOLS LIAISON SERVICES

Federal and state education agencies now almost universally have staff members assigned liaison responsibilities with private (nonpublic) schools. Delaware has become the 49th state to make such an assignment. While

their titles and responsibilities vary, these officials are most often responsible for a range of activities related to curricular and administrative services, publicly-funded programs which serve private school children, and credentialing.

Dwight Crum, Director of Nonpublic School Services, serves in this capacity on the federal level. His position was created in 1971 by Commissioner Sidney Marland and elevated to the Immediate Office of the Commissioner in 1974 by Commissioner Terrel Bell. There is a liaison officer in each OE regional office; chief state school officers in twelve states have established full-time offices to fill this function.

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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
