

OUTLOOK

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

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BERRY, BOYER APPOINTED
TO KEY EDUCATION POSTS

Mary F. Berry has been appointed HEW Assistant Secretary for Education; Ernest L. Boyer has been tapped as U. S. Commissioner of Education. Berry, currently Chancellor of the University of Colorado in Boulder, served prior to that as Provost and Director of Behavioral and Social Sciences at the University of Maryland. She holds doctoral and law degrees from the University of Michigan, a master's and bachelor's from Howard. She has been a consultant to the HEW Office of Civil Rights since 1973. Boyer is Chancellor of the New York State University system and before that was Vice-Chancellor and Executive Director of University Activities. A Quaker, with a doctorate from the University of Southern California, he has worked mostly on the post-secondary level, but professional associates consider him well-informed on curricular matters from preschool through college.

ALEXANDER WITHDRAWS IRS
PROPOSAL ON REGULATIONS
TO TAX TUITION REMISSIONS

An IRS proposal to change existing regulations on tuition remission programs in schools and colleges has been withdrawn. Donald C. Alexander, Commissioner of Internal Revenue, announced the decision following consideration of written comments and oral testimony presented by representatives of schools and colleges, as well as by state, regional, and national organizations serving elementary, secondary, and post-secondary institutions. The proposed regulation would have treated as taxable the dollar value of remitted tuitions for children or other dependents of present or former faculty-staff members. The withdrawal was made because of the problems raised in the written and oral statements and also because the House and Senate committee reports on the Tax Reform Act of 1976 call for a joint study of the tax treatment of scholarships and fellowships.

Private school opposition to the proposal was presented by the Council for American Private Education (CAPE), the National Association of Independent Schools (NAIS); the National Catholic Educational Association (NCEA), and by numerous state and regional associations of independent schools, as well as by individual schools. Aligned with these organizations, which speak for some 14,000 private schools and nearly 250,000 private school teachers, were major national organizations speaking for almost all institutions of higher education, public and private--the American Council on Education, the National Association of College and University Business Officers, and the National Association of Independent Colleges and Universities. Cary Potter, President of NAIS and a CAPE Director, was among those presenting testimony.

OE STUDYING SEA, LEA USE OF
PRIVATE VOCATIONAL SCHOOLS

With a \$100,000 OE contract, the Educational Policy Research Institute, a research arm of the Educational Testing Service, is investigating why so few state and local education agencies contract with private nonprofit and proprietary schools to provide vocational education services. They mean to discover any administrative or legal barriers that may prevent states from contracting with private institutions. Only 12 states have such contracts.

BRONFENBRENNER: FAMILIES
DISINTEGRATING, CHILDREN
AND NATION SHOW RESULTS

"Somebody's got to be 'crazy' about that kid." Children need "enduring irrational involvement" from someone, preferably parents, believes Urie Bronfenbrenner, professor of human development and family studies at Cornell University. In a recent study Bronfenbrenner conducted to determine how successful early intervention programs such as Head Start are, he found disappointing results, except in programs that involved parents. The family is "critically important" in shaping our children's minds, values, and behavior, Bronfenbrenner believes--and "it's disintegrating."

He cites the rising number of one-parent families, the small and declining amount of time most parents spend with children, and the isolation of children from the rest of society among causes of family disintegration. TV, peer groups, and loneliness are replacing caring adults. He sees the results evidenced in lower test scores, higher rates of drug abuse, crime, child suicide, and homicide.

To reverse this trend, Bronfenbrenner says we Americans must get "out of ourselves" and "into the lives of our children" more. We must balance individualism with caring for others. As a nation, we must experiment with part-time work schemes to allow mothers, students, and fathers to have more flexible schedules for greater human contact. We must make parenthood more "acceptable." We must, he adds, renew our concentration on the "guidance and values" of America's young people and their families.

CHIEFS URGE PROFESSIONAL
ASSOCIATIONS TO "DISCUSS
AND RESOLVE" DIFFERENCES

"It is important," says a current policy statement of the Council of Chief State School Officers (CCSSO) urging a strengthening of cooperative partnership in education, "that nationwide and state coalitions of educational organizations strive to achieve higher public priority and increased resources for education." For the broader purposes of the general public interest in education, these coalition efforts "must subordinate professional and political differences whenever consensus can be reached." In a second recently adopted statement of position, CCSSO encourages its members to take "positive and direct steps" to aid lay and professional groups and associations to discuss and resolve differences and contribute to educational decision making.

"The Directors of the Council for American Private Education (CAPE), seeing the private and public sectors as complementary, are eager to cooperate with the Chiefs in any possible way," reports Dr. Al H. Senske, CAPE President.

ADVISORY BODY TO COUNSEL
TREASURY ON PHILANTHROPY,
PUBLIC NEEDS, TAX POLICIES

The Advisory Committee on Private Philanthropy and Public Needs, recommended in the report of the Filer Commission, has been formed to advise Treasury on the considerations and standards affecting philanthropic and voluntary organizations. John Filer, who as Chairman of the Commission on Private Philanthropy and Public Needs saw his name become synonymous with the study group, has been appointed to the new 25-person body, as has Leonard Silverstein, who served the Commission as Executive Director. C. Douglas Dillon, former Treasury Secretary and Chairman of New York's Metropolitan Museum of Art, is Committee Chairman.

Filer, Chairman of Aetna Life and Casualty, a trustee of Mt. Holyoke College, and a former trustee of Miss Porter's School in Connecticut, is deeply committed to private schools and their constructive place in American education. Silverstein, a Washington (D. C.) attorney, well-informed on private schools, urged at a recent convocation at The Gunnery (a Connecticut independent school) that the case for the private school--for "the benefits, in uniquely American terms, of having an alternative educational mechanism to which the public can look"--be made "much more vigorously" than in the past.

FREE EXERCISE GUARANTEES
ASSURE CHURCH SCHOOL RIGHT
TO USE RELIGIOUS CRITERIA

By guaranteeing the free exercise of religion, the First Amendment forbids the law or government officials to discriminate on the ground of religion; but to deny churches or church-related schools or other organizations that right in the course of the free exercise of their religion is, according to Dr. Dallin H. Oaks, President of Brigham Young University and of the American Association of Presidents of Independent Colleges and Universities, "quite another matter."

The U. S. Supreme Court upheld the free exercise of religion in Wisconsin v. Yoder: "Only those interests of the highest order and those not otherwise served can overbalance legitimate claims to the free exercise of religion." Congress recognized the special status of religious discrimination by excluding religious institutions in its nondiscriminatory hiring and housing requirements as outlined in the Civil Rights Acts of 1964 and 1968. Oaks says that in contrast to the care lawmakers have used in these matters, some private "quasi-governmental" accrediting agencies are demanding that religiously oriented colleges and universities institute hiring and admissions policies which disregard their right to consider religion as a criterion. Oaks sees such efforts as a "serious threat" to the free exercise of religion and warns against falling into the habit of dealing with religious discrimination as though it were the same as discrimination in race and sex.

DON'T COUNT YOUR CHICKENS
BEFORE SEPTEMBER: LESLIE

"If at first you don't succeed you get in trouble," philosophized Mark, a third-grader at the Bellflower Christian School in Bellflower, California. The assignment was to complete familiar sayings. John, a classmate, completed, "A penny saved. . ." by writing, ". . . is a coleshen." Leslie reasoned: "You can't teach an old dog if you can't teach a new dog." Sandra's advice for those who live in glass houses--don't throw "pardies."

CALIFORNIA LISTS PROGRAMS
OPEN TO PRIVATE SCHOOLS

The California State Department of Education, exercising continuing initiative in matters of concern to private schools, has published "An Alphabetical Listing of Public School Programs in Which Nonpublic Schools Are Eligible to Participate." The compendium lists 36 programs, from advanced placement and alcohol education to venereal disease education and research in vocational education. Robert D. McCarthy is the Consultant in Private School Education in the California State Department of Education.

MARYLAND, MINNESOTA GROUPS
ORGANIZE COOPERATIVE FUNDS

Because many corporations prefer to aid communities through supporting private education in toto rather than through gifts to individual schools, private schools in Baltimore (Md.) and Minnesota are launching cooperative fund drives. In Baltimore, 14 private schools have formed The Baltimore Independent School Scholarship Fund to provide funds to member schools from an annual solicitation of local corporations. Sixty percent of the funds raised each year will be shared equally by member schools; 40 percent will be divided on the basis of total enrollment. The project is funded by a two-year enabling grant of \$31,000 from The Goldseker Foundation.

Twenty-five private secondary schools enrolling over 14,000 students, make up the Minnesota Independent School Fund (MISF). One major goal of MISF is to "overcome a 125-year communications oversight" on the part of private schools in the state and to begin interpreting to the public the contribution private schools make to society. Funds will be solicited from firms and foundations for the benefit of member schools' operating budgets and for better educational facilities and services. Initial potential funding by the Northwest Area Foundation (direct, indirect, and matching) totals \$264,000.

LIFE COPING SKILLS NEEDED;
"FIFTH CURRICULUM" PROPOSED

Holding that counseling has not been and cannot be the chief means for helping students learn skills for coping with normal problems of vocational and personal development, Winthrop R. Adkins, Director of the Life Skills Education Project at Teachers College, Columbia, proposes "a curriculum centered on the tasks and problems of living which will employ appropriate active problem-solving learning methods." He advocates a "fifth curriculum," one for Life Coping Skills, to complement existing offerings.

Based upon a specific analysis of tasks of normal development, the program would be competency-based, designed "to foster the behavioral mastery and attitudinal change necessary for dealing with the predictable situations of modern life," and would provide instruction from kindergarten through continuing education. Subject matter would be "normal vocational, social, and personal problems in living that persons experience at all stages of their lives"--problems which, unresolved, "lead to patterns of alienation, anger, and withdrawal." These problems, Adkins says, often seen as emotional, are also cognitive.

CATHOLIC SCHOOL MANAGEMENT
INCREASES ROLE OF LAYMEN

Catholic schools, coming out of a decade of travail, are drawing increasing institutional strength from a greater recognition of latent school support within the Catholic population; from a reassessment of the roles of bishops and priests, educators, and laymen; and from the maturing of the Catholic School Board movement.

William McCready, Loyola University of Chicago sociologist and coauthor (with Greeley and McCourt) of Catholic Schools in a Declining Church, judges the most significant finding of that study to be the strength of support for Catholic education within the American Catholic population. Of American Catholics, 90 percent, they found, favor continuation of the schools, and 80 percent would increase their annual contribution to keep them going.

Recognizing the potential of this Catholic community commitment and the importance of lay involvement in school management, Catholics are studying how best to coordinate the interests and capacities of church officials, educators, and laymen. The ideal is to work toward agreement among priest, elected lay leadership, and principal, says Father John Gilbert, pastor of Nativity of Mary Parish in Bloomington (MN).

The evolving pattern: bishops and priests oversee and participate in religious programs; boards develop operating policy, supervise performance, and generate community support; and principals conduct the schools according to board and church policy. "That Catholic laymen should have a representative voice in school policy decisions is generally recognized," says Monsignor Olin J. Murdick, Secretary for Education, U.S. Catholic Conference. "The school board movement, now more than ten years old, is in the Vatican II spirit of shared responsibility, and its future, I think, is assured."

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