

# OUTLOOK

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

**Number 29 • March, 1977**

CALIFANO PLEDGES HEW VIGOR  
IN CARRYING OUT MANDATE ON  
EQUITABLE STUDENT SERVICES

said HEW Secretary Joseph Califano, responding to a letter from the Directors of the Council for American Private Education (CAPE). The letter offered cooperation in implementing the constructive support for private education outlined by President Carter during the campaign. Califano asked Secretary for Education-designate Dr. Mary F. Berry and Commissioner of Education-designate Dr. Ernest L. Boyer to discuss with the CAPE Board issues of concern. "I am sure you will find [them] understanding of your needs," Califano said. A meeting is scheduled for March 30.

"It is important for representatives of private schools to know that our Department will faithfully and vigorously carry out the mandate in Federal education laws to provide services equitably to public and nonpublic school children,"

SCHWEIKER INTRODUCES BILL  
TO PROVIDE TAX RELIEF FOR  
PUBLIC, PRIVATE TUITIONS

Tuition Relief Act, similar to Delaney's current H.R. 3403, would provide a \$1,000 income tax deduction or a \$250 tax credit for tuition paid for education from first grade through graduate school in both public and private institutions. The taxpayer, his or her spouse, and any dependents would be eligible.

"We are deluding ourselves" if we think public education can "survive" without a viable system of private education, says U.S. Senator Richard S. Schweiker (R-Pa.), referring to his recently introduced bill (S 834). The Schweiker

Schweiker cited 1974 statistics showing comparative costs of educating students in private and public schools. The per pupil cost in public schools was \$1,281, while in private schools it lowered to \$1,191. One out of every ten elementary and secondary students attends a private school, Schweiker says, and this "sizable group" is made up of children from families of all income levels. They are mostly "children of middle-class parents with average incomes." Census Bureau figures for 1974 show that of all families having children in private schools 4.1 percent have annual incomes under \$5,000; 19.8 percent, under \$10,000; and 51.4 percent, under \$15,000.

PRIVATE SCHOOLS GENERATE  
MORE "DOLLARS FOR SCHOOLS"  
THAN FEDERAL GOVERNMENT

Parents, graduates, and others interested in private schools are voluntarily providing \$9.0 billion dollars beyond taxes to support American elementary and secondary education this year. Of the \$81.9 billion scheduled for current expenditure in all schools, public and private, 11 percent is being generated by private schools. In contrast, according to the National Center for Education Statistics publication, The Condition of Education (1977 edition), the federal government is providing \$6.4 billion, or 7.8 percent. From 1959-60 to the present, the private source support of the nation's total educational effort on the elementary and secondary levels has ranged, proportionately, as high as 12.6 percent (1961-62) and never been lower than 10.3 percent (1969-70). The 1976-77 percentage is as high or higher than in any year in the last decade. Federal support of precollegiate education has ranged from a low of 3.9 percent of the total (1959-60) to a high of 8.5 percent (1975-76).

Parents, graduates, and others interested in private schools are voluntarily providing \$9.0 billion dollars beyond taxes to support American elementary and secondary education this year. Of the \$81.9 billion scheduled for current expenditure

TEACHERS COLLEGE, COLUMBIA  
RECEIVES \$1.46 MILLION FOR  
INDEPENDENT SCHOOL FELLOWS

Beneficiaries of a \$1.46 million grant, 75 to 100 private independent secondary school teachers and administrators from throughout the U.S. will become Joseph S. Klingenstein Fellows at Teachers College, Columbia University, over the next five years. Each Fellow will design his own one-year program in Teachers College or elsewhere in the University, conduct research, undertake independent study, and gain field experience. Thirty-eight graduate credits will be awarded. Among other requirements, applicants must be associated with schools which make admissions decisions without regard to race, color, or religion.

CAPE CREATES TASK FORCE TO  
STUDY AND STRENGTHEN STATE  
PRIVATE EDUCATION EFFORTS

Six experienced leaders in state-level private school organizations are charter members of a newly created CAPE State Activities Task Force. They met recently in St. Louis to mount a coordinated national effort to organize private education on the state level. Formation of the Task Force is one of CAPE's country-wide initiatives to strengthen and protect American private education, according to Robert L. Lamborn, the Council's Executive Director. "National, state, and local activities must be collaborative and focused," he said. "The Task Force will work with CAPE's Directors to see they are." Objectives of the Task Force are:

- Improve communication and cooperation among private schools at the state level.
- Promote relationships between state-wide private school groups and state and metropolitan governmental agencies.
- Encourage contacts between private schools and education-related organizations, professional and lay, within states.
- Identify and work with private school advocates to build support for private education on the local, state, and national levels.
- Establish "constituency relationships" between private school representatives, their Congressmen, and residents of their state who are members of the Federal Administration.
- Develop inter-state communication and support among state private school groups.
- Help CAPE serve as national spokesman for American private education.

The Task Force will be chaired by Roger Van Dyken, Executive Director, Washington Council for Private Education/ Washington Federation of Independent Schools. Other members: Charles H. Orme, Jr., Arizona Council for Academic Private Education; Roger Sikkenga, Florida Association of Academic Nonpublic Schools; Donald L. Kell, Michigan Association of Nonpublic Schools; J. Alan Davitt, New York State Conference for Nonpublic Education; and Rev. Mark Schommer, Wisconsin Association of Nonpublic Schools.

OUTLOOK CIRCULATION CLIMBS,  
READERSHIP REPRESENTATIVE

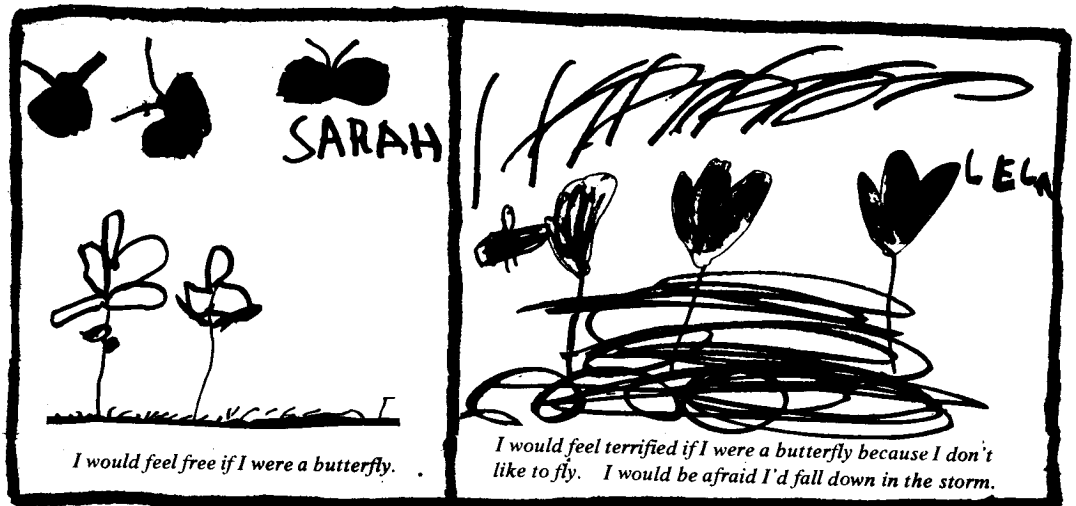
OUTLOOK circulation began in May, 1973, with 1,045 copies sent to leaders in public and private schools, colleges, and universities; to leaders in state and national government; research scholars; directors of religious, civic, management, governmental, and labor organizations; foundation executives; fund-raisers serving private schools; teacher training institutions, and selected people in the media. Today the newsletter goes to over 5,500. With the introduction of a \$6 subscription rate, readership broadened to include, among others, private school trustees, teachers, parents, and graduates.

CAPE CITES KRAUSHAAR'S  
DISTINGUISHED SERVICE

"Otto Kraushaar provided the first comprehensive study and evaluation of all nonpublic schools," said CAPE Board President Al H. Senske, referring to Kraushaar's American Non-public Schools: Patterns of Diversity. And he did it in a "scholarly, precise, and understanding way," Senske continued, presenting Dr. Kraushaar with CAPE's "Award for Distinguished Service to American Education." The presentation was made recently at the annual meeting of the National Association of Independent Schools in Chicago, Illinois.

Responding, Kraushaar stressed the importance of private schools to American education and looked to their future with "cautious optimism." The adversities of recent years have strengthened the schools, he said. President Emeritus of Goucher College, Kraushaar authored two other books on private education: Private Schools--From the Puritans to the Present, a "fastback" in Phi Delta Kappa's bicentennial series on American education; and Schools in a Changing City: An Overview of Baltimore's Private Schools.

IF I WERE Science and math, feelings and reactions, creative writing and art blend in Sidwell Friends' class of 5-year olds (Transition). After watching the development of a chrysalis into a butterfly, Transition children in the Washington, D.C. independent school were asked: How would it feel to be a butterfly? Responses were telling.



COUNTY-LEVEL ASSOCIATION  
SERVES PRIVATE SCHOOLS AS  
DO STATE, NATIONAL GROUPS

A newly-created county-wide association of private (non-public) schools in metropolitan Ft. Lauderdale "has opened opportunities for cooperation between schools, strengthened the individual schools, improved communication with the public schools, and enhanced our image in the community," according to Roger W. Sikkenga, Principal of The Fort Lauderdale Christian School and President of The Broward County Non-Public School Association (BCNPSA). Beginning with five principals in 1974, the group now has nearly 50 school heads as members, serves over 8,000 students, "and is still growing." The organization parallels on the local level similarly broad-based CAPE-type state organizations now found in 20 states, from Florida to Washington, and CAPE itself. BCNPSA is thought to be the first such district-level organization.

Association members meet monthly with "key" area officials, including the local superintendent of schools who, Sikkenga reports, "holds the group in high regard." They meet annually with their state legislative delegation and work with such agencies as the Board of County Commissioners, local business and civic groups, the public libraries, and the media. Among "in-house" matters under current consideration are teacher pools and "coop" insurance, purchasing, and transportation arrangements.

Catholic, Christian, Episcopal, Hebrew, independent, Lutheran, and Montessori schools are represented in BCNPSA, as are preschools, elementary, junior high and high schools, military schools, and special schools. Approximately 20,000 students (about 14 percent of Broward County's school-age population) attend the county's 100 private schools.

NAIS TASK FORCE STUDIES  
ADMINISTRATIVE ROLES FOR  
INDEPENDENT SCHOOL WOMEN

The NAIS Task Force on Women in Education "seeks to help schools build a future in which men and women see one another as different, equal, and complementary." Rhoda Dorsey, President of Goucher College and chairman of the Women's College Coalition, believes that equality of the sexes may be on the horizon, but it is not here yet. Until "that glorious day dawns," she says, attention must be given women to "overcome the sexist attitudes with which they've been socialized," to "encourage their aspirations," and to "provide them with a positive sense of themselves." Dorsey addressed a general session of the Annual Conference of the National Association of Independent Schools (NAIS) held recently in Chicago.

The 1977-78 Task Force focus will be on administrative women in independent schools. "Women in Leadership: Where Are They?" will be the title of three one-day regional seminars for experienced women independent school administrators, including business managers and development officers. The seminars, for women with not less than three years' experience, will be held in April, 1977, in Boston, Baltimore, and Los Angeles. The agenda will deal with such subjects as how those in leadership positions got there, how they prepared themselves, whether they view other women in the profession as competitors or cohorts, what aspects of leadership they see as difficult for women, and how qualified women can best be identified, encouraged, and assisted to assume leadership.

Directors of NAIS established the Task Force in 1973 as an outgrowth of the concern of some administrators in independent schools, both men and women, about the attitudes and actions with which female students, teachers, and administrators must contend. Edes P. Wilson, Headmistress of the Mary Institute in St. Louis, chairs the group.

EXPERIENCE, RESEARCH FIND  
VIRTUES IN SMALL SCHOOLS.

A National Institute of Education study, a college president, and a chief state school officer all say bigger isn't always better--small may be beautiful. Studying rural district consolidations, Jonathan Sher and Rachel Tompkins find no evidence student achievement is higher in larger schools. Where consolidation does improve school quality, it does so, they warn in Economy, Efficiency and Equality: The Myths of Rural School and District Consolidation, at the expense of the "values of smallness"--local control, close staff relations, and opportunities to learn through actively participating and leading.

Earlham College President Franklin Wallin says small schools can respond more quickly than large to social needs. Small, adaptable organisms survive--not the dinosaurs, he maintains. Dr. Marshall Lind, Alaska's Commissioner of Education, says, "The key to effective education is the quality of the teacher. Some of the best education occurs in very small schools." Alaska has 40 one-teacher schools and 40 two-teacher schools. Fifty percent of its public elementary schools and 60 percent of its secondary enroll under 100.

---

OUTLOOK is published monthly (September through June) by the Council for American Private Education. Annual subscription \$6. 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*

---