

OUTLOOK

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

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FEDERAL EDUCATION LEADERS
DISCUSS ADMINISTRATION'S
STANCE ON PRIVATE SCHOOLS

Dr. Mary Berry, Assistant Secretary for Education, believes the federal education establishment should deal with private schools as a "mainstream element" of American education. Directors of the Council for American Private Education (CAPE), who see public and private schools as complementary public service agencies, told Berry they hoped representatives of the public and private sectors might collaborate in working with federal officials. Berry, U.S. Commissioner Ernest Boyer, National Institute of Education Director Harold Hodgkinson, and National Center for Education Statistics Administrator Marie Eldridge met recently with CAPE Directors.

Boyer assured private school representatives that the liaison function of the office of the Director for Nonpublic Educational Services would continue in any OE reorganization. Hodgkinson urged private school people to join independent higher education in conducting research. He is convinced the private school experience has rich research potential for studies of significance to public as well as private education. The National Center for Education Statistics will continue its interest in acquiring adequate private school statistics, according to Eldridge, under whose administration the Center has instituted significant efforts to meet the national need for such data.

BOYER ANNOUNCES PLANS FOR
OE REORGANIZATION; VALUES
DIVERSIFIED SCHOOL OPTIONS

"American society can perform no function more vital than the education of its people," said U.S. Commissioner Ernest Boyer, opening his first press conference. Referring to private precollegiate education, he said, "I am absolutely determined to support the diversified school structure which has served the country so very well historically." Announcing a reorganization of the Office of Education, "effective immediately," Boyer outlined changes he believes will create the "most effective structure in the history of OE."

There will be two Executive Deputies instead of one--one to coordinate education programs and one to supervise administrative and program support services. Boyer is also introducing a new "team approach" within the six Bureaus in OE because of the closely-related functions assigned them by law. Bureau representatives will focus together on top priorities, with goals of access, excellence, and exploration of new directions. A new Affirmative Action office will coordinate activities of the special programs for women, blacks, Spanish-speaking, Asian and Pacific Americans, and the handicapped.

The office of the Director for Nonpublic Educational Services will remain in the Commissioner's Immediate Office as part of the newly created office of Education Community Liaison. This office will provide a single OE contact point "which will make both access and response more simple and more prompt," says Boyer. It will facilitate communication with elements of the education community with which "I must stay in constant touch." Boyer hopes to bring schools and colleges together on a regional basis--particularly in cooperative efforts on teacher education. The historical elementary, secondary, higher education "layer cake" has handicapped American education in its efforts to achieve excellence, he said. "We must look beyond it."

NEH CHALLENGE GRANTS SPUR
PRIVATE SOURCE FUNDING FOR
HUMANISTIC INSTITUTIONS

National Endowment for the Humanities (NEH) grants are now offered nonprofit humanistic institutions for basic operating support as well as for specific projects. As part of the 1976 Amendments to the National Foundation on the Arts and the Humanities, Congress authorized NEH Challenge Grants, which are intended to help humanistic institutions improve their financial stability by stimulating new or increased support from the public.

Grants may be used for such purposes as paying operating expenses, renovating facilities, buying equipment, designing and conducting development and fund-raising efforts, expanding services, and increasing outreach programs. The Federal portion of a Challenge Grant may range from a minimum of \$2,000 in total to \$1 million a year and must be matched 3-to-1 in non-Federal dollars. Educational institutions, public libraries, and similar institutions whose work extends beyond the humanities may apply for a Challenge Grant to cover costs of specific humanities programs, components or activities, or to cover the portion of total institutional costs which can be identified with these. Application deadlines are June 1 and December 15.

GEORGIA INDEPENDENT SCHOOL
LEADERS ACTIVE IN VARIETY
OF EDUCATION-RELATED TASKS

The Georgia Association of Independent Schools (GAIS) is a "beautiful example" of getting involved, according to Frank Miller, Director of Administrative Services for the National Association of Independent Schools. Members are active across the state in educational organizations and agencies, such as the Governor's Task Force on Education, the Title IV State Advisory Board, the Labor Supply Task Force of the State Department of Labor, and the Georgia Committee of the Southern Association of Colleges and Schools (Secondary Commission).

One GAIS headmaster is Chairman of the State Advisory Council on Drug Abuse, another has been appointed by the Secondary Commission of the Southern Association of Colleges and Schools as one of a team to evaluate Venezuelan schools. GAIS members are represented on the State Commission on Professional Standards, the Advisory Board of the Atlanta Area Teacher Education Service, and the Georgia Accrediting Commission. The Governing Board of the Atlanta Area Center for Teachers counts a GAIS member among its group, as does the Georgia Education Articulation Committee.

While many of these activities represent official Association involvement, Fred Loveday, Executive Secretary and Treasurer of the group, reports that many members participate individually in educational activities. One is a member of a county school board, another serves as President of the state Political Action Committee for Education. The President of the Southern Association of Colleges and Schools is a GAIS member. The Association has 49 members, representing Catholic, Christian, Episcopal, Hebrew, independent, Methodist, Montessori, and Presbyterian schools.

TITLE IV FUNDS BENEFIT
PUBLIC & PRIVATE SCHOOL
CHILDREN: TWO EXAMPLES

Violins, oboes, flutes, and other instruments blend as 900 public and 140 private schoolchildren in Trinidad, Colorado, participate in a cooperative instrumental music program designed by Trinidad's public and private schoolteachers.

Instruments, selected because they are easy to transport, serve both educational segments on a continuing basis. The 2,831 public and 277 private elementary schoolchildren in Arkansas' Pulaski County Special School District benefit from a county-wide effort to upgrade and enrich school libraries. These "child benefits" are an outgrowth of Title IV, Part B, ESEA, a federally-sponsored state plan program designed to serve the needs of all children by providing library resources, textbooks, instructional materials and equipment, as well as testing, guidance, and counseling services.

BI-LINGUAL, BI-CULTURAL
PROGRAMS STANDARD ASPECT
OF ORTHODOX HEBREW SCHOOLS

"All our schools have bi-lingual, bi-cultural programs," says Rabbi Bernard Goldenberg, Associate Director of the National Society for Hebrew Day Schools (NSHDS). "In some schools, particularly those in New York City, instruction is multi-lingual." We also offer standard foreign language instruction, he comments. Children in NSHDS schools begin the study of Hebrew language and culture at the pre-school level, as they study the fundamental documents of their faith in the language, sing songs, and hear stories of their past. This work parallels that in English.

New York City schools, dealing with special needs of Jews of European origin, teach in English, Hebrew, Yiddish, and Russian. "Hebrew is a bi-cultural program in our school," says Rabbi David Rebibo, Principal of the Phoenix Hebrew Academy in Arizona. The children begin Hebrew at the pre-school level and become immersed in the entire culture as well as the language. French, taught as a foreign language, begins in fourth grade, as does Spanish at the Akiba Day School in Albuquerque, New Mexico, and French at the Hebrew Academy of Bangor, Maine.

AERA INTEREST GROUP FORMS
TO STUDY IMPLICATIONS OF
PRIVATE SCHOOL EXPERIENCE

Research scholars, convinced "the time is ripe for an organization to foster cooperation among scholars and practitioners interested in private schools," have formed a Special Interest Group (SIG) in the American Educational Research Association (AERA). The group will promote inquiry into areas of private school practice they believe hold implications of value to public as well as private schools.

Charter members of the group include a number of "renowned scholars," reports Donald Erickson, AERA Vice-President, who convened the organizational meeting at the recent AERA annual convention in New York. The group will welcome inquiries about membership. There are about 80 charter members. Creation of the SIG is an outgrowth of activities initiated by the Scholars Advisory Committee to CAPE, which is chaired by Erickson.

Among others, present SIG members include: John Coons, School of Law, University of California, Berkeley; Andrew Greeley, National Opinion Research Center, University of Chicago; Otto Kraushaar, President Emeritus, Goucher College; Theodore Sizer, Headmaster, Andover Academy; Joel Spring, University of Cincinnati; and Stephen Sugarman, School of Law, University of California, Berkeley. Erickson was elected President. Sister A.T. Sheehan, University of Toronto, will serve as Secretary-Treasurer.

MARYLAND-CAPE, RECENTLY
CREATED, SERVING SCHOOLS,
STATE EDUCATION DEPARTMENT

Founded in 1975, Maryland-CAPE, a CAPE Associated Organization, serves the state's private schools and the Department of Education well, say school representatives and new Maryland Superintendent David Hornbeck. Meeting recently with Hornbeck, representatives of eight Maryland private school groups, whose combined enrollments total about 126,000, reported their "serious attempt to work together" has gone ahead with "complete understanding" in areas of common concern and with "no difficulty at all" in areas of acknowledged difference. "After just two years," says Frederic W.T. Rhineland, Headmaster of Glenelg Country School and President of Maryland-CAPE, "we are seeing benefits people in long-established state organizations told us we would."

Hornbeck's "fundamental feelings" for private schools are "quite positive." These schools have played, and will continue to play, a "most important role" in serving the nation's children. As for Maryland-CAPE, he comments: "Having a single point of contact with virtually all of private education in the state clearly simplifies things for me and for those working with me in the Department." Adolphus Spain serves as Maryland Department of Education Coordinator, Nonpublic Elementary and Secondary Schools.

GRADE SCHOOLERS DISCOVER
WHAT ONE MILLION MEANS,
HELP SCHOOL PURCHASE BUS

What does a million of something look like? The 225 students (K-8) at Concordia Lutheran School in Fort Wayne, Indiana, know. They also know they raised \$430 for the bus fund. A school-wide bottle-cap-collecting campaign, master-minded by third-grade teacher Yvonne Bronner and spurred by dollars-for-caps pledges, began in September. The goal was reached January 19.

A display is planned April 22 in the parking lot. Placed side by side the 2 1/2 tons of caps would cover 2 1/2 acres; in a line, they would stretch 17 3/4 miles. "Parents, friends, and students would like to see them all," says Principal Vernon Schumacher.

BOG CHANGE MAKES HIGHER
GRANTS POSSIBLE: PRIVATE
SCHOOL EXPENSE DEDUCTIBLE

In determining their ability to pay for college, families applying for Basic Educational Opportunity Grants (BOGs) may now deduct from their income expenses of children in elementary and secondary schools. Before the enactment of the Education Amendments of 1976, only educational expenses of children in post-secondary institutions were allowable. This provision will lower the expected contribution of families with dependents in private schools and, in turn, raise BOG awards to many.

Holy Angels is a black Catholic school in Chicago's blighted Kenwood-Oakland district. "The kids are fantastically disciplined" and their average testing scores are on par with the national levels, Feeney says. "We aren't doing that in the public schools, no matter how hard we've tried." The school accepts no aid from the Archdiocese of Chicago, which subsidizes other inner-city schools under its jurisdiction. Tuitions, federal funds for remedial reading and lunches, parish contributions, and fund-raising drives provide operating funds.

HOLY ANGELS, CHICAGO BLACK
CATHOLIC SCHOOL, COUNTERS
"CHAOS" WITH "STRUCTURE"

"That school really hustles," says Charles Feeney, administrator for public-private school relations on the Chicago Board of Education, referring to Holy Angels Elementary School. Holy Angels is a black Catholic school in Chicago's blighted Kenwood-Oakland district. "The kids are fantastically disciplined" and their average testing scores are on par with the national levels, Feeney says. "We aren't doing that in the public schools, no matter how hard we've tried." The school accepts no aid from the Archdiocese of Chicago, which subsidizes other inner-city schools under its jurisdiction. Tuitions, federal funds for remedial reading and lunches, parish contributions, and fund-raising drives provide operating funds.

Holy Angels has a list of 800 students waiting to get into the 1,300-pupil school, where they would face homework every night; an 11-month school year; large classes (40-50 in each); spankings, if necessary; and rote learning in religion. They would also face the opportunity to progress as fast as they could. "I've had students suddenly catch fire and move up three grade levels in one year," said eighth-grade teacher Sister Joan. A strict approach to behavior and measurable achievement is the key to the school's success, believes Rev. George Clements, Holy Angels' black parish priest. These children need a "very structured program," he says, because of the "chaos that surrounds them" outside school. He tries to have the church and Holy Angels make sense to the black community. He wants them to be, "like Jesus intended, a friend to the oppressed."

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