

OUTLOOK

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

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PRIVATE SCHOOL ENERGY ROLE
CONSIDERED AS CONGRESS AND
ADMINISTRATION DRAFT BILLS

Emerging energy policy is being devised with increasing Congressional and Administration awareness of the significance of private schools as "energy users" and "energy educators." The Emergency Educational Assistance Act (S. 701), presented

by Senator Claiborne Pell, has been amended to provide for the participation of "any non-profit elementary and secondary school" under provisions of the basic grants, demonstration grants, and technical assistance sections. Administration representatives and Congressional leaders have been made aware by private school representatives that provisions of the Administration's \$300 million National Energy Act (H.R. 6831) fall substantially short of the clear intent of President Carter's energy message.

Some 20,000 private schools educate about 5 million children. "Private school plants house over 10 percent of the nation's schoolchildren and use an estimated 10 percent of the energy required nationally by precollegiate educational institutions," the Council for American Private Education (CAPE) wrote Pell. "We wish to cooperate in efforts to conserve energy and ask to be dealt with as full partners. It would be unfortunate if the incentives inherent in your matching grants approach failed to exert an influence on the private sector, where funds would come from private rather than public sources."

President Carter, in his energy message, concluded with, "There should be only one test for this program--whether it will help our country." Conservation, he said, must be the "first goal." The program must be "fair." Part C of the Act, he said, authorized federal matching grants to "nonprofit schools." But the actual language, points out George E. Reed, General Counsel of the U.S. Catholic Conference (USCC) in testimony before the House Subcommittee on Energy and Power, excludes "any facility used or to be used for sectarian instruction," effectively excluding all church-related private schools from participation.

The materials and equipment used for energy conservation, Reed says, are well within the classic Supreme Court description of permissible aid--"secular, neutral, non-ideological services, materials, and facilities." He cites, as precedent for private school participation in national energy initiatives, World War II policies which treated nonprofit schools in the same manner as public schools in procedures designed to conserve critical resources and the provisions of the Disaster Relief Act of 1974 (P.L. 93-288), which provided nonprofit educational institutions "disaster relief benefits comparable to those provided for public educational institutions." The USCC testimony is supported by CAPE member organizations.

CARTER APPOINTEE SPEAKS OUT
ON "PUBLIC SCHOOL MONOPOLY"

"We have laws against monopolies." Yet in preparing our most valuable asset, our children, "we allow a monopoly, the public school system, to take over," said Graciela

Olivarez, Director of the federal Community Services Administration. Speaking to the National Catholic Educational Association, she said she would do all she could to overturn what she called the public school educational monopoly. "Freedom of choice in the area of education is quite limited in our country," Olivarez maintains.

MOYNIHAN PROPOSES CONGRESS
GIVE SUPREME COURT "CHANCE
TO RECONSIDER" TAX CREDITS

Seeing "a measure of political consensus" in the party platforms, Senator Daniel Patrick Moynihan (D., N.Y.) is introducing legislation to provide "tax credits for parents making elementary and secondary school tuition payments." Moynihan announced his intention in an address at LeMoyne College (N.Y.) in which he reviewed the historical development of the church-state issue in education.

Moynihan, "forgiving of the public" but not "so generous" with the Supreme Court, maintains "it is only because most Americans no longer have the foggiest idea what an established religion is that they can be persuaded that the words of the First Amendment mean more than they say." The task, as he sees it, is to use the current political consensus to give the Supreme Court "a chance to reconsider" aspects of its recent decisions.

Precisely the same social and institutional values "inhere" in private schools as in private postsecondary education, Moynihan contends. "They provide diversity to the society, choices to students and their parents, and a rich array of distinctive educational offerings." The currently strong and vital private sector in education "is a thing of great value, and should be preserved," he concludes.

Moynihan's bill (S. 1570) provides for a tax credit equal to half the tuition paid, per child, to a private school to a maximum of \$250 per child. It requires Civil Rights and similar compliances, is refundable if the entitlement exceeds the tax liability, and begins to phase out after family income passes \$18,000.

BOYER DISCUSSES LIAISON
OFFICE ROLE WITH SPOKESMEN
FOR EDUCATION COMMUNITY

In line with his announced purpose to "create a broad educational forum," U.S. Commissioner of Education Ernest Boyer has initiated meetings with representatives of leading national education organizations, aiming to establish "continuing, informal, collegial" relationships between the Office of Education and the professional community. The initial meeting of the group, held in mid-May, brought together representatives of nine organizations, including spokesmen for public and private education on the elementary, secondary, and postsecondary levels. Robert Lamborn, Executive Director of CAPE, was in the group.

The meeting was the first called under the auspices of the new Education Community Liaison office created by Boyer in the reorganization of OE. The next one, scheduled for "some-time in the next month," will address the specifics of the Liaison office's organization and procedures. The office is being organized under the direction of William McLaughlin. Both organization and procedures will be developed to provide the education community "simple and prompt" access to and response from OE, as well as to provide OE personnel-- "particularly me," says Boyer--an understanding of field conditions and concerns. Alluding to the many interest groups in education, Boyer says the "centerpiece of their concerns" is always shared. The differences are on the periphery and that is how they must be handled.

TITLE I "MINI PEOPLE" IN
PUBLIC AND PRIVATE SCHOOLS
JOINTLY AUTHOR ANTHOLOGY

Many Things by Mini People, a children's anthology, is written and illustrated by over 100 District of Columbia public and private schoolchildren receiving services through Title I, ESEA (education for the disadvantaged). The children were honored at a ceremony attended by 1,000 parents, teachers, administrators, and schoolchildren. "Do you have daydreams?" the audience was asked by the Honorary Chairperson of the celebration, Hilda Mason. "Yes," the children answered. "Dream about what you would like to do," she advised. "Dreams sometimes come true." The anthology encouraged creativity, developed interest in language, created a closer student-parent-academic relationship, and provided a "cross fertilization of ideas" among peers.

ASSOCIATION OF EPISCOPAL
SCHOOLS REORGANIZES WITH
BENNETT AS NEW COORDINATOR

"To be more useful to more schools for less money," is the new goal of the National Association of Episcopal Schools (NAES), according to Rev. John Verdery, Headmaster Emeritus and Rector of Wooster School. "Quality education is essential to the continuing mission and ministry of the Church," The Presiding Bishop of the Episcopal Church believes. Addressing the NAES Governing Board in a letter to Rufus H. Bethea, NAES President, he said: "I know I am speaking for the entire Episcopal Church in commending you on what you have done in the past and in saying we are counting on you in the future." In addition to quality education, says Verdery, who is serving NAES in an advisory capacity, Association schools share a commitment to a "certain kind of value education" in the name of a particular faith, subject to the discipline of the Church.

Susie Bennett, NAES Executive Coordinator, would like to see the Association keep members in touch; provide them with names of resource people; inform schools about appropriate conferences; and work with diocesan association leaders to strengthen their organizations. She hopes that NAES will continue to offer a simple but effective placement service; exercise good stewardship of its funds; and watch for ways to improve service to all schools.

PARENTS EXERCISE OPTION:
STRUCTURED PUBLIC SCHOOL
PROGRAM OVERSUBSCRIBED

A new program stressing academic excellence, frequent reports to parents, dress and discipline codes, and proficiency tests in each grade was put into effect in Mount Diablo, California unified school district. There were 750 spaces available in the K-7 school; over 1,000 children were registered. Parents began lining up 18 hours ahead of the scheduled registration. School officials are considering a second program.

RESEARCH CENTER CREATED TO
STUDY PRIVATE EDUCATION:
ERICKSON NAMED AS DIRECTOR

"Private schools provide a virtually untapped data source for research which promises to be of real significance to public as well as private education," maintains Donald A. Erickson, who will head the University of San Francisco's new Center for Research on Private Education when it opens next September. The creation of the Center and Erickson's appointment were announced recently by Allen D. Calvin, Education Dean of the University.

Private schools have been an integral part of American education since early colonial times. "There are 20,000 private elementary and secondary schools in the country, educating over five million students, or 10 percent of American schoolchildren," Calvin said. But very little research--and no research facility--has been dedicated to a study of this "vast and highly important" segment of education. The Center will fill this void by doing research and by stimulating it throughout the country, according to Calvin.

The Center also will function as a research arm of CAPE. Robert L. Lamborn, CAPE Executive Director, is "most enthusiastic" about the establishment of the Center. "I can think of no one more qualified for this exciting assignment than Don Erickson," Lamborn said. "He has done outstanding work in the field, and we're delighted with the prospect of working closely with him and the new Center to further private educational research throughout the country." Erickson will serve concurrently as Director of Research for CAPE. He was recently elected the first president of the American Educational Research Association Special Interest Group on Private Education.

The Center will study such topics as the impact of volunteerism and differing administrative structures on academic achievement, the role of private schools in the education of low income and minority students, and alternative methods of financing private education. "Erickson is probably the most qualified person in the country to deal with these complex issues," Calvin said.

TUITION PAYING STUDENTS IN
PUBLIC SCHOOLS "BLURRING"
PUBLIC-PRIVATE DIFFERENCES

"The distinctions between public and private schools often are not as clear as they seem," says Richard Nault, Education Professor at Washington University (St. Louis). Distinctions are "blurred," he documents, even in such basic areas as admissions policy and financial support. Some public school systems--typically those with reputations for excellence--enroll out-of-district students on a tuition basis. In their relationship with these tuition paying students, Nault reports, they "very closely resemble" private schools.

The Clayton, Missouri, public schools accept tuition-paying students. Children are tested prior to admission, interviewed along with their parents, and asked to submit references from their previous schools. Prospective students are expected to perform as well as the district's average in the grade level to which they are applying. If they don't, they are rejected. Tuitions range from \$1,324 in elementary school to \$1,721 in senior high school and are designed to cover out-of-pocket per pupil costs and a per pupil percentage of the instructional staff salaries of the school district personnel who deal with the child.

The Montgomery County, Maryland, public school system educates nearly 125 tuition students who live outside the County. Parents of these students pay tuitions which range from \$1,740 at the elementary level to slightly over \$2,000 at the secondary level. Out-of-district students are accepted in the Montgomery County schools as long as space is available and as long as their admission does not impair school racial balances, reports Nault.

BURGEONING GOVERNMENTAL
REGULATION PRODUCT OF "OUR
HARDNESS OF HEART": BROWN

The challenge for Friends education is not simply that men, women, and children be released from ignorance and incompetence, believes Thomas S. Brown, retiring Executive Director of the Friends Council on Education, but that they be "enabled to seize their freedom" so they may seek the truth and discover that they will be "empowered to act upon that truth and to suffer for it and so to grow and mature."

In a valedictory address, "Freedom, Equality, and Quaker Cussedness: The Public Service of the Friends Schools," presented at a recent meeting of heads of Quaker schools, Brown said even though Friends share a "common passion to be better than we are," institutional change is very difficult. He cites "institutional government by inertia" and increased governmental regulation as deterrents. The large-scale impersonal institutions we create to serve our needs, increase our passive dependence and create more needs. "We are losing the opportunity to gain that personal growth into maturity which comes from the habitual making of significant choices and enduring the consequences," he fears.

Brown maintains that behind many government regulatory incursions into areas of social concern lies "our own individual and corporate hardness of heart." We have to be ordered "under threat of reprisal" to do what we already know we ought to do.

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