

OUTLOOK

PRIVATE SCHOOL CONFERENCES
DRAW 8,000 IN PACIFIC N.W.,
CALIFORNIA, AND PUERTO RICO

"President Carter and this Administration are sensitive to the needs of children in private schools," said Dr. Elizabeth Abramowitz, Assistant Director for Education and Women's Issues on the White House Domestic Policy

Staff, at the recent California Nonpublic Schools Convention. "Private education is essential if we are to maintain our cultural diversity and preserve individual freedom [and] we shall do all that is constitutionally feasible to keep alive a healthy pluralism in education. We have routinely included leaders from nonpublic education in our education policy discussions and shall continue to review with the Council for American Private Education (CAPE) and other associations the major issues in education, and their impact on children in private schools." If there is a federal bias "in favor of" public schools, Abramowitz commented, it is "in the people, not of law." The laws are child-centered; "aid goes to serve all eligible children regardless of the school they attend." Many private schools "live and work" in depressed areas, she stressed. They are "part of the community" and serve children whose parents think a private school is "best for their child."

During late October and early November 8,000 participants attended private (nonpublic) school conferences in Anaheim, Seattle, and San Juan. The California convention, chaired by Sara Rugg, Executive Director of the California Association of Independent Schools and Vice-Chairman of the California Executive Council for Nonpublic Schools, drew 6,200 from California's 2,200 private schools to a two-day program of general sessions and workshops coordinated under the theme of "Productive Pluralism." Titles and subject matter ranged from Abramowitz' "The Carter Administration, Education and the Nonpublic School Student" to parent volunteer Kathy Allison's K-3 graphic arts workshop, "One Hundred Ways to Have Fun With an Alligator."

In his greeting to the 1,200 convention participants in Seattle, Ben Boxum, representing the National Union of Christian Schools and President of the Washington Council for Private Education, hoped the convention would "demonstrate the unity of purpose among us." State Superintendent of Public Instruction Frank Brouillet placed a high value on the role of private schools in the state and pledged active support of the Packwood/Moynihan tuition tax credit legislation. State Senator Jim McDermott, chairman of the Senate Education Committee, noting that "less than one percent of the population get any more deeply involved in politics than voting," urged private school representatives to political activism. Key-note speaker Stephen Arons, University of Massachusetts legal scholar, addressed First Amendment, parental choice issues.

The Association of Private Schools of Puerto Rico drew 600 to its ninth annual convention November 3 and 4 in San Juan. Emphasizing the theme "Education: Responsibility of All" throughout seminars, speeches, student musical presentations, discussions, and workshops, legislators, members of the media, and representatives of the island's ten colleges and universities spoke about their responsibilities and those of their colleagues for the education of Puerto Rico's children. Dr. Francisco Carrerar, President of Puerto Rico's Catholic University, gave his views on teacher and parental responsibility, especially in the area of moral values. Puerto Rico has become CAPE's eleventh "Associated Organization." It is a "great responsibility for our organization to be associated with CAPE," said Dr. Mercy Soto, the group's president. "We intend to take that responsibility seriously."

CAPE OFFICERS ELECTED;
GOLDENBERG IS PRESIDENT

CAPE's new President of the Board, Rabbi Bernard Goldenberg, Associate Director of the National Society for Hebrew Day Schools, was elected by CAPE's 14 Directors at their October meeting. He follows outgoing President Dr. Al H. Senske, Secretary of Elementary and Secondary Schools for the Lutheran Church--Missouri Synod. Other officers elected are: Vice-President, Clayton L. Farraday, Friends Council on Education; Secretary, Rev. John F. Meyers, National Catholic Educational Association; and Treasurer, Dr. David R. Weinberg, American Montessori Society.

FEDERAL EDUCATION BENEFITS
MUST BE AVAILABLE TO ALL
STUDENTS ALIKE, SAYS MCCREE

The task of providing equitable educational services to children imposes different requirements on the federal level than on the state level, according to U.S. Solicitor General Wade H. McCree, Jr. In a recent amicus curiae brief submitted to the U.S. Supreme Court, McCree wrote: "The federal government has extended aid to individual children, without regard to the schools the children attend. Although a state may fulfill its duty of neutrality by opening the doors of its public schools to all children, the United States does not maintain a system of public schools, and, therefore, to offer a program that is neutral with respect to religion, the United States must make its benefits available to students in public and private schools alike." The case was Wolman v. Walter, the Ohio case challenging a statute which provides various forms of state aid to pupils in private elementary and secondary schools. Commenting on McCree's stand, Dwight Crum, OE Director of Nonpublic Educational Services, says the Solicitor General's position is "indicative of a responsible public policy" which shows that federal education laws are "designed to help all schoolchildren."

ECS TASK FORCE TO STUDY
DESEGREGATION STRATEGIES

Public and private school leaders experienced in the field of equal education opportunity are members of the newly created Task Force of the Desegregation Strategies Project (DSP), a national project undertaken by the Education Commission of the States, the National Association of State Boards of Education, and the Council of Chief State School Officers. Dr. Marlin Schultz of the Lutheran Church--Missouri Synod is a member of the task force, which will determine the directions and emphasis of DSP and examine the desegregation issues and needs of federal, state, and local groups. DSP is funded by the Ford Foundation and the National Institute of Education. Plans include building a national clearinghouse of material on desegregation, incorporating information available from other information centers in its dissemination system, and providing state and local officials with desegregation policymaking, planning, and implementation services. DSP will help state educational agencies become "critical actors" in the desegregation process. Ben Williams is Director of the project. Francis Keppel chairs the task force.

NIE, ASSOCIATIONS STUDY
"NETWORKING" OF EXISTING
DISSEMINATION STRUCTURES

"I hope you will help us translate findings, new information, into effective practice," National Institute of Education Director Patricia Graham told national education association representatives gathered in early November to develop ways to utilize existing association communications systems in a coordinated national dissemination effort. "Getting information out," she said, "is only half the job. How will it be used to improve practice--to change behavior?" Tentatively titled the Education Association Resource Group on Dissemination, the group is comprised of approximately 30 leading national education-related associations. John Wherry, National School Public Relations Association, chairs the Resource Group's Coordinative Council, which is now considering a variety of exchange and service activities and the structure to facilitate them. CAPE has been involved in the project from the outset.

KRAUSHAAR'S PRIVATE SCHOOL
FASTBACK PDK "BEST SELLER"

Otto F. Kraushaar. The fastback sold twice as many as any other in PDK's most recent series of 14; and in the year and a half since its publication, sold as many copies as any fastback published within the last four years.

It was one of our "fastest sellers," said a spokesman at Phi Delta Kappa (PDK), referring to their publication, Private Schools: From the Puritans to the Present, by

Some private schools are incorporating the study of private education in their American History classes. "Beginning in the eleventh grade in our schools," reports Rabbi Bernard Goldenberg of the National Society of Hebrew Day Schools, "we initiate a study of the role of private education within the American system and the role of the Hebrew Day School movement over the last quarter century." Kraushaar's fastback might well be used, suggests Cary Potter, President of the National Association of Independent Schools, as a resource document in connection with such course work.

CHRISTIAN SCHOOL EDUCATOR:
JUDGE "SWEAR-WORDS" FAIRLY

Writing in a recent Christian Educators Journal, Bomer professes the need for balanced judgment in dealing with the use of profanity and obscenity in literature. Using "swear-words" in a story is not an "indication of artistry," he says, but good literature is not artificial, and a character who is "spiritually lost" should not be expected to use "the language of a saint." We can criticize when the swearing is unwarranted and alien to the character and the situation, but, at the same time, Bomer believes, we must strive for "fair and scriptural" literary judgment. We cannot denounce a book because there are passages where sin is represented.

We must not withhold support from certain pieces of current literature for "peripheral excuses," states Norman Bomer, who formerly taught high school English in Neerlandia, Alberta, Canada.

MIGRANT STUDENTS BENEFIT
FROM CATHOLIC SCHOOL ROLE
AS COMMUNITY CHANGE AGENT

St. Mary's, a local Catholic parish, offered its school facilities, took in the children, and provided a program to meet their needs. The following year, through the intercession of the parish priest, the Board of the local day care center, and concerned citizens, the public school district again took on the responsibility of educating the children. Now, according to Vicente Serrano, Director of the Interstate Migrant Education Project for the Education Commission of the States, the educational program for migrant children in Ulysses is one of the "best operated programs" in Kansas. The private school, he says, was instrumental in bringing about "positive and benevolent" changes in the attitude of the community--it was the "agent of change."

One hundred migrant children were without a school four years ago when the public school district in Ulysses, Kansas, under "some pressure from the community," relinquished its sponsorship of the local Title I migrant education program.

EPA PROPOSES REGULATIONS
ON SCHOOL BUS NOISE LEVELS

The proposed regulations would require manufacturers to make substantial reductions in noise from school, city transit, and intercity buses. Allowable noise limits would be established for bus interiors as well as exteriors and would go into effect over a seven-year period from 1979 through 1985. They would reduce bus noise by "nearly half," says Costle. Future design changes would increase the cost of new buses an average of 3 percent. It is estimated that in reducing bus noise, fuel economy would decrease to a small extent and routine maintenance costs would increase.

School buses are the single loudest source of vehicular noise in the community--with the possible exception of garbage trucks--and, therefore, are covered in regulations proposed by the Environmental Protection Agency (EPA), reports Douglas A. Costle, EPA Administrator.

CHIEFS' ATTITUDES TOWARD
PRIVATE SCHOOLS SEEN AS
PREDOMINANTLY POSITIVE

CAPE recently polled its State Representatives to determine their judgments on the attitude of the Chief State School Officer in their state or territory toward private education. The results, based on an 80% response rate:

28 percent of CAPE's State Representatives see their Chief as strongly positive toward private education; 37 percent see a rather positive attitude; 12 percent see an indifferent attitude; 12 percent see a rather negative attitude; 1 percent see a strongly negative attitude; and 10 percent don't believe they are in a position to judge accurately. A Chief's attitude is, apparently, individual; there is no evidence of regional patterns.

NIE REPORT, OE TESTIMONY
SAY PRIVATE SCHOOL TITLE I
STUDENTS ARE SHORTCHANGED

"We estimate the program reaches only 47 percent of the non-public (private) school students who should be eligible for it, and provides them with only about 18 percent of the services they should receive," says Thomas

Vitullo-Martin in his interim report to the National Institute of Education (NIE) on the delivery of Title I services to private school students. Vitullo-Martin, Principal Investigator of the NIE study, is estimating because statistical information supplied by almost all local education agencies reflects only those students the districts counted as eligible, and he finds these counts to be in "gross error."

Title I of the Elementary and Secondary Education Act of 1965, as amended in 1974, provides for educational services to public and private schoolchildren who live in low-income areas and whose rates of academic achievement are below average. Thirty-five percent of all private elementary schoolchildren come from families with incomes of \$7,500 or less, Vitullo-Martin reports. The 116,218 private school students who do receive some form of Title I services represent about 4 percent of all private school students living within eligible districts. In its national survey, NIE found that only 43 percent of the Title I districts with private school children living within their boundaries serve any private schoolchildren in their Title I program.

While the extent to which Title I serves private school students without bias has improved, problems still exist on the federal, state, and local levels. Vitullo-Martin says Title I classes are larger for private school students than for public; that private school students receive an average of one hour of Title I instruction per week, whereas public school students receive 5.5 hours; and that the least qualified teachers--those with lower degrees and less experience--are typically assigned to private school students.

In response to questioning from the House Elementary and Secondary Education Subcommittee recently on the effectiveness of Title I services, Richard Fairley, Director of the Division of Education for the Disadvantaged in the Office of Education, said, "More could be done to serve nonpublic schoolchildren." When Rep. Albert Quie (R-Minn) asked why 5 percent of nonpublic schoolchildren participate in Title I, compared to 20 percent of public school students, Fairley conceded, "This is an area we need to do better in."

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 U.S. • Friends Council on Education • Lutheran Church—Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Association of Private Schools for Exceptional Children • National Catholic Educational Association • National Society for Hebrew Day Schools • National Union of Christian Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U.S. Catholic Conference. Associated state organizations in Arizona, California, Georgia, Kansas, Maryland, New Mexico, Oregon, Puerto Rico, Tennessee, Washington, and Wisconsin.

COUNCIL FOR AMERICAN PRIVATE EDUCATION
1625 Eye Street, N.W. Washington, D.C. 20006 (202) 659-3236
Robert L. Lamborn, *Executive Director*; Barbara Blaes, *Editor*
