

OUTLOOK

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

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TUITION TAX RELIEF BILLS
AIRED IN HEARINGS BEFORE
SENATE, HOUSE COMMITTEES

Emphasizing the important role of private schools as public service agencies serving the public needs of a pluralistic society, legislators, educational experts, private school representatives, and concerned citizens testified in favor of tuition tax credit legislation in hearings held in late January before the Subcommittee on Taxation and Debt Management of the Senate Finance Committee and in mid-February before the House Ways and Means Committee.

Senators Bob Packwood (R-Ore.) and Daniel Patrick Moynihan (D-N.Y.), cosponsors of the Tuition Tax Credit Act of 1977 (S. 2142), emphasized the bill's broad benefits: all tuition-paying families, whether students attend public, private, precollegiate, or college-level schools, are eligible for a credit of one-half the tuition they pay for themselves or for members of their families, up to a \$500 maximum credit per student. Bill Frenzel (R-Minn.), James A. Burke (D-Mass.), and Tom Railsback (R-Ill.) are House sponsors of an identically-worded companion bill (H.R. 9332).

In the Senate hearings, economist E.G. West of Carleton University, Ontario, called S. 2142 "revolutionary" in its potential for low-income groups. Senator S.I. Hayakawa (R-Cal.) supported these views, calling the legislation a bill of "racial liberation." The Council for American Private Education (CAPE) was represented at the hearings on a panel including Rabbi Bernard Goldenberg (National Society for Hebrew Day Schools), Al Senske (Lutheran Church--Missouri Synod), Frederick Calder (National Association of Independent Schools), and Robert Lamborn, CAPE Executive Director.

Between the Senate and House hearings on tax credit legislation, President Carter announced the Administration alternative to tuition tax credits, the Middle Income College Assistance Act. Carter's proposal would increase federal aid to college students by providing automatic grants of \$250 to students from families with incomes between \$16,000 and \$25,000, expansion of the Guaranteed Student Loan Program to include students from families with incomes of \$25,000 - \$40,000, and an expanded work-study program that would provide federally-subsidized jobs for about 280,000 additional students.

The Administration objects to tuition tax credits on grounds that they would remove education aid from the jurisdiction of the education establishment to that of the Treasury; that they are "generally unrelated" to student need, family income, and varying attendance costs; and that they would not "target" funds to those who "need assistance the most." Charged with renigging on a pledge to provide relief to private school parents, the Administration maintained it was fulfilled by their general tax cut proposal. Senator Packwood called the President's proposal a "piddling," "band-aid approach" that ignores "millions of hard-pressed American families who also need financial help." The student body president of Michigan State University testified in favor of tuition tax credits as an alternative to cumbersome existing student aid programs--he lost an entire school term because his student aid application was lost in the Washington bureaucracy.

More than 170 tuition tax relief bills with over 250 individual sponsors or cosponsors have been introduced in the House. Seven bills are before the Senate, with the Packwood/Moynihan legislation having the most--50--cosponsors.

ECS, CAPE FOSTERING
STATE-LEVEL GOVERNMENT,
PRIVATE SCHOOL COOPERATION

Private schools are a "valuable part" of American education and make "substantial contributions" to it, says Warren Hill, Executive Director of the Education Commission of the States (ECS). Calling private schools "a great resource," Hill promises ECS will encourage state appointing authorities to consider provision for private school representation among ECS Commissioners, along with such other "underrepresented" groups as women and minorities.

ECS, in addition, will "secure nominations of private school representatives to serve on ECS task forces; seek private school input in the selection of priority issues; and request input from CAPE in arriving at policy positions," says Hill. Information concerning private schools will be developed for use by state leaders; ECS information services will be made available to private school representatives as they are to representatives of public schools. A session on the role of private schools in American education and society is planned for the ECS annual meeting, which will be held this June in Indianapolis.

Hill urges private school people to initiate activities that will "put to rest" myths that "haunt" their operation--private schools are for the rich, parochial schools teach nothing but religion, and private schools are "white enclaves," for example. "Your record is an excellent one and should not be diminished by myths," he states. Further, private school spokesmen, in seeking understanding of and support for private schools, should "be aware of and committed to the meeting of a state's total educational need," lest they be dismissed by legislators and state education agencies as merely self-serving.

"I am confident," says Hill, "we can devise strategies over the months and years ahead that will add to the other positive factors that improve education in this country." CAPE's Directors are committed to public policies designed to nurture public and private schools.

KEPPEL: EVOLVING PUBLIC
POLICY SHOULD MAINTAIN,
STRENGTHEN PRIVATE SECTOR

In making recommendations the country can follow until 1990, the Program on Education for a Changing Society, a group of the nation's leading scholars and education policy commentators working under the auspices of The Aspen Institute, looked for three years at the nation's educational policy as it affects preschool through the university. Quoted in the Educational Researcher, Francis Keppel, Director of the Institute's Program on Education, outlined the actions state and federal governments can take to effect improvement.

Keppel recommends that, in the interest of assuring diversity and competition, states develop explicit policies for maintaining and strengthening the private sector in education, and that they ensure greater responsiveness to the "consumers" of education. He recommends, further, that states assure reforms in school financing; enhance the use of other institutions that can support the formal education programs; develop new forms of planning, management, and accountability for both schools and post-secondary education; and develop policies for the support of continuing education.

The federal government, Keppel suggests, should promote equity through compensatory aid for schools and student aid for post-secondary education. It should support specific educational programs that now require federal initiative, such as programs for the handicapped, for vocational education, and for the arts and humanities. It should also, Keppel believes, finance research and development designed to improve the educational process at all levels; assure the national research capability in the arts, social sciences, and sciences; and adjust the federal programs of family income maintenance, day care, health and nutrition, and community development to improve the nonschool conditions of learners.

Among other recommendations made to the educational community, the report asks them to support the enactment of children's or family educational allowances in taxation.

PRIVATE, PUBLIC STUDENTS
OFFERED ENRICHED SUMMERS
BY LUTHERAN COOPERATIVE

A banker taught volleyball during his lunch hour; the star of a local civic theater production taught dramatics; and a third-grader's father, while not officially a "teacher," went with his son to astronomy classes, contributing his telescope and expertise. The Summer Institute Program of the Lutheran Association for Elementary Education in Fort Wayne, Indiana, is a venture in cooperation among schools, students, parents, teachers, and community members. Courses such as aviation, astronomy, radio broadcasting, dramatics, model railroading, and photography have been taught during the two years of the program's existence.

"We offer enrichment for gifted, talented, and otherwise motivated students" in all of Fort Wayne's elementary schools, public and private, reports Richard P. Sauer, administrator of the program. In establishing the Summer Institute Program, Lutheran principals were eager to provide enrichment programs for talented and gifted children and to serve community needs by serving the public as well as the nonpublic sector. Last year, 12 percent of the 200 students participating were from area public schools.

The Lutheran Association for Elementary Education is a coalition of 17 Lutheran congregations, each operating an autonomous elementary school. The congregations cooperate in the areas of curriculum, transportation, and purchasing.

SMALL, PRIVATE, SINGLE-SEX
COLLEGES HAVE ADVANTAGES
OVER LARGE, PUBLIC, COED

Significant changes in the nation's colleges have occurred since the mid-1950's: large campuses have become larger; enrollment has increased at public colleges; and the number of single-sex schools has declined sharply. Yet in terms of "positive effects" on students--obtaining degrees, carrying out career plans, and developing new attitudes--small, private, and single-sex colleges are superior, according to Professor Alexander Astin of the University of California at Los Angeles. His judgments are based on the "Cooperative Institutional Research Program," a 10-year study cosponsored by UCLA and the American Council on Education.

Analyzing questionnaire responses and grade reports of 200,000 students drawn from about 300 representative colleges and universities, the project discovered student achievement and involvement is greater at small institutions than at large ones. Private College students are more satisfied with the quality of instruction and are more involved in academic work and extracurricular activities than those at public institutions. And students at single-sex colleges are "much more satisfied than students at coeducational colleges with virtually all aspects of college life" except the social. Women, especially, are more likely to "attain positions of leadership, develop high aspirations, and persist to graduation" attending a women's college. These findings seem to run directly counter to "many recent institutional and governmental policies," says Astin.

NATION'S PRIVATE SCHOOLS,
GREAT CITY PUBLIC SCHOOLS
SERVE EQUAL STUDENT BODIES

Great City Schools (public schools of the 28 "Great City" systems) enroll 4.8 million. The nation's private schools enroll 4.8 million. The figures are the latest available, respectively, from the Council of

the Great City Schools and the National Center for Education Statistics. Great City systems range in enrollment from New York (1,100,000), Los Angeles (613,000), and Chicago (530,000) to Buffalo and Oakland (each with 55,000) and Minneapolis (52,000). In comparison, a 1976 National Institute of Education study reports enrollments in representative national groups of private schools range from the Catholic (3,415,000), independent (277,000), and Lutheran (213,000) to the Hebrew (90,500), Seventh-day Adventist (72,000), and Quaker (14,000). The estimated combined enrollments of "Christian" schools, predominantly schools associated with evangelical denominations, is 157,000.

VOLUNTARY GROUPS JOIN
UNDER "CONVO" UMBRELLA

"In the 300 years of voluntary effort in this country, there has never been one mechanism which brought together all segments of the voluntary sector to confront common concerns," maintains Richard E. Dewey, Executive Director of the recently formed Coalition of National Voluntary Organizations (CONVO). The Coalition, which has as its members 46 national organizations, "is that long-overdue mechanism." It is designed to serve representative elements in the fields of education, welfare, health, the arts, conservation, consumerism, philanthropy, and a range of other human services.

The purpose of CONVO is "the protection of the ambience of both voluntarism and the philanthropy which supports it." Specifically, CONVO seeks to "maximize the contributions" of the voluntary sector to American life; "increase public understanding" of this sector; "gather and disseminate data on the scope and nature of the philanthropic process"; assess public needs for both voluntary and public efforts; study public policies as they relate to the voluntary sector; and "promote the accountability and accessibility to the public of both donors and donee organizations."

Headquartered in Washington, D.C., the new organization "encourages and assists" member organizations to gather and disseminate statistics and information on voluntary sector needs and resources; consider and carry out programs to meet research needs; "monitor" executive and legislative activities relating to the regulation of charities; and "formulate guidelines of accountability and accessibility to the public." In addition, CONVO functions as a "facilitator" of the exchange of information and, where appropriate, of cooperative action among its members in all its areas of concern.

FOUNDATION CENTER'S ROLE:
GATHERING, DISSEMINATING
INFORMATION ON FOUNDATIONS

Dedicated to gathering, analyzing, and disseminating information on philanthropic foundations, the Foundation Center offers a variety of services to the public, foundations, and "Associates." The Center, operating libraries in New York City and Washington, D.C., and "cooperating collections" in 44 states, Mexico, and Puerto Rico, has two main purposes: it seeks to compile reliable descriptive data and statistics on the foundation field and to be "a useful resource for anyone interested in applying to grant-making foundations for funds."

The extensive collections in the Center's libraries are available to the public. They include microfiche files of foundations' annual reports; vertical files of foundation news releases, sample application forms, and historical records; subject listings of currently reported foundation grants; and reference works, books, and periodicals on philanthropy, proposal writing, and fund raising. Groups desiring a working introduction to the Center's collections may attend orientation sessions conducted by library staff. An "Associates Program" provides, for an annual fee, additional services for those needing frequent access to foundation information. The Center also sells publications, among them The National Data Book, the first published listing of all U.S. foundations.

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