

OUTLOOK

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KURTZ PLEDGES EFFORT TO
PROTECT NONDISCRIMINATING
SCHOOLS FROM "HARDSHIP"

fort to avoid hardship to schools whose practices and policies are genuinely nondiscriminatory." Then over 200 testified. Administration officials and civil rights groups supported the proposed procedure, some urging even more stringent regulation. The great majority of the testimony--all of the Congressional comment and that of the Council for American Private Education (CAPE)--supported the civil rights purpose of the IRS proposal but opposed its specifics and urged thorough reconsideration. Further consideration of the issues by IRS and Congress will almost certainly precede the promulgation of final regulations.

"This is a proposal, not a decision," said Internal Revenue Service Commissioner Jerome Kurtz on December 5, opening hearings on IRS' Proposed Revenue Procedure on Private Tax-Exempt Schools. "We want to make every reasonable ef-

Under the proposed regulations, private schools which were established or expanded by more than 10 percent while public schools in their communities were desegregating would be automatically suspect of racial discrimination. But all private schools and colleges would be subject to the same tests and regulatory procedures. To prove innocence, a school would have to show substantial minority enrollments or evidence of significant "good faith" efforts. Failing acceptable proof, the IRS would end the school's tax exemption.

"We should not use the regulatory process to achieve what rightfully should be achieved through acts of Congress," testified Rep. John B. Anderson (R-Ill.), expressing the predominant judgement of legislators testifying. In written testimony, Senator John C. Danforth (R-Mo.) expressed a concern, shared by most testifying in opposition, that the IRS may "cast its net so broadly that it ensnares many perfectly innocent private schools." Testifying for CAPE, Executive Director Robert L. Lamborn endorsed the IRS intent but explained: "The proposed procedure fails to recognize that the controlling factor in creating a private school student body is the parents' choice, not the school's. A school can only select students from among those who apply."

Eleven of CAPE's member organizations presented comments, providing information on the civil rights performance of their schools and indicating their concerns with the IRS proposal. George Reed, General Counsel for the United States Catholic Conference, in a pre-hearing letter contended the IRS has apparently decided to "embark" on "a policy that goes far beyond anything that the courts or Congress have authorized or required." Lewis E. Striebeck, Jr., counsel for the Lutheran Church--Missouri Synod, said the Synod encourages the formation and expansion of schools and many could be "reviewable" under the procedure for reasons "totally unrelated to race."

Tax lawyer Martin B. Cowan, representing the National Society for Hebrew Day Schools, pointed out that minority enrollments in Hebrew schools quite legitimately reflect the limited number of minority members of the Jewish faith in a community. Concerned with the procedure's "badge of doubt" assumption, Dr. Michael Ruiter, Director of Christian Schools International, maintained it is "incumbent" on government to be "fair minded." John C. Esty, Jr., President of the National Association of Independent Schools, said the IRS should consider the unique community served by private schools, particularly boarding schools. "Even our day schools typically draw at least 5 percent of their students from each of 5 or 10 different public school districts," Esty explained.

PRESIDENT'S ANTI-INFLATION
GUIDELINES COVER PRIVATE
SCHOOL FEES AND SALARIES

Private nonprofit educational institutions are included in President Carter's voluntary anti-inflation program, the Council on Wage and Price Stability has announced. Schools are expected to limit increases in tuitions and fees, as well as in salaries and taxable fringe benefits. The Council has indicated a willingness to consider exceptions based on "severe hardship or gross inequity." Severe hardship might be the result, for example, of uncontrollable cost increases due to rising energy costs or to increases in Social Security taxes and minimum wage standards. It might result, too, from having made no fee increases, or inadequate increases, during the base period.

Schools are expected to limit tuition and fee increases over the year to 0.5 percent less than the average rate of increase during the academic sessions of 1975-76 and 1976-77, with a maximum increase of 9.5 percent. The year counted for the program is from the end of the school's most recent fiscal quarter through the comparable 1979 quarter. Since tuition and fee schedules already established for the current session are not affected, the guidelines would apply only to the first quarter of a school's 1979-80 session. Employee pay increases are to be limited to 7.0 percent over the current level, and would apply in most schools only to the first quarter of the 1979-80 session.

PRIVATE SCHOOL LEADERS,
OE OFFICIALS MEET, DISCUSS
NEW FEDERAL REGULATIONS

For the first time ever, a nationally representative group of private school leaders has been brought together at the invitation of the U.S. Office of Education (OE) to discuss new federal education legislation before implementing regulations are drafted. "It is urgently important to us that you participate and know every detail of what we're doing," said U.S. Commissioner of Education Ernest Boyer, opening the December 13-14 meeting called to consider the regulations for the Education Amendments of 1978 (P.L. 95-561). "We are deeply concerned in working with the people in this room to develop regulations which will meet the needs of the people in the field."

The intent of the new legislation is clear with regard to the participation of private school students, said Dr. John Ellis, Executive Deputy Commissioner for Educational Programs. "Now it is up to us to see the law is administered forthrightly and private school students benefit fully." OE program officials and the 25 private school representatives--including CAPE Directors and their representatives, as well as CAPE State Representatives and spokesmen for CAPE-type state organizations--then spent the two days in a program-by-program consideration of the Amendments.

OE OFFICIAL SEES PRIVATE
SCHOOL STUDENTS PROFITING
FROM NEW TITLE I MANDATES

"We hope that private school participation in Title I will increase," says Joseph Vopelak, Educational Program Specialist at the U.S. Office of Education. "The improved Title I provisions in the Education Amendments of 1978 should help make this possible." The largest of the federal elementary/secondary education programs, Title I will provide more than \$3 billion during the 1979-80 school year for services to educationally disadvantaged children in public and private schools.

"Title I formerly required the provision of services to private school children 'consistent with their numbers,'" Vopelak explains. "The new legislation calls for expenditures that are 'equal' to per student expenditures in public schools." Among other improved procedures, the bypass, which enables the U.S. Commissioner of Education to provide Title I services directly to private school children when these services are not provided by local education agencies, has been strengthened. And state education agencies now must include in their Title I "monitoring and enforcement plans" procedures for dealing with private school complaints. A "very new" requirement, says Vopelak, is that this plan also describe how the equitable provision of services to private school children will be enforced.

AMS PLANS INTERNATIONAL SYMPOSIUM MARKING IYC AND MONTESSORI'S PIONEER WORK

"Focus on Children" will be the theme of the American Montessori Society (AMS) International Symposium to be held August 13-15, 1979, in Athens, Greece. The United Nations (UN) and the Greek government are providing technical assistance; symposium participants are expected from all over the world. "We are providing an international forum to celebrate the designation by the UN of 1979 as the 'International Year of the Child,'" reports AMS National Director Bretta Weiss. Among the major speakers at the symposium will be Professor Theodor Hellbrügge of Munich, West Germany, who will speak on "mainstreaming" handicapped students using the Montessori method of teaching. Hellbrügge is Director of the Montessori Kinderzentrum in Munich and Chairman of the German Society of Social Pediatrics. David Elkind, Chairman of Child Study at Tufts University, and AMS President David Weinberg will also be key speakers. "We perceive Maria Montessori's work in the field of child development as part of a worldwide effort in the 20th century to improve conditions of child life," says Weiss. "We welcome opportunities to harmonize all educational and social strategies which serve children's needs."

FLORIDA STRENGTHENING TIES BETWEEN PRIVATE SCHOOLS, STATE EDUCATION DEPARTMENT

A "better spirit of cooperation" between public and private education is emerging nationally and, according to Florida Commissioner of Education Ralph D. Turlington, "especially in Florida." William J. McMillan, President of the Florida Association of Academic Nonpublic Schools (FAANS), agrees with Turlington's evaluation and points to a history of effective cooperation between the state agency and FAANS. Moving to further strengthen ties with Florida's private schools, Turlington has requested his staff (1) to involve representatives of private education in planning the Department's activities which affect programs offered by the private institutions and (2) to appoint representatives of private education to serve on Department advisory committees and task forces, especially in those areas affecting programs offered by private schools.

MATTEO RICCI'S 6-YEAR PLAN OFFERS BACHELOR'S DEGREE AFTER 14 YEARS' SCHOOLING

Six years after entering the ninth grade at Matteo Ricci College, students graduate with a high school diploma and a college bachelor's degree. Located in Seattle, Washington, the Jesuit school began its unusual program in 1975. It has been supported by over \$688,000 in grants from the Carnegie Corporation and the Fund for the Improvement of Post-Secondary Education. The program is not for "whiz kids"; students are accepted who show potential for standard college work. They spend their first three years on the "Seattle Prep" campus of Matteo Ricci studying a "core" curriculum of liberal arts and religious subjects. The final three years are spent on the campus of Seattle University, where students choose an area of major concentration while continuing their liberal arts studies. Program evaluations have shown that in their twelfth year of studies (their first on a college campus), Matteo Ricci students have consistently equalled or done better than their freshman classmates who have entered the university after completing the 12th grade.

EPISCOPAL SCHOOL LEADERS CONVENE, ASSESS SCHOOLS' ROLE IN EVOLVING SOCIETY

Over 600 gathered in Washington, D.C., recently for the National Association of Episcopal Schools' (NAES) Seventh Triennial Conference. The meeting's theme, "To Sow Seeds of Truth," was explored in plenary and special interest sessions as participants considered the role of Episcopal schools in contemporary society. The Rev. William Sloane Coffin, Jr., delivered the keynote address. Other program participants included Senator Birch Bayh (D-Ind.) and Rep. Millicent Fenwick (R-N.J.), who, as panelists, addressed the topic "Church Schools and the Outside World." Dr. Charles Shreiner, Jr., was named President of the NAES governing board, succeeding Mr. Rufus Bethea.

PARENTS URGED TO CONDUCT
YEARLY "EDUCATION CHECKUP"
TO AID CHILDREN'S PROGRESS

Most parents schedule an annual medical checkup to help assure their children's continued health. Dr. Bill Rioux, a Senior Associate of the National Committee for Citizens in Education (NCCE), believes a yearly "education checkup" is equally important to assure a child's progress in school. NCCE has recently published a pocket-sized guide for parents to conduct just such a checkup. The "Annual Education Checkup" tells parents how to review home and school files on each child, how to prepare for a parent-teacher conference, and how to work with school personnel in developing a plan to meet a child's educational needs. "It is our hope," says Rioux, "that this review will help discover school problems early and give parents and teachers a chance to work together to guarantee each child's school success."

APPA EXTENDS AFFILIATE
STATUS TO PRIVATE SCHOOL
PHYSICAL PLANT MANAGERS

"There has been a great deal of interest in our services on the part of private schools," says Paul Knapp, Executive Director of the Association of Physical Plant Administrators of Universities and Colleges (APPA). "We're delighted we can now welcome them as Affiliate Members." Since 1914, APPA has served those responsible for the design, construction, maintenance, and operation of college and university facilities; its services were made available this fall to precollegiate institutions. Affiliate members of APPA receive the association's regular and special publications, are eligible to attend special seminars and workshops, and have access to APPA's "Energy Hotline" and "Handicapped Hotline." Two toll-free numbers provide immediate access to information on adapting school buildings to conserve energy or to comply with laws governing access to facilities by the handicapped.

ETS STUDIES PRIVATE SCHOOL
STUDENTS' ACCESS TO PUBLIC
SCHOOL "VOC ED" PROGRAMS

Increasing the participation of eligible private school students in publicly supported vocational education programs is the goal of a project being undertaken by the Educational Testing Service (ETS). "Although students in nonprofit private schools have the same employment needs as their counterparts in the public education sector, a broad array of problems have effectively worked against their involvement in publicly financed vocational education programs for which they are eligible," maintains Dr. Raymond G. Wasdyke of ETS. Wasdyke directs the project, which is being conducted under a contract with the U.S. Office of Education.

The ETS project has three phases. The first will be a study of current practices for including private school students in vocational education programs and the development of procedures for increasing the accessibility of these programs to private school students. Second, materials will be developed to assist state education agency (SEA) personnel in implementing the procedures recommended by ETS. The project's third phase will be a series of workshops to disseminate these materials to SEA officials. The project's Advisory Committee will include representatives of public vocational education, as well as the private schools. CAPE will serve in an advisory capacity and as a communications link between ETS and national and state-level private school groups.

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