



## NCEA Runs, Gov't Funds "How-To" Institutes

The government is giving instructions with its offerings. It is inviting representatives of private school children to take lessons on how to participate in programs for which their children are eligible.

The Office of Education has awarded a \$240,000 contract to the National Catholic Educational Association "to provide . . . technical assistance and information" to private educators "to enable them to work more effectively with the public school officials responsible for delivery of federal services to eligible private school students." Dr. Edward D'Alessio, Deputy Commissioner for Non-Public Education, said that the contract will "maximize the potential participation of private school students in federal educational programs . . . by informing representatives of private school children of those programs in which the children are eligible to participate."

NCEA will design and conduct 13 day-long institutes throughout the country by September, 1980. It will invite 800 representatives of non-public school children to attend the expense-paid sessions. Representation will be apportioned according to the number of schools reported by the CAPE member organizations during the 1978-79 school year.

The programs will focus on the most important issues facing representatives of non-public school children, with special emphasis accorded the ESEA Amendments as they pertain to those children.

D'Alessio is the government Project Officer for the Technical Assistance Institute contract, while Dr. Bruno Manno directs the TAI project at NCEA. They are joined on the institute planning steering committee by delegates from CAPE and private education, both sectarian and non-religiously affiliated.

## CONVO + NCOP = Independent Sector

Conventional wisdom holds that early in life Americans learn not to volunteer, and that this behavior pattern shepherds them safely through school and even the armed forces. But some people never mastered that lesson and have gone on to form a new organization to prove it. In fact, the new group is founded on the recognition that Americans have exhibited an "extraordinary impulse . . . to form voluntary groups and invent non-governmental institutions to serve community and personal purposes."

Its name is The Independent Sector and it will formally come into being at a charter meeting in Washington on March 5. Its progenitors are NCOP, the National Council on Philanthropy, and CONVO, the Coalition of National Voluntary Organizations. Its *raison d'être* is to encourage private initiative for the public good, and it will attempt to do so by strengthening the nation's traditions of giving, volunteering and not-for-profit initiative.

According to John W. Gardner, chairman of the organizing committee of this "third sector" body, the specific program of The Independent Sector will be five-faceted: there will be "public education to improve understanding of the sector's role and function in giving people alternatives, greater opportunities for participation and for creating a more caring and effective society; communication within the sector so that shared problems and opportunities may be identified and pursued; relationships with government to deal with the infinite interconnections between the two sectors, but particularly to ensure the healthy independence and continued viability of non-governmental organizations; research to provide a body of knowledge about the independent sector and about how to make it most useful to society; and encouragement of effective operation and management of philanthropic and voluntary organizations to maximize their capacity to serve individuals and society."

CAPE is a member of CONVO and as such will automatically be eligible to be a Charter Member of the new organization.

## Ils Ne Parlent Pas De Langues Étrangères

"Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse," charges the President's Commission on Foreign Languages and International Studies. The Commission expresses alarm at its finding of a "serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political and economic environment is making unprecedented demands on America's resources, intellectual capacity and public sensitivity." Dr. James A. Perkins, chairman of the Commission, asserts, "Nothing less is at issue than the nation's security."

Despite the severity and complexity of the problem, the Commission believes it has some valuable practical (albeit costly) solutions to offer. It calls for the reinstatement of a foreign language requirement for college admission or graduation, holding it "axiomatic... that once another language is mastered it is no longer foreign, once another culture is understood it is no longer alien." In addition to teaching "commonly taught languages, such as Spanish and French," it argues that provisions must be made for "the less commonly taught that are spoken by 80% of the world's population."

Language study should begin in the early grades, says the Commission, but "its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers and the careful integration of early language instruction with higher levels of study."

The Commission would have incentives offered to schools to implement its recommendations: "Federal subsidies based on enrollment in foreign language courses should be used to assist accredited public and private educational institutions at all levels to encourage foreign language programs. Such incentive funding would be intended to encourage the introduction of foreign language courses where there is no present provision for such instruction, to encourage courses of study going beyond two years, and for the teaching of less commonly taught languages. Federal funds, administered by the Department of Education, should be allocated for language instruction at the first and second year of elementary school and for the third and fourth year of such study in secondary schools and in colleges." It suggests incentive sums of \$20 per student at the elementary level and \$30 at the secondary level, with an additional \$15 at any level for the study of less commonly taught languages.

## Capeline



... a Medieval  
footsoldier's helmet

**Career Education:** The first awards made under the state allotment program of the 1977 Career Education Incentive Act were announced on November 30, 1979. Funds totalling \$18.7 million have been divided among state departments of education and will be used to support state career education programs in elementary and secondary schools. Allotments must be used in accordance with state plans approved by the Office of Education and will be disbursed by local education agencies. Children attending private schools are eligible to participate according to need and number.

**Energy Education:** The government is offering to give advice to schools on energy-related problems. The Office of Education and the Federal Inter-agency Committee on Education have established an Energy and Education Action Center to "increase communication and reduce wasteful duplication among energy educators." School people may write to the Center in Washington to pose questions related to energy or energy education. They will be called by the information specialist at the Center and given the name of a local energy education expert who can be of help. Write J. George Schaefer, Energy and Education Action Center, 514 Reporters Building, 300 7th Street, S.W., Washington, D.C. 20202

**Library Study:** A survey of a national sample of non-public school libraries is going to be undertaken in late January or early February by the National Center for Education Statistics. The study, a companion to the one done in 1977 of public school libraries, will be the first of its kind for private schools. In addition to organizing heretofore scattered data on private school libraries, the survey will also yield information of use in the planning and administration of Title IV of the Elementary and Secondary Education Act.

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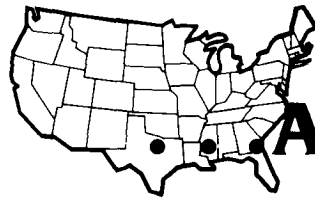
**Summer Science Apprenticeships:** Seven federal agencies will be participating in the Apprenticeship Program for Minority Students this summer. As announced by President Carter, the goal of the program is to give at least 1000 high school students the opportunity to work with scientists and engineers at universities, federal laboratories and research centers during the summer of 1980. Teachers and students interested in participating in the program should contact the individual agencies. They are: The Department of Defense, the National Aeronautics and Space Administration, the National Science Foundation, the National Institutes of Health, the U.S. Department of Agriculture, the Environmental Protection Agency and the Department of Energy. General information on the overall program is available from the Office of Science and Technology Policy, Executive Office of the President, Washington, D.C. 20500.

**Youth Project Program Grants:** The National Endowment for the Humanities announced an April 15, 1980 deadline for submitting applications for Planning and Pilot Grants under the NEH Youth Projects Program. The grants provide support for educational institutions, cultural organizations and community groups interested in developing out-of-school humanities programs for children and youth after school, on weekends or during school vacations. Grants of \$2500 for project planning and \$2500 or \$5000 for project implementation may be used for salaries, consultant fees, travel expenses and resource development. For information or applications, write National Endowment for the Humanities, MS 351, NEH Youth Projects Guidelines, 806 15th Street, N.W., Washington, D.C. 20506.

**Charitable Contributions Legislation:** The Senate Finance Committee on Taxation and Debt Management is scheduled to hold hearings on January 30 and 31 on S. 219, the Packwood-Moynihan bill. That bill and its companion in the House (H.R. 1785, introduced by Reps. Conable [R-NY] and Fisher [D-VA]), would permit taxpayers to take a deduction for their charitable contributions regardless of whether they itemize their income tax returns. According to CONVO, the legislation if passed would "enable charities to obtain an estimated \$4.2 billion annually in increased philanthropic contributions. . . ." If not passed, charities will be forced "to look primarily to the rich for support. . . (which is) dangerous because without broad community support, public charities will lose their viability and democratic base." Private schools have had an ongoing interest in this legislation. Idanelle Murray, Headmistress of the Hockaday School in Dallas, Texas, will testify at the Senate hearings on

behalf of the National Association of Independent Schools.

**Metric System Grants:** The Department of Health, Education and Welfare is awarding grants for programs "to teach school age children and adults to use the revised metric system of measurement." Private schools are eligible to apply. Indications are that group rather than individual school applications are preferred. The deadline for applying is February 14. Forms and instructions may be had by writing to: Metric Education Program, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.



## And Beyond

### Countdown to Earth Day

At 6:10 a.m. on March 20, 1980, the United Nations Peace Bell will sound, to be answered by bells ringing around the world. This will signify the start of the 10th annual observation of Earth Day, a day on which people of all nations will be asked to "pause and reflect on the beauty, fragility and interdependence of living systems on our earth." As described by the late Margaret Mead, 1978 Earth Day Chairman, "Earth Day celebrates the interdependence within the natural world of all living things, humanity's utter dependence upon earth—man's only home—and in turn the vulnerability of this earth of ours to the ravages of irresponsible technological exploitation. It celebrates our long past in which we have learned so much of the ways of the universe, and our long future, if only we apply what we know responsibly and wisely."

The children of New York City will have an opportunity to join in this celebration as they are guided through a "countdown of environmental studies" by their Board of Education and the Earth Society Foundation. Their schools receive monthly memoranda from the Board's Office of Curriculum Development suggesting activities, inquiry topics, resources and graded lesson guides, all designed to foster understanding of the way in which the earth can be made more "habitable and hospitable."



## **ETS Heeds Criticism, Lets Takers Review Tests**

"Whadja get?" may no longer be the last words on the SAT issue for high school students. Instead, they may be asking "Whadja get wrong?"

The Educational Testing Service and the four organizations for which it administers tests (the College Board, the Graduate Record Examinations Board, the Graduate Management Admission Council and the Law School Admission Council) have announced a set of public interest principles to guide future developments in their standardized admissions tests. According to Alice Irby, Washington Vice President of ETS, "the principles will serve as the cornerstone for modifications in current programs to expand the publication of test content . . . to codify procedures used for the verification of scoring or questioning items, and to publicize the processes used in reviewing tests for racial and sex bias."

The principles, which the organizations said have been the basis of most testing programs for some years, were reaffirmed by them "to provide a fuller view of our beliefs and our expectations for the future." They include publishing test content "to a degree limited only by reasonable safeguards of efficiency, cost, quality and the educational impact of the programs," maintaining and strengthening publicly visible procedures for detecting and eliminating test bias, allowing test takers to verify their scores and making tests available to all candidates, taking into account special needs created by physical handicaps or religious beliefs. The guidelines also called for procedures to provide test takers "with as much useful information as may be feasible" about their performance on the tests and to "formulate, maintain, and publish widely principles of appropriate use of scores . . . and to be alert to and actively discourage misuse." In addition, they reaffirmed the privacy rights of individuals and institutions and recognized the interest of these parties in the design and operation of the testing programs.

With respect to legislation regulating admissions testing already passed in New York and under consideration in several other states, ETS continues to maintain its stance that these rubrics are "unnecessary and undesirable." The Service says "we oppose any legislation which reduces services and/or raises costs to candidates unnecessarily. Constructive change, which is both educationally sound and which maintains the quality and accessibility of the tests, is accomplished best through voluntary action of test sponsors working with the educators and institutions they serve."

## **Off to a Good Start And Still in the Lead**

It is unusual to come across a government program whose name clearly and accurately depicts what actually takes place under its ministrations, but "Head Start" did exactly that. It enabled small children who were involved in its experimental preschool program to outshine their stay-at-home peers once they all met to be measured in grade school. And although the early learning did not raise the IQs of the participating children permanently it did raise their expectations and enhance their self-esteem.

These positive findings are the outcome of longitudinal studies of low-income children who took part in trial preschool intervention programs during the early and mid-1960s and who were evaluated again in 1976-77. The study was undertaken by the Consortium for Longitudinal Studies as a project of the Education Commission of the States, funded in part by the Administration for Children, Youth and Families of the Office of Human Development Services, Department of Health, Education and Welfare.

Compared to children who had not gotten the early start, the participating children were found to be "more able to meet the minimal requirements of their schools." They were less likely to be retained in grade, to be assigned to special education classes or to be classified as under-achievers later in their school careers. They scored higher on mathematics achievement tests and, for up to three years after the end of the program, did better on IQ tests as well.

Taking part in the program affected not only the motivation and feeling of self-worth of the children, but that of their mothers as well. "Treatment children" had a higher regard for themselves as students than the other children, and evinced pride in their goal-oriented achievements. Mothers of these students entertained higher vocational aspirations for their children than mothers of non-participating children, even surpassing their own youngsters in their hopes for the future.

The study concluded with the caveat that while ". . . preschools can make a difference . . . the larger society and its institutions must also change in order to fulfill the promise of preschool for low-income children and their families." It branded as "naive" the original hope of Head Start creators that "changing children's abilities and attitudes would be instrumental in extracting them from poverty."