

OUTLOOK

A report from CAPE, the Council for American Private Education, Washington, D.C.,
a coalition of 15 national organizations serving private schools (K-12)

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Bell to Head Education Department

Terrel H. Bell has been nominated by President Reagan to be Secretary of Education. Bell, 59, is Utah Commissioner of Higher Education and Chief Executive Officer of the Utah State Board of Regents. He served as U.S. Commissioner of Education from 1974-1976, during which time he co-sponsored, with CAPE, the first national conference on private education.

Bell supported the creation of a separate education department, although it is reported that his aim at the time was to remove education from the Department of Health, Education and Welfare, and not necessarily turn it into a Cabinet-ranking entity.

His career in education began in 1946 as athletic coach and science teacher at Eden Rural High School in Idaho, and has taken him through a series of school, district and state superintendencies.

He is the author of six books and numerous articles on education, and has received many distinguished service awards from educational organizations.

Curran Comments on Education Transition Team

Edward A. Curran, member of President-elect Reagan's Education Transition Team, wants to make sure the public is aware of the rules by which his team is playing. Unlike the Education Task Force, this group does not make policy. Rather, according to Curran, it is supposed to "assess and evaluate the Department of Education." Curran, former headmaster of the National Cathedral School in Washington, D.C., commented: "I liken it sometimes to a Middle States evaluation where we've come in as a visiting committee to look into every program, every department, and then to present our evaluation, if you will, with some recom-

mendations, so that the Secretary designee will . . . have more of a grasp of what the Department is, so that she or he can start with background and knowledge."

The Transition Team works from the premise that ED will still be there come January 21. Curran explains, "We all recognize that certain functions are essential, are worthwhile, are important, are good . . . I suppose that since we have certain people in the Transition Team analyzing programs (and this Department must have about 150 of them), these programs will be evaluated and assessed, and there will be some recommendations made, from a budget point of view, from a regulations point of view, and from the point of view of serving kids, parents and schools. In fact, I'm convinced, after perusing our team's interim report, that every aspect of the Department of Education is being thoroughly analyzed and evaluated and that this process will result in a substantive working paper to guide the new Secretary."



Although the committee composition reflects a heterogeneity of educational interests, its members are cautioned to go about their work with as much objectivity as possible. Curran himself came to the team without any particular assumptions about the role of the Department or its Office of Private Education; in fact, he admits that in his former position as headmaster of an independent school, he had very little contact with the Office of Education. "I think it's important," he says, "that this transition committee has people representing every aspect of education as it affects children

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teachers and parents. I think this committee has this. I think that my being here, at least symbolically, speaks to that."

To aid in its information-gathering, team members have spoken with every Assistant Secretary in the Education Department, as well as with Secretary Hufstедler. Curran, as the resource person on nongovernmental education, has conversed with present and past officials of the Office of Private Education. He says, "We are touching base with as many constituent groups as we can. We're talking to many people in each department, trying to see how these things do relate. For example, how does the Office of Private Education function? Does it have clout? How does it work with the Office of Elementary and Secondary Education? What's the history of OPRE?"

Other team members who are expert in matters of government regulation and programs are analyzing the more familiar — and controversial — operations of ED (e.g. the bilingual, handicapped and affirmative action programs) to see what impact they have on both public and private education. The team's agenda also calls for scrutiny of the tuition tax credit and voucher plans.

Congress Stymies IRS Again

Congress has once again stopped the Internal Revenue Service from issuing new regulations on the tax deductibility of parental payments to their children's private schools, simultaneously reaffirming its prior ban on the enforcing of IRS Ruling 79-99.

At the end of an all-night session on December 15, the legislature passed a Continuing Resolution to keep the government in operation through June 5, 1981. That Resolution contains language prohibiting the Service from using funds "to carry out any revenue ruling . . . that a taxpayer is not entitled to a charitable deduction for general purpose contributions which are used for educational purposes" by a religious, tax-exempt organization.

Sen. Thomas Eagleton (D-MO) fought a losing battle to delete that language from the Resolution. Writing to his colleagues in November, he had urged them to allow the Service to issue new rules (December *Outlook*, page 1). He argued that the IRS had worked with CAPE, the U.S. Catholic Con-

ference and the Lutheran Church-Missouri Synod to formulate new regulations, and since all parties had deemed the revisions satisfactory, there was no need to continue restricting the IRS. He reiterated his position in a debate on the Senate floor on December 11, but lost by a vote of 54-24.

Leading the opposition in the debate, Sen. James McClure (R-ID) contended that constraints should be kept on the IRS, despite its willingness to write new regulations, because the new rules themselves posed ". . . a whole new series of unanswerable questions, and distinctions never authorized or contemplated by Congress."

Sen. Bob Packwood (R-OR), supporting McClure, charged that the IRS had attempted ". . . to draft these regulations in the hope of splitting the religious movement in this country," and that ". . . the parents of those children who attend Catholic or Lutheran schools will probably be entitled to a deduction Most Catholic schools and most Lutheran schools . . . charge tuition Most of the newer Evangelical Christian schools do not charge as much tuition as the older established schools If the regulations of the Internal Revenue Service are adopted, it is going to make it very, very difficult for these schools to start or continue"

Eagleton countered, ". . . if one were to . . . listen to the statement of the Senator from Oregon . . . one would get the impression that we were on the threshold of a holy war. That is not the case." Pointing to the diversity of CAPE's membership, he continued, ". . . I think the accommodation that has been worked out by the Treasury Department and the Internal Revenue Service with [a] wide array of religiously affiliated schools is a rational accommodation to the current situation."

Legislative Update

The 96th Congress ended on December 16. Legislation pending on that date died with the adjournment of Congress, and will have to be reintroduced to be considered by the next Congress. That body convenes January 5. Following is a final accounting of the status of legislation of interest to private education:

Signed into law:

Asbestos Detection and Control: P.L. 96-270

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Refugee Education Assistance: P.L.96-422
International Educational Programs: Title VI of Higher Education Reauthorization Act, P.L.96-374

Passed by Congress (does not require presidential signature):

Foreign Language Studies Encouragement

Dormant until next session:

Youth Act of 1980
Tuition Tax Credits
"Baby BEOGs"

Charitable Deduction to Extend to Non-Itemizers
Presidential Commission on National Service
Child Health Assurance

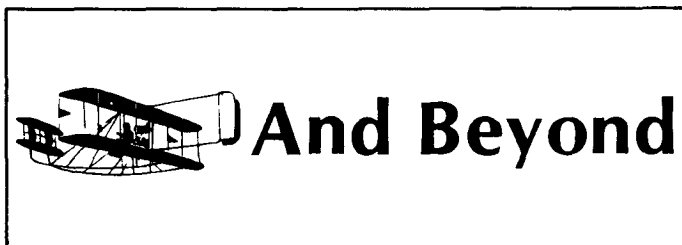
Testing
Sunset Review
Assistant Secretary for Private Education
Regulatory Reform

Capenotes

... At its meeting in mid-December the Executive Board determined that CAPE should play a leadership role in the forthcoming effort to pass tuition tax credit legislation. A statement of CAPE's position on the issue is in the process of development. At the same meeting the Directors spoke with Mrs. Lorelei Kinder, Leader of the Department of Education Transition Team, about private schools' interest in the Department's organizational arrangements, particularly the Office of Private Education.

... Rhode Island CAPE (RI-CAPE) became the 23rd state affiliate when its application for membership was enthusiastically approved by the Board at its December meeting.

... The Executive Director met in December with the Klingenstein Fellows' independent school administrators and teachers who are spending an enrichment year at Teachers College, Columbia University. Discussions focused on the role of CAPE and prospects for private education in the period ahead.



Hebrew Day Schools Offer Students CounterForce to Drugs

Drugs and their abuse continue to pose a problem for children — especially urban children. — in the adolescent years. One successful mechanism

for coping with this problem has been developed by the Hebrew Day Schools in New York City, where students receive drug abuse counseling under the CounterForce Drug Abuse Prevention/Intervention program. Funded by the New York State Division of Substance Abuse Services, the program is now in its tenth year.

Because the schools operate under severe budgetary constraints, the CounterForce counselor is often the only source of professional help for students in need of treatment. The counselors visit the schools regularly, meeting with their clients individually or in groups. The youngsters, usually in grades 6-12, seek help on their own volition or are referred by teachers or administrators. CounterForce mentors participate in staff development workshops and are closely supervised by clinicians who guide the course of treatment and, if warranted, direct clients to outside agencies.

Although CounterForce was originally conceived as an in-school, pupil-centered counseling operation, experience soon indicated the wisdom of involving a student's family in the program. The National Society for Hebrew Day Schools established two family therapy centers in 1979 and plans to open a third this year. It also offers a program for parents to help them learn how to resolve family conflicts and reduce home tensions. It reaches beyond the homes of its students into the community to establish connections with youngsters who have shown resistance to seeking help.

According to Rabbi Murray Friedman, Program Director, CounterForce has had a profound impact on the Hebrew Day Schools. Because the community has been sensitized to the early signs of dysfunctional behavior, precautionary measures have been able to avert many incipient problems. For students in active distress, the techniques of intervention have proved most successful. The program has been of especial significance to immigrant Russian families in helping them deal with the shock of adjusting to the American environment.



• **School Closing Information Sought:** Doctoral research is being conducted at Maryland University on enrollment and financial factors which contribute to independent school closings. If you were an administrator or board member of a school that has closed with the last 10 years, please write or call collect: Thomas E. Farin, Assistant Headmaster, Queen Anne School, 14111 Oak Grove Road, Upper Marlboro, MD 20870. (Office — 301/249-5000; home — 301/249-7369).

● **Library Rate for School Mailings:** Postal Regulations 725.1 to 725.554 set forth the fourth-class library rate system. Allowable articles to be mailed at this rate include books, printed music, bound volumes of academic theses, periodicals, sound recordings, films, scientific or mathematical kits, catalogs, teaching aids and other library and museum materials. The rate is: 19¢ for the first pound or fraction thereof; 7¢ for each additional pound or fraction thereof, up to 7 pounds; 5¢ per pound between 7.1 pounds and 70 pounds. The rate for certain categories of materials is available for items sent to or from schools or nonprofit religious or educational institutions. For other categories the rate applies only to articles loaned or exchanged between these institutions. While no permit is required, it is suggested that a large "Library Rate" stamp be used. To determine eligibility, consult the Domestic Mail Manual (May 15, 1980) at a local post office.

● **Documents Recently Processed into the ERIC System:**

Tuition Tax Credits for Elementary and Secondary Education: Some New Evidence on Who Would Benefit (Martha J. Jacobs).

An Emerging Alternative to Public Education: The Christian Day School (James C. Carper).

Public and Private Schools: Collaboration, Co-Existence or Conflict? (Theodore R. Drahmman).

Alternative Tuition Plans for your High School (Foster Zibilich).

The Business Manager in the Independent School (Paul M. Ritter).

An Annotated Bibliography of Literature Dealing with the Issues of Sectarian Schools and Vouchering (Marilyn F. Miller).

These articles may be read at any one of the ERIC collections.

● **NEH Summer Seminars:** The National Endowment for the Humanities announces an April 14, 1980 deadline for receipt of applications for its 1980 summer seminars "for members of professions outside of teaching" (including school administrators). 24 tuition-free, stipend-paid, one-month seminars will be held on college campuses. The program gives leaders "the opportunity to stand back from their work and explore a wide range of issues . . . under the direction of scholars in the humanities." Write Professions Program, Fellowships Division, MS 101, NEH, Washington, D.C. 20506.

● **Name Change:** Effective December 5, the Office of Non-Public Education became the Office of Private Education. Its acronym is OPRE.

● **Energy Education:** National Science Teachers Association's Project for an Energy-Enriched Curriculum (PEEC) materials are ready for field testing: *The Arithmetic of Energy Conservation* (grades 4-6), *Energy for Tomorrow* (5-7), *Energy Conservation: An International Comparison* (7-9), *Exploring for Energy* (7-9), *Making Decisions About Synfuels* (11-12). Write Helenmarie Hofman, PEEC Field Testing, 1742 Conn. Ave., N.W., Washington, D.C. 20009.

● **Free Fitness Materials:** Free 12-minute films and teacher's guides are available to junior high schools. The program was developed by the President's Council on Physical Fitness and Sports, the Blue Cross/Blue Shield Association and the Walt Disney Educational Media Co. Materials are purchased by state and local Blue Cross/Blue Shield plans which provide them to state education departments, to be assigned to their audio-visual media centers for scheduling and distribution. To ascertain when the materials will be in a particular area, write: Robert Raisbeck, Walt Disney Educational Media Co., 500 S. Buena Vista, Burbank, CA 91521.

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