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ABSTRACT

This document reports on the role of the Federal Government in rendering financial aid to non-public schools. This report includes facts and attitudes. A two-fold approach toward gaining attitudinal data was undertaken. A critical review of existing attitudinal data was commissioned and an analysis of the attitudinal data gathered as part of another study was funded. A listing of non-public schools in the United States was compiled based on Office of Education records with additions from other sources. The final list include elementary and secondary schools which offer either a general or college preparatory academic program. From this list, a representative sample was selected. A sample of 750 schools was chosen to receive two questionnaires. A subsample of 250 schools was selected for an in-depth study; these schools received an additional four questionnaires: (1) the faculty questionnaire, (2) the student questionnaire, (3) the parent questionnaire, and (4) the governing board questionnaire. Like the school head questionnaire, these questionnaires sought data on the individual's background, his attitudes and opinions. The analysis considered elementary and secondary data separately. It is divided into 10 or major sections: (1) background correlates of non-public schools, (2) perceived quality of non-public schools, (3) affective atmosphere of the schools, (4) goals of parents and students, and six others. (For related document, see ED 058 473.) (Author/CK)

ED 058 489

# Issues of Aid to Nonpublic Schools

## Volume IV (of IV)

### Appendices

Prepared by  
Center for Field Research and School Services  
Boston College



Submitted to The President's Commission on School Finance

AA 000 793

THIS IS ONE OF SEVERAL REPORTS PREPARED FOR THIS COMMISSION. TO AID IN OUR DELIBERATIONS, WE HAVE SOUGHT THE BEST QUALIFIED PEOPLE AND INSTITUTIONS TO CONDUCT THE MANY STUDY PROJECTS RELATING TO OUR BROAD MANDATE. COMMISSION STAFF MEMBERS HAVE ALSO PREPARED CERTAIN REPORTS.

WE ARE PUBLISHING THEM ALL SO THAT OTHERS MAY HAVE ACCESS TO THE SAME COMPREHENSIVE ANALYSIS OF THESE SUBJECTS THAT THE COMMISSION SOUGHT TO OBTAIN. IN OUR OWN FINAL REPORT WE WILL NOT BE ABLE TO ADDRESS IN DETAIL EVERY ASPECT OF EACH AREA STUDIED. BUT THOSE WHO SEEK ADDITIONAL INSIGHTS INTO THE COMPLEX PROBLEMS OF EDUCATION IN GENERAL AND SCHOOL FINANCE IN PARTICULAR WILL FIND MUCH CONTAINED IN THESE PROJECT REPORTS.

WE HAVE FOUND MUCH OF VALUE IN THEM FOR OUR OWN DELIBERATIONS. THE FACT THAT WE ARE NOW PUBLISHING THEM, HOWEVER, SHOULD IN NO SENSE BE VIEWED AS ENDORSEMENT OF ANY OR ALL OF THEIR FINDINGS AND CONCLUSIONS. THE COMMISSION HAS REVIEWED THIS REPORT AND THE OTHERS BUT HAS DRAWN ITS OWN CONCLUSIONS AND WILL OFFER ITS OWN RECOMMENDATIONS. THE FINAL REPORT OF THE COMMISSION MAY WELL BE AT VARIANCE WITH OR IN OPPOSITION TO VIEWS AND RECOMMENDATIONS CONTAINED IN THIS AND OTHER PROJECT REPORTS.

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ISSUES OF AID TO NONPUBLIC SCHOOLS

VOLUME IV

Appendices

Submitted to the President's Commission  
on School Finance

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APPENDIX A  
ANALYSIS OF THE ATTITUDINAL DATA  
FROM THE  
AMERICAN INDEPENDENT SCHOOL STUDY

ANALYSIS OF THE ATTITUDINAL DATA  
FROM THE  
AMERICAN INDEPENDENT SCHOOL STUDY\*

Introduction

Decisions, whatever they might be, by the President's Commission on School Finance regarding the role of the Federal Government in helping to alleviate the present crisis facing nonpublic education require a basis in "hard facts"; facts concerning the present and projected economic, financial, physical, curricular, demographic, jurisprudential, enrollment and personnel dimensions of nonpublic education. Other sections of this report and other study teams have addressed themselves to collating and interpreting existing data, and gathering and analyzing new data about these aspects of nonpublic education.

However, these "hard facts", even when irreproachably accurate are still an insufficient basis for wise decision making about the relative educational and political merits of alternative ways of assisting nonpublic education. They must be interpreted and evaluated against the background of the values and attitudes of the people affected by such recommendations; students, parents, educators, civic leaders, and numerous other segments of the larger tax-paying public. To know the opinions of people on the issues relating to the maintenance of pluralism in education may or may not lighten the decision-making process, but it will guarantee a measure of prudence not otherwise possible, and may help considerably to suggest the most opportune strategies.

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\*Co-authored by Betty Jane Greaney.

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The crucial importance for the decision-making process of the values and attitudes of the American public toward the maintenance of educational pluralism is not, unfortunately, self-evident. All too frequently "opinions" are set off against "facts" or are denigrated in comparison to "facts". This bias obscures two significant realities. First, it denies to the opinions of people the status of "fact" to which they have proper claim. Opinions are facts, a special and complex and varying order of facts to be sure, but inescapably they are facts. They describe a structure of values and attitudes which are every bit as real as the condition of buildings, the number and qualifications of personnel, the dollar income and outlay, etc. Secondly, and even more importantly, these values and attitudes which undergird opinion on pluralism in education are the ultimate determiners of these so-called "hard facts". Facts, whatever their order of reference are not inherently either "hard" or "soft". They take on a texture only in the relative context of the value-based perceptions of people. It is a fact, for example, that many nonpublic schools are not in danger of closing, but if enough people feel that they are in danger, the fact may well be changed. Conversely, the perception of strength may provide muscle where (by other measures) little or none is present. In this regard the Commission's recommendations to the President will either increase, or go a long way toward stemming a rising crisis of confidence that presently exists in the minds of many patrons of nonpublic schools (See Chapter IX of Volume I). To put the point more directly, when people perceive facts as real, they are real in their consequences.



The thrust of this evaluation of public opinions on educational pluralism as "fact", and as determiners of other orders of facts, is unmistakable. Other facts, facts concerning the economics of non-public education, financial aid to nonpublic schools, personnel, etc., are not, of course, any less important. It will only be necessary to weigh at every point in the decision-making process the related significance of these facts to the perceptions and attitudes which people have of them.

Given this rationale it was initially recommended that the Commission undertake a survey of the attitudes of the American public toward four major issues: the need for diversity vs. consensus in education; the liberties of minorities in education; equal opportunity in education; economic efficiency in education. The questions to be answered under each of these topics were outlined in the prospectus prepared for the White House Panel on Nonpublic Education entitled Public Policy and Nonpublic Schools: A Prospectus For A National Study. (Erickson and Madaus, August, 1970).

Unfortunately funds were not available for this study. However the importance of attitudinal data on nonpublic education was recognized. Consequently a two-fold approach toward gaining valuable attitudinal data was undertaken. First, a critical review of existing attitudinal studies was commissioned (See Chapter VIII, Volume I). Second, funds were made available for an analysis of the attitudinal data gathered as part of Dr. Otto Kraushaar's Study of American Independent Schools. This section of the report presents an analysis of these data.

### Background of the Study

The data used in this report were based on information gathered from a national survey of nonpublic schools. The "American Independent School Study", directed by Otto Kraushaar of the Harvard Graduate School of Education sought to characterize the various types of nonpublic schools on a series of variables, notably educational goals, religious orientation and quality of education. The study was not concerned with identifying one type of institution to serve as a model; rather it aimed to trace the effects of voluntariness or choice in schooling. The initial phase of the Study began in September, 1967. Dr. Kraushaar generously supplied our staff with his data tapes for analysis.

### Sample

Because there was no available list of nonpublic schools in the United States, a listing was compiled based on United States Office of Education records with additions from such sources as the Porter Sargent Handbook of Private Schools, state education offices, regional accrediting organizations, various educational associations, and denominational school offices. The final list included elementary and secondary schools which offer either a general or college preparatory academic program, excluding private schools which exist primarily to offer vocational programs. In addition, it was decided to limit the population to those schools which include grade 6 or higher, thus

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eliminating many schools offering only the primary grades. The total list included boarding and day schools, single sex and co-educational schools, large and small schools, and schools from all regions of the United States and, within the limitations previously described, representing all grade levels from kindergarten through grade 12 in nonpublic schools. It should be noted that the list of nonpublic schools compiled was not exhaustive. It was, however, as complete a list of nonpublic schools in the United States as available time permitted.

In order to select a representative sample from the final list of schools, the Study used a complex sampling plan involving the religious affiliation of the school, its elementary or secondary status and in some cases the region of the country. From the compiled list of names of nonpublic schools, a sample of 750 schools was chosen to receive two questionnaires. A general questionnaire, completed by the school head or by a staff member, solicited factual information on the school. In addition, another questionnaire to the school head sought information on the background of the individual and his present attitudes and opinions concerning a variety of issues. From the sample of 750 schools, a subsample of 250 schools was selected for an in-depth study. The schools in the subsample received the general and school head questionnaires but in addition they were sent four other questionnaires: 1) the faculty questionnaire, 2) the student questionnaire, 3) the parent questionnaire, and 4) the governing board questionnaire. Like the school head questionnaire, these questionnaires sought data on the individual's background, his attitudes and opinions. In the

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250 subsample schools, each of the four groups - faculty, students, parents and governing board members - were representatively selected. The sampling procedure to be followed was outlined by the Study staff and mailed to the school head along with the questionnaires. (A copy of each questionnaire is included at the end of this report.) The number sampled from each school is given in Table 1.

TABLE 1

Type of Questionnaire	No. Sampled from each School
School Head - Personal .....	1
General .....	1
Faculty .....	8
*Student (Secondary Schools).....	10
Parent (Secondary Schools).....	10
Parent (Elementary Schools) .....	8
Governing Board .....	5

\*Students from Grade 11 were sampled. If Grade 11 was not offered at the school, students were chosen from the highest grade offered.

All questionnaires were distributed at the end of January 1969. The final questionnaire to be counted was received in early June, 1969. Data gathered pertains to the school year 1968-69.

The data from the six questionnaires were coded at Harvard. From the keypunched cards a computer tape file was generated for use in the Center for Field Research and School Services.

Before computer processing of the information on nonpublic schools could begin, some important decisions had to be made concerning the manipulation of the data. Because the data in its final form

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did not meet the assumptions of a weighting model, weighting procedures to adjust for differences between the population and the sample were not employed. Therefore the sample of schools were not made to represent the actual percentage of various types of nonpublic schools in the country.

Religious affiliation of the school was the next concern. When both the sample size of the school and the predominance of the religious group were taken into account, it was decided to look at information on the following classifications only: nonpublic schools with no religious affiliation, (Independent schools), Christian Reformed (Calvinist), Lutheran, Episcopal, Catholic and Seventh Day Adventist schools.

The analysis considered elementary and secondary data separately. An elementary school was defined as one which offered at least the 6th grade but the highest grade was less than Grade 9. Secondary schools included those schools with at least Grade 9 but no grade below Grade 9 and also "mixture" schools, those which have at least Grade 9 but also at least one grade below Grade 9.

All computer analysis was done on an IBM 360/40 machine using the OSIRIS integrated set of software programs. Bivariate frequency tables were generated. The type of school by religious affiliation was crossed with each variable of interest. The computer printouts were later summarized in the tables included in this report.

### Limitation of the Analysis

The limitations of the analysis that follow are of two types, those specific to these particular data and those associated with survey research in general.

#### Specific Limitations

The Kraushaar data has several serious flaws that limit its policy value as well as its overall generalizability and validity. First the study was not designed to address itself to public policy concerning aid to nonpublic education. This of course is not a criticism but a fact, a fact however that should be clearly remembered in reading what follows.

Second, a mailed questionnaire was employed and consequently the power of the interview technique is not present in these data. Once again this is not a criticism of the Kraushaar data but a limitation, one imposed by budget constraints. However, it is important to remember that: (1) Interview techniques permit the collection of more in-depth data by allowing the respondents freedom and spontaneity in answering open-end questions and the opportunity to clarify their reasons for selecting from several alternative responses to selected structured or close-end questions. This in turn allows the investigator to add a "flesh and blood" dimension in the form of respondent quotations to supplement and complement the compiled statistics. (2) Ambiguities inherent in self-administered instruments can be avoided, thereby increasing the accuracy of the data. (3) The interview technique assures a higher proportion of respondent returns. (4) The interview technique also assures strict control over who in

the family unit responds to the instruments. These latter three features help to assure, along with proper sampling techniques the generalizability of the data.

Third and related to the previous point, the questionnaires were mailed. This seriously affected the return rate. The overall returns were as follows:

Parent questionnaire.....	65%
Faculty questionnaire.....	67%
Student questionnaire.....	74%
School Head questionnaire.....	71%
Governing Board .....	65%

While these return rates are high for mailed questionnaires, the issue of generalizability can be raised. More importantly, questions on the characteristics of non-respondents are certainly an issue.

Fourth as we shall see, the sample does not represent the population from which it was drawn. Weighting procedures could not be used to adjust for these discrepancies. Further, the small sample size and or missing data in many instances is a further drawback to safe generalization. In some cases due to small sample size the confidence limits for the reported percentages are much too high. Thus the data that follows is at best suggestive. It is valuable in that it raises hypotheses that need further study but of themselves the findings reported here should be taken at best only as tentative. It is primarily for this reason that this analysis is presented in an appendix rather than in the main report.

Finally, this study did not contain a sample of public schools, public school parents, students, teachers or administrators. This decision was undoubtedly dictated by budget considerations. However

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it is a serious limitation to proper interpretation of the data. Any consideration of the various issues concerning nonpublic education should include the public sector of education as a referent. Only when one contrasts opinions of public school patrons can one fully understand the opinions and values of nonpublic school patrons.

#### General Limitations

Before discussing the results, a brief note is in order at this point on the limitations of survey data in general. As we have previously mentioned, the validity, generalizability and accuracy of the data produced by the survey is dependent on the design of the study and as we noted above there are weaknesses in the design of this study. However, caveats are in order even with the most carefully designed surveys. There are, in other words, limitations and special characteristics to be kept in mind while reading attitudinal survey results.

Attitudinal surveys describe the values, attitudes and opinions of the respondents at the time of the interview to specific formulations of questions. Responses are a result of the respondent's individual understanding of the questions and their direct or vicarious experiences with the issues involved. From one attitudinal survey one cannot assume how the same respondents would react to the same set of questions at a later point in time. Many events or experiences can intervene to dramatically change opinions on issues of interest. Nor can we assume that they would react similarly to a question addressed to the same issue but worded slightly differently. In short then, the findings must be tempered with a consideration of the point in time



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of the survey, the wording of the questions used, and the knowledge and experience of the respondents.

Another caution is that statistical summaries of responses to various items or groups of items can be deceiving if they are thought of only in terms of a majority or plurality. "Only twenty percent..." is a considerable number of people, more importantly, the characteristics, e.g., income, education, prestige, of this group of twenty percent might be such that their opinions should receive as much weight or more than the majority eighty percent in arriving at a policy decision. In other words, the responses to this type of survey are not meant to be treated as votes with the option receiving the largest percent "winning." These opinions by themselves then are descriptions and not directions; they are inputs to the decision making process, not outputs.

#### Overview

The following analysis is divided into ten major sections. First we present the background correlates of the nonpublic schools. Second, we discuss the perceived quality of the nonpublic schools. Third, we present an analysis of the perceived affective atmosphere of the schools. Fourth, we deal with the future goals and aspirations of parents and students. Fifth, we treat the perceptions faculty members have of nonpublic schools. Sixth, we outline the perceptions of the school's philosophy of education. The seventh section deals with attitudes toward change and innovation. Next we describe attitudes toward various aspects of admission policies. Section nine deals with concerns about college admission. Finally we discuss the attitudes of the respondent toward aid to nonpublic schools.

## I - THE BACKGROUND CORRELATES OF NONPUBLIC SCHOOLS

In this section we will describe the background characteristics of the various populations sampled in the Kraushaar study. First, we will focus on the schools themselves. Second, we will describe the background of the student body. Then we will detail the background of the parents who voluntarily elected to send their children to the nonpublic schools. Fourth, we will outline the characteristics of the faculty that teach in these schools. Fifth, we will characterize the school heads that administer the schools. And finally, we will examine the background of the governing board members who set the policies of these schools.

## School Background Variables

Ownership and Control

Tables I-1 and I-2 present the religious affiliation and type of ownership or control of the 475 sample schools.

Table I-1 reveals that the sampling procedures did not attempt to reflect the actual (population) distribution of nonpublic schools. Roman Catholic schools were under-represented and the non-denominational nonpublic schools were over-represented in the sample. Weighting factors to adjust these data to better represent the population were not available. Since the school was the basic sampling unit, the sampling of headmasters, students, parents, faculty and governing board members also do not reflect their

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\*The religious and racial background of pupils and teachers have been covered in the report on minority group enrollment and will not be repeated here.

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Table I-1 Religious Affiliation of Sample Schools (Percentages)

Code Value	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	No Religious Aff. Public School	No Religious Aff. Nonpublic School	Amish	Assembly of God	Baptist	Calvinist	Christian Scientist	Congregational	Friends	Greek Orthodox	Jewish	Lutheran	Methodist	Memmonite	Pillar of Fire	Presbyterian	Protestant Epis.	Roman Catholic	Seventh Day Adventist	Other	Missing Data
Frequency	2	127	1	0	4	21	1	0	4	0	12	36	5	3	0	2	26	186	27	12	6
Percentages	.4	26.7	.2	.0	.8	4.4	.2	.0	.8	.0	2.5	7.6	1.1	.6	.0	.4	5.5	39.2	5.7	2.5	1.3

Percentages do not total 100 because of rounding errors.

TABLE I-2  
 TYPE OF CONTROL OR OWNERSHIP OF SAMPLE SCHOOLS  
 (Percentages)

	Parochial	Diocesan	Religious Teaching Order	Central Office of Denom.	Proprietary	Lay Control Parent Board	Lay Control Governing Board	Other
Code Value	1	2	3	4	5	6	7	8
Frequency	172	49	33	15	21	31	129	22
Percentages	36.2	10.3	6.9	3.2	4.4	6.5	27.2	4.6

Percentages do not total 100 because of rounding errors.



respective population distribution. Consequently the reader should keep these sample biases in mind when trying to generalize what follows.

Table I-2 shows that 57 percent of the schools sampled were under some form of denominational control, the remaining 43 percent of the schools were under non-sectarian auspices of some kind. Due to the small sample sizes only the data on Independent, Calvinist, Lutheran, Episcopal, Catholic and Seventh Day Adventist schools were retained for further analysis. Even the retention of these schools resulted in some cases in extremely small cell sizes. Consequently as we pointed out in the previous section, these data are best regarded as suggestive. The data for each type of school were further subdivided into elementary and secondary. Further crossbreaks were not possible due to small sample sizes.

One fact must be kept in mind concerning the Episcopal schools in interpreting all that follows. In our experience, the Episcopal schools fall into two distinct categories -- the group of schools, generally of older vintage, that tends to cater to parents of higher social status and is found predominantly in the Northeast; and the newer Episcopal parish schools, very numerous in the South and Southeast, that are much less adequately funded for the most part and serve many families with modest incomes. Data reported later suggest to us that the Episcopal schools in the Kraushaar sample were primarily of the former types, though we cannot be entirely sure. The data on the Episcopal schools must be interpreted

accordingly. They are more likely to be representative of the one type of Episcopal school (the wealthier variety) than of Episcopal schools generally.

Tables I-3 and I-4 show the type of ownership or control pattern by the affiliation of the school. Table I-3 shows that one out of five Independent schools are proprietary, while 66 percent are controlled by either parents or the governing board. All of the Calvinist, one-quarter of the Episcopal and 8 percent of the Seventh Day Adventist elementary schools are under lay control of some sort. All of the Lutheran, 86 percent of the Catholic and 67 percent of the Episcopal schools were parochial, that is, owned or controlled by individual parishes or churches.

According to the NCEA data<sup>1</sup> 93 percent of all Catholic elementary schools are parochial or parish schools. The Kraushaar sample therefore over-represents Catholic elementary schools owned or controlled by dioceses or religious orders.

The same pattern of ownership or control is evident at the secondary level (Table I-4). The major shifts are from parochial to other type of denominational control. Compared to the NCEA data diocesan Catholic high schools are over-represented while private Catholic schools are under-represented in the sample.

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<sup>1</sup>Elford, George A. A Statistical Report on Catholic Elementary and Secondary Schools for the Years 1967-68 to 1969-70. Washington, D.C.: NCEA.

TABLE I-3

OWNERSHIP OR CONTROL BY TYPE OF ELEMENTARY SCHOOL  
(Percentages)

Ownership or Control	Type of School					
	Independent N=15	Calvinist N=17	Lutheran N=27	Episcopal N=12	Catholic N=97	Seventh Day Adventist N=13
Parochial	0	0	100	67	86	62
Diocesan or inter-diocesan	0	0	0	8	9	0
Religious teaching order control	0	0	0	0	4	0
Neither parochial nor diocesan; primary control by central or regional denomination	0	0	0	0	1	23
Proprietary	20	0	0	0	0	0
Lay control by parents association or parent owned	13	82	0	8	0	0
Lay control by governing board not exclusively parental	53	18	0	17	0	8
Other:	13	0	0	0	0	7

Percentages do not total 100 because of missing data and/or rounding errors.

TABLE I-4  
OWNERSHIP OR CONTROL BY TYPE OF SECONDARY SCHOOL  
(Percentages)

Ownership or Control	Type of School					Seventh Day Adventist N=14
	Independent N=104	Calvinist N=5	Lutheran N=9	Episcopal N=16	Catholic N=91	
Parochial	0	0	22	6	24	71
Diocesan or inter- diocesan	0	0	0	19	40	0
Religious teaching order control	0	0	0	0	30	7
Neither parochial nor diocesan; primary control by central or regional denomination	0	0	33	0	2	7
Proprietary	16	0	0	0	0	0
Lay control by parent association or parent owned	4	100	0	0	0	0
Lay control by govern- ing board not exclu- sively parental	74	0	0	69	0	14
Other	5	0	44	6	2	0

Percentages do not total 100 because of missing data and/or rounding errors.



Curricula Offerings

The school head was asked to choose from a list of curricula offerings those that best described their school's emphases. Table I-5 presents the results. The vast majority of all schools, elementary and secondary, characterized themselves as college preparatory. One out of five Independent elementary schools and 16 percent of the Independent secondary schools offer special remedial tutoring programs. At the secondary level a smaller percentage of Independent and Episcopal school heads than Calvinist, Lutheran and Catholic administrators circled the business, vocational or general curricula categories.

School Setting

The headmasters were asked the following two questions regarding the school setting:

A. What is the setting of your school?

- Farm or open country .....1
- Small city (50,000 or less) not connected with  
large metropolitan area .....2
- Suburb in a metropolitan area (i.e. central city  
is 50,000 or more) .....3
- Central city of 50,000 or more .....4

B. If you circled '3' or '4' above, what is the size of the central city?

- 50,000 to 100,000 .....1
- 100,000 to 500,000 .....2
- 500,000 to 1,000,000 .....3
- One to two million .....4
- Greater than two million .....5

TABLE I-5  
 TYPE OF CURRICULA OFFERED BY THE SAMPLE OF ELEMENTARY AND SECONDARY NONPUBLIC SCHOOLS  
 (Percentages)

Curricula Offering	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N=15	Sec. N=104	Elem. N=17	Sec. N=5	Elem. N=27	Sec. N=9	Elem. N=12	Sec. N=16	Elem. N=97	Sec. N=91	Elem. N=13	Sec. N=14
College preparatory	100	86	100	80	100	100	100	94	100	93	100	43
Vocational (other than business)	0	2	0	20	0	33	8	0	0	8	0	14
Business vocational	0	4	0	60	0	33	0	0	0	48	0	0
General	0	14	12	80	4	56	0	6	1	38	0	14
Elementary	100	36	88	40	96	11	92	25	99	10	92	57
A substantial remedial or tutoring program	20	16		0	0	0	8	12	5	7	0	0
Special program for exceptional children (retarded, handicapped, disturbed, etc.)	0	10	6	0	0	0	0	0	1	0	0	0
None	0	1	0	0	0	0	0	0	0	0	0	0

Categories were not mutually exclusive therefore percentages add to more than 100 percent.

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Table I-6 shows that at the elementary level, with the exception of the Episcopal schools, a substantial percentage of the schools sampled were not located in large metropolitan areas.

In 1969-70 the NCEA<sup>2</sup> reported 28 percent of Catholic elementary schools were in small town - rural (non-metropolitan areas). Table I-6 shows that 46 percent of the Catholic elementary schools sampled in the Kraushaar study were in non-metropolitan areas. This discrepancy might be accounted for by differences in wording between the two surveys. The inclusion of the adjective 'large' in the Kraushaar question might have been confusing.

With the exception of the Episcopal schools, the majority of secondary schools (Table I-7) are located in metropolitan areas or in central cities of 50,000 or more. There are fewer secondary than elementary schools in the farm or open country setting. However, one out of four Independent schools and 56 percent of the Episcopal secondary schools were characterized as being located in a rural setting. As we shall see, a substantial percentage of the Independent and Episcopal secondary schools were boarding schools and this undoubtedly accounts for the large number located in rural settings. The Calvinist, Lutheran, Catholic and Seventh Day Adventist schools are well represented in the small city category.

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<sup>2</sup>NCEA, Ibid.

TABLE I-6  
ELEMENTARY SCHOOL SETTING AND SIZE OF CITY IF APPLICABLE  
(Percentage)

Setting of School	Type of School					Seventh Day Adventist N=13
	Independent N=15	Calvinist N=17	Lutheran N=27	Episcopal N=12	Catholic N=97	
Farm or open country	13	29	15	8	5	15
Small city (50,000 or less) not connected with large metropolitan area	13	35	37	0	41	69
Suburb in a metropolitan area (i.e. central city is 50,000 or more)	33	29	22	58	29	0
Central city of 50,000 or more	40	6	22	33	25	0
Missing data	-	-	-	-	-	16
<u>Size of Central City</u>						
50,000 to 100,000	0	12	0	0	12	0
100,000 to 500,000	40	12	11	25	16	8
500,000 to 1,000,000	13	0	18	8	14	0
One to two million	7	0	0	25	3	0
Greater than two million	20	12	15	33	6	0
Missing data	20	65	56	8	48	92

Percentages do not total 100 because of missing data and/or rounding errors.

TABLE I-7

SECONDARY SCHOOL SETTING AND SIZE OF CITY IF APPLICABLE  
(Percentages)

Setting of School	Type of School					Seventh Day Adventist N=14
	Independent N=104	Calvinist N=5	Lutheran N=9	Episcopal N=16	Catholic N=91	
Farm or open country	24	0	0	56	10	0
Small city (50,000 or less) not connected with large metropolitan area	10	40	33	12	26	29
Suburb in a metropolitan area (i.e. central city is 50,000 or more)	39	40	33	25	33	21
Central city of 50,000 or more	27	20	33	6	29	50
<u>Size of Central City</u>						
50,000 to 100,000	2	20	11	0	19	7
100,000 to 500,000	16	0	22	6	15	7
500,000 to 1,000,000	17	20	11	12	11	36
One to two million	9	20	11	6	3	7
Greater than two million	21	0	11	6	9	14
Missing data	35	40	33	69	43	29

Percentages do not total 100 because of missing data and/or rounding errors.

Enrollment

Table I-8 shows the total and mean enrollments for the elementary and secondary schools sampled. Table I-8 shows that the average Catholic elementary school enrollment is close to twice that of all other schools. The average enrollment is lowest in the Seventh Day Adventist schools.

At the secondary level the Calvinist schools have the largest mean enrollments followed by the Catholic schools. The Episcopal and Seventh Day Adventist schools have the smallest average secondary school enrollment. The Independent and Lutheran high schools have average enrollments between 300 and 400 pupils.

The degree to which these data represent the universe of non-public schools can be inferred somewhat from the following facts. In 1965-66 the Digest of Educational Statistics, 1969 of the USOE reported that the average size nonpublic elementary school had 354 pupils; at the secondary level the average size was 296. (Comparable figures for public schools were 380 and 413 pupils respectively). The Kraushaar sample averages 246 pupils per non-public elementary school and 404 pupils per secondary school. Thus it appears that in the 1968 Kraushaar sample the average elementary school is smaller than the nonpublic average in 1965-66 by 108 pupils and larger than the average nonpublic secondary school by the same number of pupils. While declining enrollments between 1966 and 1968 might account for the difference at the

Table I-8  
TOTAL ENROLLMENT BY TYPE OF SCHOOL

	Elementary						
	Independent N=15	Calvinist N=17	Lutheran N=27	Episcopal N=12	Catholic N=97	Seventh Day Adventist N=13	
Total Enrollment	2,417	3,148	3,845	1,717	33,843	347	
Mean* Enrollment	161	185	142	143	349	27	
	Secondary						
	Independent N=104	Calvinist N=5	Lutheran N=9	Episcopal N=16	Catholic N=91	Seventh Day Adventist N=14	
Total Enrollment	32,048	3,385	2,786	3,588	52,307	2,444	
Mean* Enrollment	308	677	310	224	575	175	

\*Mean to nearest whole number

elementary level it does not explain the difference at the secondary level. It would appear therefore that these differences are more likely the result of sampling bias than changes in nonpublic school enrollment patterns.

This hypothesis of a bias in the sample is strengthened by a comparison of the 1968-69 NCEA figures with the Kraushaar samples of Catholic schools. The NCEA data<sup>3</sup> shows that the average number of Catholic elementary pupils per school was 382; there were on the average 837 secondary school pupils per Catholic high school. Thus this Catholic school sample for the same year slightly underestimates the average Catholic elementary pupil enrollment and greatly underestimates the average Catholic secondary school enrollment figures.

#### Full Time Teachers

Table I-9 presents the total and mean number of teachers employed in the sample of nonpublic schools.

At the elementary level the Seventh Day Adventists and Lutheran schools have, on the average, the fewest teachers. The Catholic (10), and Calvinist (8) schools are very close to one another in the average number of faculty; the Independent and Episcopal elementary schools have on the average 15 teachers per school.

At the secondary level the Independent (31) and Catholic (29) schools have the largest average number of faculty; the Seventh Day Adventist schools have the smallest mean number of faculty of

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<sup>3</sup>NCEA, Ibid.



TABLE I-9  
 TOTAL AND MEAN NUMBER OF TEACHERS EMPLOYED IN THE SAMPLE OF NONPUBLIC SCHOOLS

	ELEMENTARY						
	Independent N=15	Calvinist N=17	Lutheran N=27	Episcopal N=12	Catholic N=97	Seventh Day Adventist N=13	
Total Employment	222	134	164	180	982	30	
Mean* Employment	15	8	6	15	10	2	
	SECONDARY						
	N=104	N=5	N=9	N=16	N=91	N=14	
Total Employment	3191	91	190	360	2648	162	
Mean* Employment	31	18	21	22	29	12	

\*Mean to nearest whole number.

any of the nonpublic schools. The Lutheran and Episcopal secondary schools average close to 20 faculty members per school, about 10 less than the Independent and Catholic schools.

#### Pupil Teacher Ratio

Using the data contained in Tables I-8 and I-9 the average number of pupils per teacher was computed for each type of nonpublic school. Table I-10 presents the results.

At the elementary level Catholic schools have the highest ratio of pupils to teachers at 34. The Calvinist and Lutheran schools rank next with 24 and 23 pupils per teacher respectively. The Independent, Episcopal and Seventh Day Adventist elementary schools are close to each other in their pupil teacher ratio with between 8 and 12 students per teacher.

At the secondary level the Calvinist schools have the largest pupil/teacher ratio at 37 pupils per teacher, followed by the Catholic schools with a ratio of 21 to 1. The Lutheran and Seventh Day Adventist schools with 15 pupils per teacher rank next. The Independent and Episcopal schools with only 10 pupils per teacher have the lowest ratio of all the schools sampled.

For 1968-69 NCEA reported a pupil teacher ratio of 31 pupils per teacher in the Catholic elementary schools and 19 pupils per teacher at the secondary level. Thus the Kraushaar sample very closely approximates the population ratios for Catholic schools.

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<sup>4</sup>Ibid., p. 14.

TABLE I-10

PUPIL/TEACHER RATIO BY TYPE OF NONPUBLIC SCHOOL

		<u>ELEMENTARY</u>					
		Independent N=15	Calvinist N=17	Lutheran N=27	Episcopal N=12	Catholic N=97	Seventh Day Adventist N=13
Pupil/Teacher Ratio							
(Number of pupils per teacher)		11	24	23	10	34	12
		N=104		N=5	N=9	N=16	N=91
		<u>SECONDARY</u>					
Pupil/Teacher Ratio							
(Number of pupils per teacher)		10	37	15	10	20	15
		N=104		N=5	N=9	N=16	N=91

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### Pupil Background Variables

At the outset several decisions had to be made about the sample of pupils. First, because of extremely small sample sizes it was decided to exclude the responses of elementary school pupils. Second, within the high school sample it was decided to consider only the data from grades 11 and 12. This decision was made because it was felt that 9th and 10th graders were sufficiently different from 11th and 12th graders in their educational experience to warrant separate analyses. Additionally, the 9th and 10th grade samples were too small to be considered by themselves but were large enough to confound the 11th and 12th grade data. Further, given this decision, in order to analyze the data by school type, it was necessary to eliminate the Seventh Day Adventist pupils because of the paucity of the sample. The Calvinist 11th and 12th graders were retained but the sample size (24) is so small that the data are at best suggestive.

#### Sex

Table I-11 shows the breakdown of the 11th and 12th graders by sex. This table shows some interesting variations in the sexual composition of different types of nonpublic schools. The Independent, Lutheran and Episcopal schools have a larger proportion of males than females. Calvinist and Catholic schools on the other hand have a larger proportion of female students.

TABLE I-11  
 SEX OF 11th AND 12th GRADE PUPILS IN THE SAMPLE OF NONPUBLIC SCHOOLS BY  
 TYPE OF SCHOOL  
 (Percentages)

Sex	Type of School			
	Independent N=279	Calvinist N=24	Lutheran N=39	Catholic N=211
Male	54	42	62	71
Female	46	58	38	29

Age and Grade Level

Table I-12 shows the age distribution of the 11th and 12th graders sampled. Differences between the various types of schools in the age distribution shown in Table I-12 undoubtedly are simply reflections of different sampling procedures employed at the school level. This hypothesis tends to be confirmed by the grade distribution of students shown in Table I-13.

Resident Status of Pupils

Table I-14 shows the resident status of the sample of 11th and 12th grade pupils by school type. One-third of the Independent school pupils, four out of 10 of the Lutheran pupils and close to 8 out of ten of the Episcopal school pupils were boarding students. The rather high percentage of boarding students in Episcopal schools perhaps accounts for the relatively high percentage of these schools being classified as located in rural areas (Table I-7). Unfortunately there are no population statistics available on the boarding vs. day schools. However 16 percent of Catholic schools being classified as boarding schools does seem high.

Parental Status

The pupils were asked to respond to the following items:

Which of the following currently is true  
about your parents?

Both alive and married to each other.....1  
Both alive and divorced or legally  
separated .....2  
One or both parents deceased.....3

TABLE I-12

AGE DISTRIBUTION OF THE SAMPLE OF 11th AND 12th GRADE NONPUBLIC SCHOOL PUPILS BY TYPE OF SCHOOL (Percentages)

Age	Type of School			
	Independent N=279	Calvinist N=24	Lutheran N=39	Catholic N=211
15	2	0	0	1
16	50	50	72	62
17	40	42	28	33
18	6	8	0	3
19	1	0	0	0

Percentages do not total 100 because of missing data and/or rounding errors.

TABLE I-13

GRADE DISTRIBUTION OF THE SAMPLE OF 11th AND 12th GRADE NONPUBLIC SCHOOL STUDENTS BY TYPE OF SCHOOL (Percentages)

Grade	Type of School			
	Independent N=279	Calvinist N=24	Lutheran N=39	Catholic N=211
Grade 11	92	92	100	92
Grade 12	8	8	0	2

Percentages do not total 100 because of missing data and/or rounding errors.

TABLE I-14  
RESIDENT STATUS OF THE SAMPLE OF 11th AND 12th GRADE NONPUBLIC SCHOOL PUPILS  
BY TYPE OF SCHOOL  
(Percentages)

	Type of School			
	Independent N=279	Calvinist N=24	Lutheran N=39	Catholic N=211
Boarding	33	0	41	78
Day	67	100	59	22

Percentages do not total 100 because of missing data and/or rounding errors.



Table I-15 shows that the vast majority of parents of nonpublic school pupils are alive and married to each other. The strongest relationship between family disorganization and school attendance is in Episcopal schools where 17 percent of the students are from broken homes.

In the Greeley-Rossi study<sup>5</sup> 20 percent of the Catholic secondary school pupils in that sample did not have both parents in the household. This compares with 9 percent reported in Table I-15. If the grades 9 and 10 data were included it might of course alter the Kraushaar figures. Further, given the Catholic Church's position regarding divorce, it might be that while both parents are alive and still married they may not always be living together. This is perhaps an example of where subtle differences in the wording of a question can affect results.

#### Parental Background Variables

##### Sex

Table I-16 shows that better than three-quarters of the questionnaires were answered by the mothers of the students regardless of type of school. There is some evidence to support a hypothesis that mothers are more influential than

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<sup>5</sup>Greeley, A. & Rossi, P. The Education of Catholic Americans. Garden City, N.J.: Anchor Books, 1968, p. 292.

TABLE I-15  
 "STATUS" OF PARENT OF THE SAMPLE OF 11th AND 12th GRADE NONPUBLIC SCHOOL PUPILS  
 (Percentage)

	Type of School			
	Independent N=279	Calvinist N=24	Lutheran N=39	Catholic N=211
Both alive and married to each other	90	92	90	90
Both alive and divorced or legally separated	5	0	3	2
One or both parents deceased	5	8	8	7

Percentages do not total 100 because of missing data and/or rounding errors.

TABLE I-16  
 TYPE OF SCHOOL BY SEX OF PARENTS ANSWERING THE QUESTIONNAIRE  
 (Percentages)

Sex	ELEMENTARY					
	Independent N=63	Calvinist N=28	Lutheran N=55	Episcopal N=31	Catholic N=152	Seventh Day Adventist N=35
Male	8	4	9	23	9	11
Female	92	96	89	77	90	87

Sex	SECONDARY					
	Independent N=301	Calvinist N=25	Lutheran N=33	Episcopal N=50	Catholic N=199	Seventh Day Adventist N=21
Male	19	12	12	20	14	19
Female	80	88	88	80	84	76

Percentages do not total 100 because of missing data and/or rounding errors.

fathers in the decision to send children to Catholic schools.<sup>6</sup> The extent to which this is true in other types of nonpublic schools is unknown. However this hypothesis or the possibility that "school matters" in most families might be left to the mother probably accounts for the higher female representation in this sample of nonpublic school parents.

### Religion

The religious preference of parents is shown in Table I-17. The religious background of nonpublic school pupils has been discussed in detail in the report on minority group attendance at nonpublic schools. Suffice it to say that the vast majority of parents with children in sectarian schools are members of the major denomination associated with that school. Seven out of ten parents with children in Independent schools list themselves as Protestant. The percentage of Jewish parents in the Independent schools is twice that of Roman Catholic parents. The religious preferences of parents of children in Episcopal schools more nearly resemble that found in the Independent schools than that manifested in the other denominational schools.

<sup>6</sup> Data from The Alternatives in Catholic Education: A Midwestern Study of the Church's Teaching Mission, and from Studies in Boston, Fall River and Springfield indicate that the mothers of Catholic school pupils were more likely to have attended Catholic elementary schools than were the mothers of Catholic children in public school. This data suggests the hypothesis that the mother's education in a Catholic elementary school is related to decision to send her children to Catholic schools. Also see Greeley, A. & Rossi, P., op. cit., p. 46. The extent to which this phenomena may be operating in other types of nonpublic schools is not known.

TABLE I-17  
RELIGIOUS PREFERENCE OF SAMPLE OF NONPUBLIC SCHOOL PARENTS  
(Percentages)

Religion	ELEMENTARY					
	Independent N=63	Calvinist N=28	Lutheran N=55	Episcopal N=31	Catholic N=152	Seventh Day Adventist N=35
Roman Catholic	5	0	0	6	96	3
Protestant	70	100	96	81	4	71
Jewish	10	0	0	0	0	0
Other	6	0	4	0	0	20
None	10	0	0	6	0	0

Religion	SECONDARY					
	Independent N=301	Calvinist N=25	Lutheran N=33	Episcopal N=50	Catholic N=199	Seventh Day Adventist N=21
Roman Catholic	7	0	0	8	95	0
Protestant	69	100	100	72	4	76
Jewish	14	0	0	2	0	0
Other	2	0	0	6	0	14
None	7	0	0	8	0	0

Percentages do not total 100 because of missing data and/or rounding errors.

Type of School Attended by the Parent

The parental respondents were asked to categorize the type of elementary and secondary school that they attended and that their spouse attended. If half or more of the schooling at a given level was nonpublic they were instructed to choose the approximate nonpublic option. Tables I-18 and I-19 present the data.

Tables I-18 and I-19 show that a plurality of Independent and Episcopal school parents received all of their education in public schools. Of those that had a nonpublic school background it was more likely to have been in a non-sectarian rather than denomination school. Further the mothers were slightly more likely than the father to have attended a non-sectarian nonpublic school.

While a substantial number of parents of Church related non-public school children had received public education the data in Tables I-18 and I-19 indicate a strong family tradition of church-related education. Parents of children attending denominational schools (except Episcopal) were more likely to have themselves attended a nonpublic school than was the case with Independent or Episcopal school parents. Further the wife was somewhat more likely to have attended a denominational school than was the husband, tending to confirm the hypotheses discussed earlier

TABLE I-18

TYPE OF SCHOOL ATTENDED BY PARENTS WITH CHILDREN IN NONPUBLIC ELEMENTARY SCHOOLS  
(Percentages)

	Independent Calvinist N=63		Lutheran N=55		Episcopal N=31		Catholic N=152		Seventh Day Adventist N=35	
	H	W	H	W	H	W	H	W	H	W
<u>Elementary</u>										
Public	68	68	32	39	68	68	45	36	49	26
Predominantly public but some nonpublic	0	5	7	0	3	0	1	5	0	9
Nonpublic, not church related	3	13	0	0	3	10	2	1	0	3
Church related of same denomination as your child's present school	0	0	50	54	3	0	33	41	6	23
Other church related	10	2	4	0	3	3	1	0	0	0
Don't know	2	0	0	0	0	0	0	0	0	0
Missing	17	13	7	7	19	19	18	17	46	40
<u>Secondary</u>										
Public	65	64	50	36	74	68	58	44	29	23
Predominantly public but some nonpublic	2	8	0	4	3	0	2	3	3	6
Nonpublic, not church related	8	14	0	0	3	3	4	3	0	6
Church related of same denomination as your child's present school	2	0	21	29	0	6	16	32	11	26
Other church related	6	3	0	0	0	3	0	0	0	0
Don't know	2	0	0	0	0	0	0	0	0	0
Missing	16	11	29	32	19	19	20	18	57	40

Percentages do not total 100 because of missing data and/or rounding error

H = Husband  
W = Wife

TABLE I-19  
 TYPE OF SCHOOL ATTENDED BY PARENTS WITH CHILDREN IN NONPUBLIC SECONDARY SCHOOLS  
 (Percentages)

	Independent		Galvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventists	
	N=301	N=25	N=33	N=50	N=199	N=21	H	W	H	W	H	W
<u>Elementary</u>												
Public	69	52	51	73	66	40	35	39	38	24		
Predominantly public but some nonpublic	3	6	8	44	0	0	6	8	2	10	5	
Nonpublic, not church related.	8	21	4	4	0	3	6	14	1	2	5	0
Church related of same denomination as your child's present school	1	1	24	8	2	10	36	32	19	52		
Other church related	2	6	3	20	4	12	1	0	0	0		
Don't know	0	0	0	0	0	0	0	0	0	0		
Missing	17	15	12	24	16	16	23	26	29	19		
<u>Secondary</u>												
Public	62	62	67	54	46	64	43	29	48	38		
Predominantly public but some nonpublic	3	4	0	3	8	0	4	4	5	10		
Nonpublic, not church related	14	12	0	0	12	12	1	2	0	0		
Church related of same denomination as your child's present school	1	1	12	27	8	4	24	44	14	38		
Other church related	3	4	0	0	6	8	1	0	0	0		
Don't know	1	0	0	0	0	0	0	0	0	0		
Missing	16	16	21	15	20	12	27	22	33	14		

Percentages do not total 100 because of missing data and/or rounding error.

H=Husband  
W=Wife



that the mother's attendance at a Church related school is more strongly related than the father's to the child's enrollment in the same type of schools.

#### Educational Level

Tables I-20 and I-21 present data on the educational level of parents of children attending nonpublic elementary and secondary schools.

Tables I-20 and I-21 show that both the husband and wife of children in Independent and Episcopal schools are much more likely than are other parents in the sample to have graduated from college and gone on to graduate work. Overall parents of children attending these Independent and Episcopal schools clearly have a higher educational attainment than other nonpublic school parents.

The Calvinist and Seventh Day Adventist parents are less likely to have received a high school diploma than are Catholic or Lutheran parents. However among these four groups of denominational school parents the percentages receiving a high school diploma are quite similar. The difference seems to be that Catholic and Lutheran parents are more likely than Calvinist or Seventh Day Adventist parents to matriculate beyond high school.

TABLE I-20  
 EDUCATIONAL ATTAINMENT OF PARENTS WITH CHILDREN IN THE SAMPLE OF NONPUBLIC ELEMENTARY SCHOOLS  
 (Percentages)

	Independent N=63		Calvinist N=28		Lutheran N=55		Episcopal N=31		Catholic N=152		Seventh Day Adventist N=35	
	H	W	H	W	H	W	H	W	H	W	H	W
Elementary School completed or less	0	0	21	25	11	4	0	0	3	3	26	6
Attended high school but no diploma	2	2	7	7	7	14	0	6	9	10	9	26
High school diploma	14	19	36	46	40	51	19	45	41	47	26	43
Business, trade school or junior college degree	13	29	7	7	14	13	19	16	13	22	9	11
Bachelor's degree or equivalent	18	32	11	11	6	7	19	23	13	10	6	3
Graduate or professional study or degree	49	22	18	4	16	11	36	10	18	7	6	11

H=husband  
 W=wife

Percentages do not total 100 because of missing data and/or rounding errors.

TABLE I-21  
EDUCATIONAL ATTAINMENT OF PARENTS WITH CHILDREN IN THE SAMPLE OF  
NONPUBLIC SECONDARY SCHOOLS  
(Percentages)

	Independent N=301		Calvinist N=25		Lutheran N=33		Episcopal N=50		Catholic N=199		Seventh Day Adventist N=21	
	H	W	H	W	H	W	H	W	H	W	H	W
Elementary School completed or less	0	0	24	16	6	3	6	8	10	8	5	5
Attended high school but no diploma	2	2	28	24	6	9	6	2	13	14	10	24
High school diploma	12	25	24	52	33	54	6	26	24	46	29	33
Business, trade school or junior college degree	10	22	4	4	9	15	14	18	19	18	19	19
Bachelor's degree or equivalent	31	34	0	0	24	9	22	22	18	8	14	14
Graduate or profes- sional study or degree	42	14	16	4	15	6	38	20	12	5	10	5

H=husband

W=wife

Percentages do not add to 100 because of missing data and/or rounding errors.

### Socio Economic Status

Two indices of the socio economic status of parents were obtained, the combined parental income and the occupation of the father. Tables I-22, I-23 and I-24 present these data.

Tables I-22, I-23 and I-24 closely reflect the educational attainment of the parents discussed above. Episcopal and Independent school parents are much more apt than the other nonpublic school parents to classify their occupations as professional, and to earn in excess of \$20,000 per year. On the other hand, between 30 and 60 percent of the Calvinist, Lutheran, Catholic and Seventh Day Adventist parents report earnings of less than \$10,000 per year.

The Seventh Day Adventist parents had the largest percentages falling into the poverty category of \$3500 a year income or less. Four percent or less of the Calvinist, Lutheran, Episcopal and Catholic families also fall into this poverty category.

These data clearly indicate that the majority of Independent and Episcopal school families fall in the upper, upper-middle or middle, social class strata; Calvinist, Seventh Day Adventist, Catholic and Lutheran families fall predominantly in the lower, lower-middle, and middle class strata.

### Party Affiliation

Table I-24 shows the party affiliation of the sample of nonpublic school parents. Sixty percent of the Catholic school parents classified themselves as Democrats while the majority of



TABLE I-23  
OCCUPATION OF THE FATHER OF CHILDREN IN NONPUBLIC SCHOOLS (Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist
N=	63	26	55	31	152	35
	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.
Teacher or education- administrator	8	0	4	3	6	5
Professional (other than education) or scientific	41	11	20	52	21	11
Executive, Manager or proprietor of large business	10	11	13	16	11	9
Small business owner or manager	18	19	13	6	12	14
Farm owner or renter	3	1	6	0	1	6
Clerical or sales skilled worker or foreman	6	2	7	3	10	0
Semi-skilled worker	2	14	22	10	18	23
Unskilled worker or farm laborer	0	4	9	6	8	17
Other	0	0	2	0	3	0
	6	4	0	0	2	6

Percentages do not total 100 because of missing data and/or rounding error

TABLE I-24  
 PARTY AFFILIATION OF PARENT WITH CHILDREN IN NONPUBLIC SCHOOLS  
 (Percentages)

Party Affiliation	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N=63	Sec. 301	Elem. 28	Sec. 25	Elem. 55	Sec. 33	Elem. 31	Sec. 50	Elem. 152	Sec. 199	Elem. 35	Sec. 21
Democrat	27	21	7	4	26	33	42	30	60	61	23	19
Independent	21	19	0	4	11	9	10	16	15	13	11	14
Republican	48	56	86	92	64	54	42	52	20	24	63	67
Other	0	1	0	0	0	0	3	0	1	0	0	0

Percentages do not add to 100 due to missing data and/or rounding error.

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all the Protestant school parents with the sole exception of Episcopal elementary school parents recorded themselves as Republicans. In the Independent schools close to one out of two parents are Republicans while close to one out of five are either Democrats or Independents. The Episcopal elementary school parents divide equally between Republicans and Democrats; at the secondary level Republican parents are in a majority.

#### FACULTY BACKGROUND VARIABLES\*

##### Sex

Table I-25 shows the distribution of nonpublic school teachers by sex. The majority of all nonpublic elementary school teachers are female. However 47 percent of the Calvinist and 37 percent of the Lutheran elementary school teachers in the sample are males. At the secondary level the majority of the faculty in all but the Catholic schools were male.

##### Age

The seven age categories used in the Kraushaar questionnaire were collapsed into three: 20-39, 40-59, and 60 or over. This was done because previous experience indicates that the major division of opinions occurs between faculty under 40 and those over 40.<sup>7</sup>

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<sup>7</sup> For example, see Donovan, J. & Madaus, G. Catholic Education in the Archdiocese of Boston: The Voices of the People. New England Catholic Education Center, Boston College, Chestnut Hill, Mass. 1969.

\*Seventh Day Adventist faculty data excluded because of small sample size.



**TABLE I-25**  
**SEX OF FACULTY STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS**  
**(Percentages)**

	Type of School				
	Independent N=48	Calvinist N=17	Lutheran N=30	Episcopal N=16	Catholic N=134
Male	19	47	37	0	7
Female	81	53	63	100	93
	ELEMENTARY				
	A:51				
	SECONDARY				
	N=243	N=17	N=22	N=38	N=175
Male	59	88	86	76	33
Female	41	12	14	24	67

Table I-26 reveals some interesting differences in the age distribution across the various types of nonpublic schools. Better than seven out of ten of the teachers in the Calvinist and Lutheran schools are under forty. Five out of ten of the elementary teachers and close to six out of ten of the secondary teachers sampled in Catholic schools are under forty. (The NCEA<sup>8</sup> figures for 1969-70 reveal that 57 percent of the elementary staff and 63 percent of the secondary staff were under forty).

In the Independent and Episcopal elementary schools the majority of the staff are over forty. However at the secondary level a majority of the faculty are under forty.

At the elementary level close to one out of ten teachers in all but the Calvinist schools are over 60. At the secondary level close to one out of 20 Catholic and Independent school teachers are over fifty. In the remaining secondary schools none of the sample were sixty or over.

#### Religion of Faculty

Table I-27 presents the distribution of faculty by religion across the various types of nonpublic schools. Well over 90 percent of all faculty members in church related schools are members of the major denominational category associated with that church.

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<sup>8</sup>NCEA, — cit., p. 17

TABLE I-26

AGE OF FACULTY MEMBER STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic
	N=48	N=17	Elementary N=30	N=16	N=134
20 - 39	38	71	70	31	50
40 - 59	41	24	23	57	34
60+	14	0	7	12	9
A:53					
	N=243	N=17	Secondary N=22	N=38	N=175
20-- 39	57	77	78	71	58
40 - 59	36	24	23	26	34
60+	6	0	0	0	5

Percentages do not add to 100 due to missing data or rounding error.

TABLE I-27  
RELIGION OF FACULTY MEMBERS STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Religion	Elementary					N=134
	Independent N=48	Calvinist N=17	Lutheran N=30	Episcopal N=16	Catholic N=134	
Roman Catholic	8	0	0	6	96	
Protestant	65	100	97	94	4	
Jewish	4	0	0	0	0	
Other	6	0	3	0	0	
None	17	0	0	0	1	

A: 54

Religion	Secondary				N=175
	Independent N=243	Calvinist N=17	Lutheran N=22	Catholic N=38	
Roman Catholic	11	0	0	16	91
Protestant	63	100	96	68	7
Jewish	5	0	0	3	1
Other	4	0	4	3	0
None	17	0	0	10	1

Percentages do not add to 100 due to missing data and/or rounding error.

The only exception is in the Episcopal secondary school where 16 percent of the faculty are Catholic, three percent Jewish, three percent Other and 10 percent professing no religion. Once again the Episcopal secondary schools although denominational, more closely resemble the Independent schools than they do the other denominational schools.

In the Independent schools over 60 percent of the teachers are Protestant. Seventeen percent of the Independent school teachers at both levels professed no religion. Of the remaining teachers, close to ten percent were Catholic, five percent Jewish and five percent holding other religious beliefs.

These data match closely the religious background of the parents and taken together indicate that homogeneity of religious background is an important characteristic within this sample of nonpublic schools.

#### Vocational Status of Teachers

Table I-28 shows the percentage of religious and lay teachers staffing the sample of nonpublic schools. Table I-28 reveals that close to seven out of ten Lutheran teachers classified themselves as religious teachers, as did a few teachers in the Independent, Episcopal and Calvinist schools. Since there are religious orders in the Episcopal church, the reported number of religious teachers in Episcopal schools seems reasonable, but Independent, Lutheran

TABLE I-28  
 VOCATIONAL STATUS OF TEACHERS STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic
	N=48	N=17	N=30	N=16	N=134
Religious teacher, full-time	0	18	73	0	52
Religious teacher, part-time	0	0	3	0	1
Lay teacher, full-time	92	76	13	81	46
Lay teacher, part-time	6	0	0	6	1
	Secondary				
	N=243	N=17	N=22	N=38	N=175
Religious teacher, full-time	0	18	68	8	62
Religious teacher, part-time	0	0	4	0	2
Lay teacher, full-time	94	82	23	84	31
Lay teacher, part-time	2	0	0	3	3

A:56

Percentages do not add to 100 due to missing data and/or rounding error.

and Calvinist school constituencies do not have nuns available to them. One possible explanation for the reported religious teachers in this group is that respondents may have characterized themselves as "religious teachers" if they taught any courses in religion. Another plausible hypothesis for Lutheran schools is that many male teachers, who are regarded as ministers of the church, identified themselves as "religious teachers" for this reason. (The Federal government recognizes the status of "clergy" in its draft classification for Lutheran school teachers.)

Catholic teachers comprise the next largest group of religious teachers - 52 percent at the elementary and 62 percent at the secondary level. (In 1968-69 the NCEA reported 55 percent of the elementary teachers and 58 percent of the secondary teachers were religious.<sup>9</sup> Thus the Kraushaar sample slightly underestimates the number of religious).

The majority of teachers in the Independent, Episcopal, and Calvinist schools classified themselves as lay teachers.

#### Type of School Attended by the Faculty

Using the same categories as the parental sample, the faculty was asked to classify the type of elementary and secondary education they received. Table I-29 presents the results.

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<sup>9</sup>NCEA, op. cit., p. 13

TABLE I-29

TYPE OF SCHOOL ATTENDED BY FACULTY MEMBERS STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	Elem. N= 48	Sec. 243	Elem. 17	Sec. 17	Elem. 30	Sec. 22	Elem. 16	Sec. 38	Elem. 25	Sec. 27
Elementary (K-8)	69	72	35	29	27	14	88	68	25	27
Public										
Predominantly public but some nonpublic	4	5	0	0	7	9	0	8	4	6
Nonpublic, not church related	15	12	6	12	0	0	6	8	1	1
Nonpublic, of same denomination as my present school	0	0	53	47	63	73	0	3	59	59
Nonpublic, church related other than (4) above	12	7	0	12	0	4	0	10	2	1
A:58										
<hr/>										
Secondary										
Public	69	66	35	35	40	59	75	55	25	26
Predominantly public but some nonpublic	2	3	12	0	3	0	12	3	4	1
Nonpublic, not church related	19	21	6	12	0	0	6	16	0	3
Nonpublic, of same denomination as my present school	0	2	41	41	53	41	0	10	58	65
Nonpublic, church related other than (4) above	10	5	0	12	0	0	0	10	3	1

Percentages do not add to 100 due to missing data and/or rounding error.



A:59

Table I-29 shows that at least a plurality, and often a majority of the Calvinist, Lutheran and Catholic school faculty members at both the elementary and secondary levels indicated that they received either (or both) their elementary or secondary school education in church related schools. The lone exception was the secondary education of Lutheran secondary school teachers. Even in this case however 41 percent of the faculty were educated in Lutheran secondary schools. The percentages of faculty members in these schools who themselves received either or both their elementary and/or secondary education in denominational schools are higher than the comparable parental percentages. While we should not lose sight of the fact that between 25 and 59 percent of the faculty in these denominational schools are public school products, there is nonetheless a strong tradition of sectarian education within the faculties of the Calvinist, Lutheran and Catholic schools.

The majority of faculty members in the Independent and Episcopal schools were public school products. However, close to one out of five Independent school faculty members themselves attended an Independent secondary school; an additional seven to ten percent attended nonpublic denominational schools. The tradition of nonpublic education among the faculties of Independent schools tends to be slightly stronger than that of the comparable parental groups. Within Episcopal schools the faculty and parents are less apt than any other group sampled to be nonpublic school products.

Educational Level

Table I-30 presents the educational attainment of the faculty sample. At the elementary level a sizable proportion of teachers do not hold a B.A. degree. The Catholic elementary faculty sample has the largest percentage of non-degree teachers with 30 percent. This is very close to the 29.8 percent without a degree reported by NCEA in 1969-70.<sup>10</sup> However the NCEA figures also revealed that the lay teachers were less apt to have a degree (41 percent) than were the religious (19 percent).

Close to one out of four elementary teachers in Episcopal and Calvinist schools do not hold a degree. The Independent and Lutheran schools have the smallest percentages of their elementary teachers without degrees with 19 and 17 percent respectively; conversely these two groups have the highest percentage of elementary teachers with the B.A., with 85 and 80 percent respectively. Close to seven out of ten Episcopal and Catholic elementary teachers hold the B.A., while the comparable figure for Calvinist schools is close to three out of four.

The percentage of elementary teachers with advanced degrees is considerably smaller than their secondary school counterparts. Nonetheless, one out of four Independent school and Episcopal elementary teachers indicated that they had done graduate work toward the doctorate or some other professional degree.

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<sup>10</sup>NCEA, op. cit., p. 15.

TABLE I-30

EDUCATIONAL BACKGROUND OF FACULTY STAFF OF THE SAMPLE OF NONPUBLIC SCHOOLS

Educational Background	Independent		Calvinist		Lutheran		Episcopal		Catholic		
	N*	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
No. College degree	19	1	24	0	0	25	3	30	5		
B.A. or equivalent	85	98	76	100	80	69	97	68	2		
Master's in Education	6	15	0	24	13	19	10	11	17		
M.A.T.	2	6	0	0	0	0	8	0	1		
Master's degree in field other than education	4	28	0	18	3	0	10	4	29		
Graduate work, doctorate or professional degree	25	26	6	18	13	25	16	11	14		
Ordained minister, priest, or other cleric	2	1	0	6	7	0	8	1	15		

Figures do not add to 100 since the categories are not mutually exclusive. For example, it could be possible to have no college degree but the equivalent of a degree in number of courses taken.

At the secondary level 93 percent or higher of all teachers hold the B.A. or its equivalent. A considerable percentage of secondary teachers hold master's degrees both in education and in fields other than education. Fifteen percent or more of all secondary teachers indicated that they have done graduate work toward the doctorate or some other professional degree. In fact, slightly better than one out of four Independent and Lutheran secondary teachers indicated they had done work beyond the M.A. or M.Ed. level.

#### Family Background

Four tables (Tables I-31 - I-34) provide descriptive statistics on the family background of the sample of faculty members teaching in nonpublic schools.

Table I-31 shows that the fathers of Independent and Episcopal school faculty members were generally more apt to be better educated than were the fathers of faculty members in the Calvinist, Lutheran and Catholic schools. In fact, close to half or better of all the fathers in these latter three denominational schools did not finish high school. The percentage of fathers having some post high school education is considerably higher among Independent and Episcopal school faculty than was the case in the remaining denominational categories.

Table I-32 shows the father's occupation and clearly reflects the educational data presented in Table I-31. The fathers of a majority of the faculty in Independent and Episcopal schools held

TABLE I-31

LEVEL OF EDUCATION OF FATHER OF FACULTY MEMBER STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentage)

Education	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 48	243	17	17	30	22	16	38	134	175
Elementary school completed or less	19	14	59	59	37	41	19	21	47	42
Attended high school but no diploma	6	10	18	24	20	4	12	10	10	14
High School diploma	15	21	6	12	7	18	19	26	17	16
Business, trade or junior college	8	11	6	0	13	4	0	5	10	7
B.A. or equivalent	25	24	12	0	17	18	19	10	11	13
Doctorate or professional study or degree	27	21	0	6	7	14	31	24	4	5

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Percentages do not total 100 because of missing data and/or rounding error

TABLE I-32  
 OCCUPATION OF FATHERS OF FACULTY MEMBERS STAFFING SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

Occupation	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 48	243	17	17	30	22	16	38	134	175
Teacher or educational administrator	6	9	0	0	7	9	12	8	2	3
Professional (other than education) or scientific	27	21	12	6	13	23	31	13	7	10
Managerial Executive or proprietor of large business	21	20	0	6	0	4	6	24	10	8
Small business owner or manager	17	18	0	18	13	4	19	10	16	14
Farm owner or rentor	8	4	53	35	17	23	12	16	8	6
Clerical or sales	4	8	0	0	3	9	6	5	8	11
Skilled worker or foreman	4	7	24	12	30	23	6	10	28	22
Semi-skilled worker	2	4	12	24	7	4	0	8	13	10
Unskilled worker or farm laborer	2	1	0	0	7	6	0	0	6	5
Other	0	1	0	0	0	0	0	0	0	1

A: 64

Percentages do not total 100 because of missing data and/or rounding error

TABLE I-33

CHILDHOOD INCOME BRACKET OF THE FAMILY OF FACULTY MEMBERS STAFFING NONPUBLIC SCHOOLS  
(Percentages)

Bracket	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 48	243	17	7	30	22	16	38	134	175
Top 25% of the community	21	27	0	0	0	4	31	21	5	9
Second Highest 25%	40	35	24	18	20	27	44	29	36	30
Third Highest 25%	29	33	65	71	63	46	25	37	44	51
Lowest 25% of the community	6	5	12	12	17	23	0	13	13	9

A:65

Percentages do not total 100 because of missing data and/or rounding error

TABLE I-34  
TYPE OF CHILDHOOD HOME SETTING OF FACULTY STAFFING NONPUBLIC SCHOOLS SAMPLED  
(Percentages)

Setting	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Rural or small town (i.e., less than 25,000)	42	36	76	47	60	59	25	45	27	30
Town of 25,000 to 50,000	17	9	0	12	7	0	31	13	16	10
Town of 50,000 to 100,000	8	7	12	6	3	4	12	8	10	14
Suburb of city of 100,000 or more	10	15	0	12	10	9	12	13	13	10
City of 100,000 or more	23	32	22	23	20	27	19	21	34	36

A: 66

Percentages do not total 100 because of missing data and/or rounding error



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professional or white collar jobs. On the other hand, the majority of fathers of the faculty members in Calvinist, Lutheran and Catholic schools were from the working class and held blue collar jobs.

Table I-33 gives the faculty member's estimate of his family's income bracket during his childhood. These data reinforce the picture that a far greater percentage of Independent and Episcopal faculty members come from families that were higher in the social strata than was the case for faculty in the Calvinist, Lutheran and Catholic schools. In fact, 50 percent or higher of all Independent and Episcopal faculty members categorized their family income bracket in the top half of the community. On the other hand, 57 percent or better of all faculty members in Calvinist, Lutheran and Catholic schools classified their family income in the bottom half of the community.

The final family background table (Table I-34) shows the type of community in which the faculty members grew up. Table I-34 shows that a majority of Calvinist, Lutheran, and Episcopal faculty members were raised in towns of 50,000 or less. A majority (59 percent) of the Independent elementary school faculty came from a similar setting, however the figure drops to 44 percent at the secondary level. The Catholic school faculty is more apt to have urban roots than any other faculty group. However, even among the Catholic teachers, 40 percent grew up in small towns.

### Party Affiliation

Table I-35 presents the party affiliation of faculty members. Close to two-thirds of the faculty in Calvinist and Lutheran schools are Republican, while the same fraction of Catholic faculty members classify themselves as Democratic. In general, Table I-35 shows that the party affiliation of faculty follows closely those of the parents presented in Table I-24, with one exception: the parents of Independent school children are more likely than are the faculty to be Republicans.

### School Head Background Variables\*

#### Sex

Table I-36 shows the distribution by sex of the sample of school administrators. The reader is once again cautioned that the small sample sizes reflected in Table I-36 preclude making safe generalizations concerning the population, in this case the universe school heads, serving the various types of nonpublic schools.

The majority of Independent, Catholic and Seventh Day Adventist elementary administrators were women. The large percentage (99 percent) of women administrators in Catholic schools is accounted for by the fact that most principals in Catholic elementary schools are drawn from the Order of nuns staffing the school.

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\* Calvinist secondary school data eliminated due to the small number.

TABLE I-35  
PARTY AFFILIATION OF FACULTY MEMBERS STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentage)

Party Affiliation	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	N=	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.	Elem. Sec.
Democrat	48	243	17	17	30	22	16	38	134	175
Independent	33	29	24	6	10	9	19	42	67	66
Republican	19	29	12	29	10	23	12	16	9	17
Other	46	38	65	65	77	68	69	37	23	14
	2	3	0	0	3	0	0	5	1	2

Percentages do not total 100 because of missing data and/or rounding error

TABLE I-36

SEX OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Sex	Independent		Calvinist		Lutheran		Episcopal		Gatholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 15	104	17	5	27	10	12	16	98	92	13	13
Male	33	86	88		100	100	75	88	1	48	38	100
Female	67	14	12		0	0	25	12	99	52	54	0

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TABLE I-37

AGE OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 15	104	17		27	10	12	16	98	92	13	13
20 - 39	20	21	53		62	30	33	6	37	32	54	30
40 - 59	40	59	41		29	60	50	82	47	57	23	54
60+	27	18	6		7	10	17	12	6	33	15	16

Percentages do not total 100 because of missing data and/or rounding error.

A:71

At the secondary level male administrators are clearly in the majority except in the Catholic schools where once again the principal is most likely to be a nun.

### Age

Table I-37 shows the age distribution of the sample of non-public school administrators. The majority of Independent, Episcopal and Catholic administrators are 40 or over. In the Calvinist, Lutheran and Seventh Day Adventist elementary schools better than one-half of the administrators are under 40. On the other hand the majority of administrators in the Lutheran and Seventh Day Adventist secondary schools were over 40. In the Catholic secondary schools one out of three administrators were sixty or over. In the Independent schools 27 percent of the secondary schools and 20 percent of the elementary heads were over sixty. In the remaining cases the percent sixty or over ranges from six to 17 percent.

### Religion

Table I-38 shows that in the Church related schools the administrators are almost exclusively members of principal denominations (i.e., Protestant or Catholic) associated with the school. Close to three out of four Independent school administrators were Protestant with the remaining administrators spread more or less evenly among the other religious categories.

TABLE 38  
RELIGION OF SCHOOL ADMINISTRATORS SERVING THE SAMPLES OF NONPUBLIC SCHOOLS  
(Percentages)

	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
N	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Roman Catholic	7	4	0	0	0	0	0	0	100,	99	0,	0
Protestant	73	79	100	96	100	100	100	100	0	1	92	92
Jewish	7	5	0	0	0	0	0	0	0	0	0	0
Other	7	0	0	4	0	0	0	0	0	0	0	8
None	7	12	0	0	0	0	0	0	0	0	0	0

Percentages do not total 100 because of missing data and/or rounding error.

Educational Background

Table I-39 presents the amount of nonpublic education of the school administrators. At the elementary level a majority of the Independent, Calvinist, Episcopal and Seventh Day Adventist administrators were products of the public schools. In the Catholic and Lutheran elementary schools the majority of administrators were educated in Catholic and Lutheran schools.

At the secondary level a majority of all Independent school administrators were public school products. In Catholic, Lutheran, and Seventh Day Adventist the majority received their elementary and/or secondary education in nonpublic schools of the same denomination. Eighteen percent of the Episcopal secondary school administrators had their elementary education in nonpublic schools while 43 percent had a nonpublic secondary education. Even in the Independent secondary school 43 percent of the administrators had attained some sort of nonpublic high school. Better than one-quarter matriculated at Independent secondary schools. Thus as was the case with the faculty, there tends to be a strong tradition of nonpublic education in the educational backgrounds of the nonpublic school heads.

Table I-40 presents the educational attainments of the nonpublic school administrators. The majority of all administrators reported receiving a B.A. degree. There is a sizable minority holding a master's degree. Four out of ten Episcopal, Lutheran and Catholic secondary administrators were ordained ministers or priests.

TABLE I-39

EDUCATIONAL BACKGROUND OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Elementary (K-8)	N=											
Public	15	104	17	27	10	16	98	13	13	62	54	
Predominantly public but some nonpublic	93	69	53	15	30	75	14	11	11	62	54	
Nonpublic, not church related	7	3	6	4	0	8	6	11	5	15	0	0
Nonpublic, of same denomination as my present school	0	17	6	0	0	8	12	0	1	0	0	0
Nonpublic, church related other than (4) above	0	1	29	78	70	8	0	65	75	8	46	0
	0	5	6	0	0	0	0	6	2	0	0	0
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Secondary												
Public	80	48	47	41	20	83	44	14	11	46	23	
Predominantly public but some nonpublic	7	6	0	0	0	0	6	2	5	8	15	
Nonpublic, not church related	0	27	6	0	0	8	6	0	1	0	0	0
Nonpublic, of same denomination as my present school	0	5	35	48	80	8	25	67	77	31	62	
Nonpublic, church related other than (4) above	13	10	6	0	0	0	12	10	3	8	0	0

Percentages do not total 100 because of missing data and/or rounding error.



TABLE I-40

EDUCATIONAL BACKGROUND OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Educational Background	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
No College degree	0	2	18	7	0	0	0	0	2	0	46	0
B.A. or equivalent	93	96	82	89	100	100	100	97	97	97	54	100
Master's in Education	20	38	18	26	80	8	25	38	54	54	0	46
M.A.T.	0	3	0	0	0	8	.0	0	0	1	0	15
Master's degree in field other than education	0	31	6	4	40	17	12	13	37	0	0	15
Professional degree (e.g., LL.B., M.D.)	0	6	0	0	0	42	12	1	5	0	0	0
Graduate work beyond Master's level but no additional degree	7	38	24	33	80	33	44	20	50	15	15	0
Doctor of Education	7	7	0	0	10	8	0	0	1	0	0	0
Other doctorate (non-medical)	0	1	0	0	0	17	6	1	3	0	0	0
Ordained minister, priest, or other cleric	0	2	0	7	40	50	40	2	40	0	0	15

Categories were not mutually exclusive consequently percentages total to more than 100.

Income

Table I-41 presents the annual income of the sample of school administrators. At the elementary level a vast majority of the administrators in Calvinist (82 percent), Lutheran (100 percent), Catholic (93 percent), Episcopal (66 percent) and Seventh Day Adventist (85 percent) schools earn less than \$10,000 a year. In the Independent elementary schools one-third of the administrators earn under \$10,000, one-third between \$10,000 and \$12,000, and one-third over \$12,000.

Ninety-two percent of the Catholic elementary school administrators are paid less than \$5,000 a year. Two-thirds of the Seventh Day Adventist, one-third of the Episcopal, 15 percent of the Lutheran, 12 percent of the Calvinist and 7 percent of the Independent elementary school heads report incomes under \$5,000 a year. Given the present market value of school principals those earning under \$5,000 per year are donating a considerable sum in the way of contributed services to the denomination or group running the school.

Administrative salaries at the secondary level are higher although in the Catholic (84 percent), Seventh Day Adventist (100 percent) and Lutheran (90 percent) schools the vast majority of administrators are still paid less than \$10,000 per year. In the Independent and Episcopal secondary schools a majority of the school heads earn over \$12,000 a year; in fact, close to one out of two earn \$15,000 or more a year.

TABLE I-41

INCOME OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Income	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
N=	15	104	17	27	10	16	12	16	98	92	13	13
Less than \$5,000	7	3	12	15	0	0	33	0	98	75	62	8
\$5,000-\$7,999	13	4	35	59	30	6	25	6	1	8	23	85
\$8,000-\$9,999	13	7	35	26	40	19	8	0	0	1	0	8
\$10,000-\$11,999	33	6	18	0	20	6	17	1	1	1	0	0
\$12,000-\$14,999	7	27	0	0	10	19	8	0	0	2	0	0
\$15,000-\$17,999	13	25	0	0	0	38	0	0	0	3	0	0
\$18,000-\$20,999	7	16	0	0	0	12	0	0	0	0	0	0
\$21,000-\$24,999	0	5	0	0	0	0	0	0	0	0	0	0
\$25,000-\$29,999	0	2	0	0	0	0	0	0	1	0	0	0
Over \$30,000	0	1	0	0	0	0	8	0	0	0	0	0

Percentages do not add to 100 because of missing data and/or rounding error.

### Family Background

Table I-42 shows the occupation of the fathers of the sample of nonpublic school administrators. The fathers of Calvinist, Catholic, Seventh Day Adventist, Lutheran and Independent school administrators were more apt to hold blue collar jobs than white collar/professional jobs. Conversely, the fathers of Episcopal elementary school administrators were more apt to have held white collar, professional or managerial jobs than blue collar jobs. The occupational strata of the fathers of the Independent and Episcopal secondary school administrators were the highest of all of the groups.

Table I-43 presents the educational attainment of the fathers of the school administrators. The fathers of Independent and Episcopal administrators were more likely to have graduated from high school, received a B.A. and done advanced work than were fathers of Calvinist, Lutheran, Catholic or Seventh Day Adventist administrators.

Table I-44 presents the administrator's estimates of the income level of their family when they were children. The data in Table I-44 reflects the occupational and educational data discussed above. The majority of administrators in the denominational schools, with the notable exception of Episcopal schools, estimated their family income was in the bottom half of the community. Independent and Episcopal administrators were more apt to estimate their family income to be in the top half of the community.

TABLE I-42  
 OCCUPATION OF THE FATHER OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

Occupation	Independent		Type of school				Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Calvinist	Lutheran	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 15	104	17	27	10	12	16	98	92	13	13	13
Teacher or educational administrator	0	14	0	7	0	0	19	1	4	8	0	0
Professional (other than education) or scientific	0	21	0	11	30	58	31	3	9	0	0	0
Managerial, executive or proprietor of large business	13	22	0	0	10	9	25	1	9	0	0	8
Small business owner or manager	13	16	11	7	30	8	12	14	17	0	0	15
Farm owner or renter	20	4	76	41	30	8	0	19	12	46	23	15
Clerical or sales	20	7	0	4	0	0	6	15	8	0	0	15
Skilled worker or foreman	13	11	6	4	0	17	6	36	26	8	15	15
Semi-skilled worker	0	0	6	18	0	0	0	16	9	8	15	15
Unskilled worker or farm laborer	0	0	0	7	0	0	0	1	1	15	8	0
Other	20	1	0	0	0	0	0	5	1	0	0	0

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE I-43  
 LEVEL OF EDUCATION OF FATHER OF SCHOOL ADMINISTRATOR SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

Education Level	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N= 15	Sec. 104	Elem. 17	Sec. 104	Elem. 27	Sec. 10	Elem. 12	Sec. 16	Elem. 98	Sec. 92	Elem. 13	Sec. 13
Elementary school completed or less	27	12	76	12	63	30	17	12	55	42	46	62
Attended high school but no diploma	7	10	18	10	4	10	25	0	15	17	8	15
High school diploma	20	17	0	17	15	20	0	6	14	15	15	15
Business, trade or junior college	13	10	6	10	0	20	0	6	11	8	15	8
B.A. or equivalent	20	20	0	20	15	0	25	44	0	9	15	0
Doctorate or professional degree	7	29	0	29	4	20	33	31	3	6	0	0

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE I-44

CHILDHOOD FAMILY INCOME BRACKET OF SCHOOL ADMINISTRATOR SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Income Bracket	Independent		Calvinist		Type of School Lutheran		Episcopal		Catholic		Seventh Day	
	Elem. N=15	Sec. 104	Elem. 17	0	Elem. 27	Sec. 10	Elem. 12	Sec. 16	Elem. 98	Sec. 92	Elem. 13	Sec. 13
Top 25% of the community	13	33	0	4	0	17	31	3	6	15	0	0
Second highest 25%	13	34	41	26	40	33	38	35	25	8	23	23
Third highest 25%	67	28	59	56	50	33	31	57	58	54	38	38
Lowest 25% of the community	7	5	0	15	10	17	0	3	9	23	31	31

Percentages do not add to 100 because of missing data and/or rounding error.

The final bit of data concerning the family background of nonpublic school administrators is that of the home setting of their childhood, presented in Table I-45. A majority of all administrators, except those in the Catholic schools, come from rural, small town or towns of 25,000 to 50,000. Close to one-third of the Episcopal and Catholic administrators and one-quarter of the Independent school administrators grew up in large cities. The home background of Calvinist and Lutheran administrators was mostly rural.

#### Party Affiliation

Table I-46 shows the party affiliation of the school administrators. Close to seven out of ten of the Calvinist, Lutheran, and Seventh Day Adventist administrators classified themselves as Republicans. A similar ratio of Catholic administrators chose the Democratic category. The Episcopal and Independent school administrators were fairly evenly divided between the two major parties; close to one-quarter said they were Independents.

#### Governing Board Members

##### Sex

Table I-47 presents a breakdown by sex of the nonpublic school board members. The numbers in the Calvinist, Lutheran, Episcopal and Seventh Day Adventist cells were very small and consequently the standard error of the reported percentages is very large. Once again, safe generalizations to the populations is precluded and these data are at best suggestive.



TABLE I-45

TYPE OF CHILDHOOD HOME SETTING OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Setting	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N=15	Sec. 104	Elem. 17	Sec. 27	Elem. 10	Sec. 16	Elem. 12	Sec. 16	Elem. 92	Sec. 92	Elem. 13	Sec. 13
Rural or small town (i.e., less than 25,000)	47	43	100	70	80	42	38	38	27	54	69	
Town of 25,000 to 50,000	13	11	0	7	0	8	12	8	14	8	0	
Town of 50,000 to 100,000	13	9	0	7	0	8	6	10	12	8	0	
Suburb of city of 100,000 or more	0	12	0	0	0	8	12	13	11	0	8	
City of 100,000 or more	27	22	0	15	20	33	31	30	33	15	15	

Percentages do not add to 100 because of missing data and/or rounding error.



TABLE I-46  
 PARTY AFFILIATION OF SCHOOL ADMINISTRATORS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)\*

Party Affiliation	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 15	104	17	27	10	12	16	98	92	13	13	13
Democrat	83	22	12	11	10	33	44	74	71	15	15	0
Independent	27	38	18	22	20	25	19	8	14	0	0	23
Republican	40	38	71	67	70	42	38	12	8	69	69	69
Other	0	1	0	0	0	0	0	2	2	0	0	0

TABLE I-47  
 SEX OF GOVERNING BOARD MEMBERS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)\*

Sex	Type of School											
	Independent		Christian Reform		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 33	129	12	12	34	21	13	25	47	52	16	14
Male	61	81	100	100	85	100	85	80	68	73	56	71
Female	39	19	0	0	15	0	15	20	32	27	44	29

\*Percentages do not add to 100 because of missing data and/or rounding error.

The majority of the governing board members are male. The Independent (39 percent) and Seventh Day Adventist (44 percent) elementary schools have the largest percentage of female board members. In the remaining schools close to seven out of ten or more of the board members are male.

#### Age

Table I-48 shows that the plurality of all the governing board members are over 40 years of age. (Unfortunately there is a considerable amount of missing data in cells already handicapped by small numbers.) Elementary schools tended to have a larger percentage of board members under 40 than do secondary schools. This most likely reflects the fact that elementary school parents tend to be younger than secondary school parents.

#### Religion

In the denominational schools close to nine out of ten board members categorized themselves as being affiliated with the major denomination (i.e. Protestant or Catholic) associated with the school. Table I-49 shows that six out of ten elementary, and seven out of ten secondary Independent school board members classified themselves as Protestant. The largest minority among the Independent school board members were Jews.

TABLE I-48  
AGE OF GOVERNING BOARD MEMBERS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)\*

Age	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
20 - 39	36	8	25	33	47	14	38	12	34	13	31	21
40 - 59	60	61	67	50	47	62	59	64	60	63	44	51
60+	3	18	8	0	0	20	0	16	4	25	25	0

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE I-49  
RELIGION OF GOVERNING BOARD SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)\*

Religion	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Roman Catholic	6	8	0	0	0	0	0	4	98	96	0	0
Protestant	61	70	100	94	90	100	84	2	4	88	100	0
Jewish	21	12	0	0	0	0	4	0	0	0	0	0
Other	3	2	0	0	6	10	4	0	0	0	12	0
None	9	8	0	0	0	0	4	0	0	0	0	0

\*Percentages do not total 100 because of missing data and/or rounding errors.

Educational Background

Table I-50 represents the total number of years of nonpublic school education of the governing board members. Table I-50 shows that there is a strong tradition of nonpublic education among the governing board members. One-half or better of the board members were educated at least in part, in nonpublic schools. The tradition of a nonpublic school background is somewhat stronger at the secondary than at the elementary level. The nonpublic school background of the governing board members is generally stronger than that of the parents, and might reflect a tendency to elect alumni to the governing board. These data coupled with similar data on parents, teachers and administrators show that there is a strong tradition of nonpublic school education among the present constituents of nonpublic schools.

Table I-51 presents the educational attainment of the governing board members. Except in the Independent and Episcopal schools the educational attainment of the governing board members is generally higher than that of the parents. As was the case with the parental data, the Calvinist, Lutheran and Seventh Day Adventist, Catholic board members are less likely to have graduated from college or gone on to graduate work than is the case in Independent and Episcopal schools. This fact is particularly strong at the elementary level. The educational attainment of secondary school board members is higher than that of elementary board members especially in the Calvinist, Lutheran, Seventh Day Adventist and Catholic schools.

TABLE I-50

TOTAL NUMBER OF YEARS IN NONPUBLIC SCHOOLS OF GOVERNING BOARD MEMBERS  
SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Years	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N= 33	Sec. 129	Elem. 12	Sec. 12	Elem. 34	Sec. 21	Elem. 13	Sec. 25	Elem. 47	Sec. 52	Elem. 16	Sec. 14
None	45	26	33	25	41	19	54	40	30	27	12	36
1 - 4	12	29	17	0	6	24	8	16	15	13	12	28
5 - 8	12	12	33	50	38	14	8	16	17	15	31	7
9 - 12	21	27	17	17	6	33	15	24	30	42	19	21
More than 12	6	2	0	0	0	5	0	4	0	2	6	0

Percentages do not add to 100 because of missing data and/or rounding error

TABLE I-51

EDUCATIONAL LEVEL OF GOVERNING BOARD MEMBERS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

Level of Education	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 33	29	12	12	34	21	13	25	47	52	16	14
Elementary school completed or less	0	0	25	0	0	0	0	0	2	0	12	0
Attended high school but not diploma	0	2	8	0	21	5	8	0	0	0	10	0
High School diploma	3	5	33	33	21	5	00	12	21	14	25	21
Business, trade school or junior college degree	15	3	0	17	29	29	8	4	21	10	25	21
B.A. or equivalent	33	46	0	17	18	29	38	36	23	31	0	21
Graduate or professional study	48	44	33	33	9	33	46	48	30	46	19	36

Percentages do not add to 100 because of missing data and/or rounding errors.

A:90

### Socio Economic Status

The income of board members shown in Table I-52 reflects the educational attainment discussed above. Independent and Episcopal board members are more apt than other board members to earn over \$20,000 per year. The income of secondary school board members is higher than that of elementary board members. Better than three out of ten Calvinist, Lutheran, and Seventh Day Adventist elementary school board members earn less than \$10,000 per year. On the other hand, there are no Episcopal or Independent school board members earning less than \$10,000 per year. At the secondary level 53 percent of the Independent and 44 percent of the Episcopal board members earn over \$50,000 per year. Close to one-quarter of the Catholic board members earn under \$10,000 per year, however this can be at least partially attributed to the presence of clergy and religious on Catholic boards.

The occupational breakdown of board members shown in Table I-53 closely reflects the educational and salary data already discussed. One interesting statistic is that 40 percent of the Catholic secondary board members were teachers or educational administrators. This is a much higher percentage than in other schools and reflects the fact that many nuns and priests who implement school policy also serve on the board that formulates that policy.

These data, coupled with the parental, teacher's and administrator's data confirm a picture of the Independent and Episcopal



TABLE I-52  
 COMBINED INCOME OF GOVERNING BOARD MEMBERS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

Income	Type of school													
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist			
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.		
N=33	29	12	12	34	21	13	25	47	52	16	14			
Less than \$6,000	0	0	0	6	0	0	0	9	23	38	0			
\$6,000-\$9,000	0	0	33	0	26	19	0	17	4	31	29			
\$10,000-\$14,999	15	8	50	42	29	15	8	26	27	0	21			
\$15,000-\$19,999	3	2	8	25	21	10	38	24	21	14	6	21		
\$20,000-\$29,999	21	11	0	17	3	24	23	12	17	15	12	14		
\$30,000-\$49,999	39	22	8	17	0	14	8	12	6	2	6	14		
\$50,000-\$74,999	21	24	0	00	3	0	8	20	2	2	0	0		
\$75,000-\$99,999	0	7	0	0	0	5	8	12	0	4	0	0		
\$100,000 or over	0	22	0	0	0	0	12	0	2	0	0	0		

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE I-53  
 OCCUPATION OF GOVERNING BOARD MEMBERS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

Occupation	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N= 33	Sec. 129	Elem. 12	Sec. 12	Elem. 34	Sec. 21	Elem. 13	Sec. 25	Elem. 47	Sec. 52	Elem. 16	Sec. 14
Teacher or educational administration	9	9	0	0	6	14	15	8	13	40	6	7
Professional (other than education) or scientific	27	22	25	50	29	43	31	28	23	15	19	43
Executive, manager or proprietor of large business	9	38	8	8	3	10	38	44	8	15	6	7
Small business owner or manager	21	11	0	33	3	10	0	12	11	12	19	14
Farm owner or renter	3	1	67	0	15	10	0	0	0	0	0	0
Clerical or sales	3	0	0	8	12	5	0	0	4	8	6	7
Skilled worker or foreman	0	0	0	0	21	5	0	0	4	0	6	7
Semi-skilled worker	0	0	0	0	0	0	0	0	0	0	6	0
Unskilled worker or farm laborer	0	0	0	0	0	0	0	0	0	0	6	0
housewife	27	13	0	0	9	0	15	8	25	6	25	14
Other	0	5	0	0	3	5	0	0	6	4	0	0

Percentages do not add to 100 because of missing data and/or rounding error.

schools serving a predominantly upper, upper-middle and middle class clientele while the denominational schools serve lower, lower-middle, and middle class groups.

#### Party Affiliation

Table I-54 shows the party affiliation of board members. The majority of Lutheran, Calvinist and Seventh Day Adventist board members like parents, teachers and administrators, classify themselves as Republican. The plurality of Catholic board members are Democrats, while one out of five are Independents. The percentage of Republican Catholic board members is higher than was the case in the parental, teachers and administrative groups. The elementary Independent and Episcopal schools have the closest mixture of Democrats and Republicans; however at the secondary level Republican board members are in the majority.

TABLE I-54  
 PARTY AFFILIATION OF GOVERNING BOARD MEMBERS SERVING THE SAMPLE OF NONPUBLIC SCHOOLS  
 (Percentages)

Party Affiliation	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Democrat	46	20	17	0	15	5	38	20	45	54	0	7
Independent	6	19	8	9	9	19	23	12	19	19	12	14
Republican	48	59	67	91	74	76	38	68	36	25	81	71
Other	0	1	0	0	0	0	0	0	0	0	0	0

Percentages do not add to 100 because of missing data and/or rounding error.

## II - Quality of Education

Parents undoubtedly feel that "better" or at least "different" type of education awaits their children in the nonpublic school or else they would have foregone the expense involved and sent them to the public schools. Their definition of "quality" education generally is not limited to academic aspects of education alone. Other factors, such as religious formation, social atmosphere and social advantages also play an important part in the decision-making process. Section II of our analysis of the Kraushaar data will be devoted to an examination of why parents choose to send their children to nonpublic schools in the first place, and given their decision, the degree of satisfaction they enjoy with the education their child is receiving. In addition to parental data the responses of a sample of students attending nonpublic secondary schools will be analyzed. From this analysis we hope to gain some insight into the students' perceptions of the main advantages of receiving an education in a nonpublic school. Given these dual data sources we hope to get an insight into the perceived quality of education in the nonpublic schools from two perspectives.

### Parental Reasons for Sending Students to Nonpublic Schools

An initial gauge of parental satisfaction with nonpublic education can be gathered from a response to the following question:

If you had a choice to make again, would you:

- Enroll your child in this school.....1
- Enroll your child in some other nonpublic school....2
- Enroll your child in a public school.....3

Table II-1 indicates that parents of both elementary and secondary school children in all nonpublic schools overwhelmingly agreed that if they had it to do over they would choose the same type of school again. Given this strong endorsement of nonpublic schools, the question becomes - on what bases were the initial choices made.

Parents were given thirty possible reasons for choosing a nonpublic education for their children. They were asked to rate each one of these options on a four point scale: 1) Very important reason, 2) Important reason, 3) Minor reason, 4) Not a reason. To facilitate interpretation categories 1 and 2 were combined. Table II-2 presents data on parents whose children attend elementary nonpublic schools. Table II-3 is the secondary school counterpart. Missing data were not recorded. Therefore percents do not necessarily add to 100.

Included under parental reasons for sending students to nonpublic schools contained in Tables II-2 and II-3 are seven topics covering different aspects of nonpublic education. These are: religion and values, cognitive and curricular related areas, social reasons, extra curricular activities, physical features, family related issues, and approach to education. Each topic will be discussed separately.

TABLE II-1

PARENTAL ATTITUDES TOWARD AGAIN SELECTING A NONPUBLIC SCHOOL FOR THEIR CHILDREN

	Type of School											
	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist						
N=	63	28	55	31	152	35						
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem. Sec.					
Enroll your child in this school	92	89	100	100	94	87	92	95	95	89	95	
Enroll child in some other nonpublic school	5	5	0	0	3	6	6	0	0	3	6	5
Enroll child in a public school	2	3	0	0	3	6	0	5	3	6	0	0

TABLE II-2  
PARENTAL REASONS FOR CHOOSING A NONPUBLIC ELEMENTARY SCHOOL (Percentages)

Choose Nonpublic School because it offers:	Type of School											
	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist	Import. Reas.	Minor Reas.	Not a Reason	Import. Reas.	Minor Reas.	Not a Reason
N=	61	28	53	29	144	33						

RELIGION AND VALUES

Religious education  
Values closer to those  
in the home

8	5	70	100	0	0	94	0	0	38	21	31	81	4	2	94	0	0
54	7	28	89	7	0	72	9	0	62	10	21	62	7	4	82	0	6

COGNITIVE AND CURRICULAR RELATED AREAS

Smaller classes  
Better teachers  
More male teachers  
Admission to college  
Challenging curriculum  
Training in study habits  
Remedial or tutoring programs  
Programs for exceptional children  
Special courses  
Brighter fellow students  
Less academic competition

84	7	0	43	36	18	58	15	15	76	3	7	39	11	31	64	18	6
69	15	3	71	11	18	54	11	24	69	7	14	53	8	27	39	21	27
5	8	62	4	14	68	4	6	66	7	0	86	1	1	69	0	0	73
36	18	31	7	21	61	9	15	58	17	21	55	25	17	39	24	15	46
75	10	3	18	29	46	23	15	43	55	14	24	39	11	26	21	12	46
74	10	7	64	14	18	70	6	8	62	18	10	65	8	6	58	15	15
25	13	51	14	21	57	8	9	62	31	17	48	19	8	51	12	9	61
16	5	67	7	4	79	2	4	74	10	7	69	2	2	67	3	6	70
28	18	43	29	18	50	28	9	45	17	17	62	19	7	50	52	0	30
31	20	38	0	14	79	4	6	72	17	10	62	13	9	55	6	6	70
15	10	62	4	18	71	6	15	60	14	10	69	10	10	56	9	6	67



TABLE II-2, Cont'd  
 PARENTAL REASONS FOR CHOOSING A NONPUBLIC ELEMENTARY SCHOOL (Percentages)

	Type of School							Seventh Day Adventist
	Independent	Calvinist	Lutheran	Episcopal	Catholic			
	N = 61	28	53	29	144	.33		
Choose Nonpublic School because it offers	Import. Reas.	Minor Reas.	Not a Reason	Import. Reas.	Minor Reas.	Not a Reason	Import. Reas.	Minor Reas.
	38	16	33	25	25	39	49	8
Feeling of Community	3	16	69	14	21	54	8	9
Social advantages	3	5	79	0	0	89	0	0
School for boys or girls alone	21	8	59	21	14	57	19	9
Freedom from racial/social mixture	18	7	61	11	11	71	9	11
Diverse student body	43	8	36	46	21	29	57	8
Drug/delinquency turmoil free	16	15	57	18	21	54	30	13
Less emphasis on social cliques/athletics	3	10	74	14	43	39	13	4
Child's friends in school	13	13	62	4	32	57	11	11
EXTRA CURRICULAR ACTIVITIES	18	26	43	4	29	61	2	6
Athletic opportunities	34	30	23	0	21	71	8	9
Opportunities in art	0	2	85	4	0	82	0	2
Cultural/academic sophistication	5	13	66	0	7	79	4	15
PHYSICAL FEATURES								
Boarding facilities								
Better buildings or equipment								



TABLE II-2, Cont'd.  
PARENTAL REASONS FOR CHOOSING A NONPUBLIC ELEMENTARY SCHOOL (Percentages)

	Type of School						
	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist	
	N = 61	28	53	29	144	33	
Choose Nonpublic School because it offers:	Import. Reas.	21	14	7	42	21	33
	Minor Reason	20	43	25	24	8	24
	Not a Reason	44	75	33	31	15	24
FAMILY RELATED ISSUES	Import. Reas.	2	21	8	0	17	9
	Minor Reason	7	44	11	17	13	12
	Not a Reason	80	75	49	52	70	58
APPROACH TO EDUCATION	Import. Reas.	33	44	8	48	40	18
	Minor Reason	16	21	13	7	15	15
	Not a Reason	38	39	17	38	22	36
Liberal educational philosophy	Import. Reas.	26	4	10	17	19	3
	Minor Reason	15	21	9	10	8	12
	Not a Reason	48	75	58	67	44	67

Percentages do not add to 100 because of missing data and/or rounding errors  
Important Reason includes very important and important.

TABLE II-3

PARENTAL REASONS FOR CHOOSING A NONPUBLIC SECONDARY SCHOOL

	Type of School																	
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist							
	N=	288	25	32	49	193	21											
Choose Nonpublic School because it offers:	Import. Reas.	6	4	75	6	0	91	6	0	29	18	41	76	9	3	90	0	0
	Minor Reason	39	19	29	6	9	81	6	9	39	10	39	59	10	9	76	5	5
	Not a Reason	82	8	2	22	9	59	22	9	86	6	0	50	15	18	52	14	14
<b>RELIGION AND VALUES</b>																		
Religious education		71	8	9	16	62	62	16	16	80	6	6	90	13	18	38	33	10
Values closer to those in the home		8	11	59	0	19	19	0	69	14	14	49	4	4	60	5	5	62
<b>COGNITIVE AND CURRICULAR RELATED AREAS</b>		57	18	14	12	53	12	31	69	12	8	8	35	14	28	28	29	24
Smaller classes		72	7	9	9	50	9	34	76	6	8	8	45	8	22	39	24	29
Better teachers		76	7	7	12	75	12	3	78	6	4	4	65	12	6	57	10	14
More male teachers		22	14	52	19	22	19	47	24	16	45	45	14	13	45	5	14	62
Admission to college		6	2	79	0	0	0	3	84	4	6	76	6	7	58	5	10	57
Challenging in study habit		18	9	58	3	56	3	31	24	14	49	49	19	9	47	52	0	19
Remedial or tutoring programs		36	22	28	25	16	25	50	39	18	31	31	21	16	36	10	10	52
Programs for exceptional children		6	11	68	3	12	69	0	18	67	67	67	5	10	58	0	19	62
Special courses		6	11	68	3	12	69	0	18	67	67	67	5	10	58	0	19	62
Brighter fellow students		6	11	68	3	12	69	0	18	67	67	67	5	10	58	0	19	62
Less academic competition		6	11	68	3	12	69	0	18	67	67	67	5	10	58	0	19	62



TABLE II-3, Cont'd.

PARENTAL REASONS FOR CHOOSING A NONPUBLIC SECONDARY SCHOOL (Percentages)

	Type of School							Total
	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist		
	N= 288	25	32	49	193	21		
Choose Nonpublic School because it Offers:								
Import. Reas.	30	32	47	31	30	28	Import. Reas.	
Minor Reason	17	20	6	16	15	19	Minor Reason	
Not a Reason	38	36	12	37	26	29	Not a Reason	
Import. Reas.	12	36	6	10	11	33	Import. Reas.	
Minor Reason	18	24	12	20	16	10	Minor Reason	
Not a Reason	58	36	72	57	48	33	Not a Reason	
Import. Reas.	16	0	0	12	22	0	Import. Reas.	
Minor Reason	7	0	3	6	15	10	Minor Reason	
Not a Reason	63	96	84	69	38	71	Not a Reason	
Import. Reas.	30	28	19	16	18	19	Import. Reas.	
Minor Reason	10	16	12	18	9	24	Minor Reason	
Not a Reason	46	44	62	51	49	33	Not a Reason	
Import. Reas.	12	8	12	14	17	19	Import. Reas.	
Minor Reason	10	12	22	18	18	5	Minor Reason	
Not a Reason	62	56	47	55	37	57	Not a Reason	
Import. Reas.	36	72	62	39	49	52	Import. Reas.	
Minor Reason	19	4	9	22	13	14	Minor Reason	
Not a Reason	32	20	22	31	17	10	Not a Reason	
Import. Reas.	17	12	28	18	26	30	Import. Reas.	
Minor Reason	14	36	31	20	15	10	Minor Reason	
Not a Reason	55	44	28	45	34	24	Not a Reason	
Import. Reas.	8	20	9	4	8	29	Import. Reas.	
Minor Reason	9	16	6	10	17	24	Minor Reason	
Not a Reason	69	60	72	69	50	29	Not a Reason	

SOCIAL REASONS

Feeling of Community	30	32	47	31	30	28
Social advantages	12	36	6	10	11	33
School for boys or girls alone	16	0	0	12	22	0
Freedom from racial/social mixture	30	28	19	16	18	19
Diverse student body	12	8	12	14	17	19
Drug/delinquency/turmoil free	36	72	62	39	49	52
Less emphasis on social cliques/athletics	17	12	28	18	26	30
Child's friends in school	8	20	9	4	8	29

EXTRA CURRICULAR ACTIVITIES

Athletic opportunities	27	16	22	37	16	19
Opportunities in arts	15	18	9	12	7	5
Cultural/academic sophistication	42	18	19	31	25	10
	26	64	47	37	33	14
						52



TABLE II-3, Cont'd.

PARENTAL REASONS FOR CHOOSING A NONPUBLIC SECONDARY SCHOOL (Percentages)

	Type of School						
	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist	
	N# 288	25	32	49	193	21	
Choose Nonpublic School because it Offers:							
	Import. Reason	Import. Reason	Import. Reason	Import. Reason	Import. Reason	Import. Reason	Not a Reason
	Minor Reason	Minor Reason	Minor Reason	Minor Reason	Minor Reason	Minor Reason	Not a Reason
	Not a Reason	Not a Reason	Not a Reason	Not a Reason	Not a Reason	Not a Reason	Not a Reason
<b>PHYSICAL FEATURES</b>							
Boarding facilities	12	4	70	8	4	80	9
Better buildings or equipment	18	10	57	8	20	64	22
<b>FAMILY RELATED ISSUES</b>							
Parental influence in school policy	11	19	56	68	12	12	22
Tradition of family association with school	5	6	75	24	26	40	9
<b>APPROACH TO EDUCATION</b>							
Stricter discipline	30	19	38	76	8	8	66
Traditional approach to education	40	12	34	56	8	24	44
Liberal educational philosophy	20	18	45	0	16	68	16

Percentages do not add to 100 because of missing data and/or rounding errors.  
Important Reason category includes very important and important.



Religious and Values Reasons

As might be expected, parents with children in denominational schools, with the exception of Episcopalians, gave high priority to a) religious education, and b) values closer to those in the home as reasons for sending their children to sectarian schools. Eighty-one percent of Catholics with children of elementary age considered religion as either a very important or important reason while more than 94 percent of parents with children in the Lutheran, Calvinist and Seventh Day Adventist elementary schools gave the religious dimension a similar rating. Religion was indicated as being either very important or important by 86 percent of Catholic parents with children in secondary schools. Again within other denominational groups (excepting the Episcopalians) with secondary school children the percentages choosing religion were higher than in the Catholic sample. Eighty-six percent or more of Calvinist, Lutheran, and Seventh Day Adventist secondary school parents considered religious education as either very important or important.

Seven out of ten or more of the Calvinist, Lutheran, and Seventh Day Adventist elementary and secondary school parents indicated that values close to those found in the home was either a very important or important reason for sending their children to these schools. The corresponding figure for Catholic parents, close to six out of ten, is somewhat lower.

It is evident that for the Calvinist, Lutheran, Catholic and Seventh Day Adventist groups a higher priority is given to religious education in deciding to send children to nonpublic schools than is

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offered as the reason for the school transmitting values closer to those of the home. Nevertheless the data clearly reveal that both the religious and values dimensions were considered highly important in the choice of a large percentage of parents of children in these denominational schools.

The Episcopal parents are unique among the denominational groups. Although 62 percent of Episcopal elementary parents and 39 percent of the secondary school parents see values close to those of the home as either a very important or important reason for sending their children to these schools, significantly only 38 and 29 percent respectively consider religious education as being very important or important in their choice. Clearly, Episcopalians generally rate values as being more important than religious instruction in their decision to elect Episcopalian schools for their children's education.

By definition an Independent school is one having no religious affiliation. Therefore it is not surprising that only one-tenth of Independent school parents consider religious education as either very important or important reason in their choice. On the other hand, dimension of values close to those of the home was chosen by more than half of the Independent elementary school children's parents as either a very important or important reason for sending their children to this type of school. This percent (39%) is somewhat lower for secondary school parents.

It should be noted that regardless of the school type larger percentages of parents of elementary school children than parents

of secondary school children, consistently rated religious education and home values as important in their choice. Therefore, it seems evident that the teaching of religion and the transmission of values like those in the home, while not unimportant to secondary school parents are more important reasons for electing nonpublic elementary schools.

CONCLUSIONS REGARDING THE PLACE OF RELIGION AND VALUES  
IN CHOOSING A NONPUBLIC SCHOOL

1. With the exception of Episcopalians, parents with children in denominational schools gave a very high priority to religion and values as reasons for sending children to these schools.
2. Parents with children in denominational schools gave religion higher priority than values among the reasons listed for sending children to nonpublic school, the sole exception being the Episcopalian parents.
3. Episcopal and Independent school parents gave higher priority to home values than to religious instruction in their decision to elect nonpublic education.
4. Very few parents of Independent school children considered religious instruction a reason for sending children to these schools.
5. Values closer to those in the home was rated important in choosing a nonpublic school by a significant percentage of parents of children attending Independent schools. The percentages indicating this reason were however noticeably lower than was the case with the parents of children attending religiously affiliated schools.
6. Secondary school parents, regardless of school affiliation, were consistently less apt to indicate that religion and values were important in their decision than were parents of elementary school students.



### Cognitive and Curricula Reasons

Next to the moral and religious aspects of nonpublic education academic quality was of utmost importance. There were eleven items that addressed themselves to either cognitive and/or curricular areas. Each will be discussed separately under nine separate headings.

#### 1. Class size

A majority of Independent, Lutheran, Episcopalian and Seventh Day Adventist parents considered smaller classes as either a very important or important reason for sending their children to nonpublic schools. This was also true of a plurality of Catholic and Calvinist parents. Of all groups, Independent and Episcopal parents gave class size the highest priority. Between 76 and 86 percent of them chose nonpublic education because of smaller classes.

#### 2. Better Teachers - More Male Teachers Than Public School

A majority of Independent, Calvinist, Lutheran, Catholic and Episcopal parents of elementary and secondary school students considered better teachers as either very important or important reason for sending their children to nonpublic schools. While not stated specially their evaluative referent is presumed to be public school teachers. A plurality of the Seventh Day Adventist parents chose their children's school because of better teachers.

In general, parents of children attending nonpublic schools did not indicate that they sent their children to these institutions because of the presence of more male teachers than are found in public schools.

3. Greater Likelihood of Admission to College of Choice

The elementary denominational schools had a plurality of parents who indicated that admission to college was not a reason for sending their children to these schools. A plurality of Independent elementary school parents, on the other hand, considered college admission as either a very important or important reason for educating their children in an Independent school.

At the secondary level, a majority of Independent parents (57 percent), Lutheran parents (53 percent) and Episcopal parents (69 percent) indicated that admission to college was either a very important or important reason for sending their children to nonpublic schools. For 7 out of 10 or more Catholic, Seventh Day Adventist and Calvinist parents, the greater likelihood of their children being admitted to the college of their choice was not chosen as an important reason for selecting their respective schools.

As might be expected, admission to college was chosen as a reason for sending their children to nonpublic schools more often by secondary parents than by elementary parents.

#### 4. More Academically Challenging Curriculum

There are no patterns across school types for this option. Each type of nonpublic school offers its own picture. At both the elementary and secondary levels approximately 73 percent of Independent parents indicated that they chose the school for challenging curriculum offered. This group gives the curriculum a higher priority than any other. Fifty-five percent of Episcopal parents at the elementary level and 76 percent at the secondary level indicated that a challenging curriculum was either a very important or important reason for sending their children to these schools. A plurality of all the Catholic parents considered the curriculum as either very important or important in their decision. For Lutherans, a plurality of parents at the elementary level did not consider the curriculum in their decision. However, a plurality at the secondary level indicated that it was either a very important or important reason. Calvinist parents had a plurality of parents of both elementary and secondary school children who did not consider an academically challenging curriculum as a reason for sending their children to nonpublic schools

One conclusion seems justified. Parents in the sectarian schools indicated a challenging curriculum more often as a reason for sending secondary students to nonpublic schools than for sending elementary students. For the Independent parents a more academically challenging curriculum seems to be an important consideration at both levels.

5. Better Training in Diligence, Study Habits

A majority of parents of both elementary and secondary school children considered training in study habits as either a very important or important reason for sending their children to nonpublic schools. This item is an interesting case of the difference between interview and questionnaire response. If given a list of reasons why one sends their children to nonpublic schools it is very hard for a parent to pass over an item like training in study habits. However if simply asked their reasons for sending their children to nonpublic schools this particular reason will not be articulated nearly as often. Further it would have been interesting to see how this item (and others, of course) would have fared if the respondent was forced to select say the three most important reasons for sending a child to a nonpublic school.

6. Remedial or Tutoring Programs - Special Programs for Exceptional Children

In all of the nonpublic schools at least a plurality of parents did not indicate that they chose their respective schools for their children because of remedial or tutoring programs. The highest percentage selecting the remedial or tutoring programs as an important reason was 31 percent among the Episcopal elementary parents. The results for programs for exceptional children were also consistent across all categories.

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An overwhelming majority of parents did not choose nonpublic education for their children for this reason although 16 percent of the Independent elementary parents did indicate it was an important reason.

7. Special Courses Not Available in Public School

No definition of special courses was given so one must presume that the interpretation of this item varied from individual to individual. This should be kept in mind while evaluating the results.

A plurality of Independent, Calvinist, Episcopal, and Catholic parents indicated that special courses were not a reason for sending their children to these schools. However, a majority of Seventh Day Adventist parents considered it either a very important or important reason. A plurality of parents with children in Lutheran elementary schools did not consider special courses a reason but a majority of parents of secondary Lutheran students did. What this means of course varies with the differential interpretations of the phrase "special course".

8. Brighter, Competitively Selected Fellow Students

Between 50 and 79 percent of Lutheran, Seventh Day Adventist and Calvinist parents of both elementary and secondary school students indicated that brighter fellow students was not

a factor in their choice of a nonpublic school. This viewpoint was also shared by a majority of Catholics (55 percent and Episcopalians (62 percent) who had children in elementary schools. For a plurality (36 percent) of Catholics secondary parents it was not a reason; although one out of five secondary school Catholic parents selected it as an important reason. (It should be noted that 27 percent of Catholic secondary parents did not respond to this item.)

Although a plurality (38 percent) of Independent elementary school parents indicated that brighter fellow students was not a reason, 31 percent indicated it was an important reason in their decision. This was the largest group offering this as an important reason.

A plurality of Episcopal secondary parents (39 percent) and Independent secondary parents (36 percent) indicated that they had chosen their respective schools because of the presence of brighter students.

9. Less Emphasis on Grades, Academic Competition

Results on this item were uniform. A majority of parents, between 56 and 88 percent, indicated that less emphasis on grades and less academic competition were not reasons for choosing nonpublic education.

CONCLUSIONS REGARDING THE PLACE OF COGNITIVE AND CURRICULAR  
FACTORS IN CHOOSING A NONPUBLIC SCHOOL

1. In general parents indicated that smaller class size was an important reason for choosing nonpublic education for their children. Of all of the groups, Independent and Episcopalian parents gave class size the highest priority. Calvinist and Catholic parents gave it the lowest.
2. A majority of all parents, except among the Seventh Day Adventist, considered better teachers an important reason for sending their children to nonpublic schools.
3. Most parents of children attending nonpublic schools did not send their children to these institutions because they have more male teachers than do public schools.
4. A sizable percentage of Independent school parents indicated that admission to college was an important reason for choosing a nonpublic education for their elementary school child.
5. At the secondary level, college admission was an important consideration for a majority of Independent, Lutheran and Episcopal parents.
6. In all cases admission to college was chosen as a reason for sending their children to nonpublic schools more often by secondary school parents than by elementary parents.

7. A significant majority of Independent and Episcopal parents of students at both elementary and secondary levels considered an academically challenging curriculum an important reason for sending their children to nonpublic schools.
8. Denominational school parents indicated a challenging curriculum more often as a reason for sending secondary students to nonpublic schools than for sending elementary students. For better than seven out of ten Independent school parents a challenging curriculum was an important consideration at both levels.
9. A large majority of all parents regardless of school type, considered training in study habits as an important reason for sending their children to nonpublic schools.
10. Remedial or tutoring programs, or programs for exceptional children were generally not reasons considered by parents in choosing nonpublic schools for their children.
11. Seventh Day Adventist parents of elementary and secondary students and Lutheran parents of secondary students considered special courses not available in public schools as an important reason for sending their children to these schools. The interpretation of the term "special course" is unknown and undoubtedly varies from parent to parent.



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12. Close to four out of ten Independent and Episcopal secondary school parents indicated that the presence of brighter fellow students was an important reason for sending their children to these schools.
13. Less emphasis on grades or less academic competition were generally not chosen by parents as reasons for deciding on a nonpublic school for their children.

### Social Reasons

The third major dimension in the choice of a nonpublic school concerns those items bearing upon the social atmosphere of the school. Nine items from the original question were put in this category and will be considered under eight separate headings.

#### 1. Stronger Feeling of Community, Less Impersonal Bureaucracy

Close to one out of two elementary school Lutheran parents considered community feeling either a very important or important reason for sending their children to a Lutheran school. Among the other parental groups, a feeling of community generally was more often stated as not being a reason than as being an important reason for sending children to nonpublic schools; although it should be pointed out that close to three out of ten parents regardless of the type of school or level of school, did indicate that it was an important reason in their decision.

#### 2. Social Advantages

A majority (54 to 79 percent) of elementary school parents did not consider social advantages a reason for choosing nonpublic education for their children. At the secondary level a plurality of Catholics (48 percent), and a majority of Episcopalians (57 percent), Independents (58 percent) and Lutheran (72 percent) agree that social advantages were not considered. Calvinist and Seventh Day Adventist parents of secondary school students were divided in their opinions. Approximately 35 percent of the parents in each denominational group considered social advantages either

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a very important or important reason while another 35 percent did not consider it a reason at all.

Looking at the results for all groups it is interesting to note that social advantages was indicated as a reason more often by parents of secondary school students than by parents of elementary school students. Also Episcopalians, Independents, and Lutherans tended to be least concerned about choosing a school for the social advantages it offers. While Catholics, Seventh Day Adventists and Calvinist parents were generally not greatly concerned about the social advantages that a school offers, they were on the other hand more likely to choose it as an important reason than were the previous three groups.

### 3. School for Boys or Girls Alone

Whether a nonpublic school was co-educational or not did not enter into the decision of an overwhelming majority of parents with children at either the elementary or secondary level. The sole exception was that of Catholic secondary school parents. In this case only a plurality (38 percent) indicated that it was not a reason.

Among the small percentage who did indicate that the sex composition was an important factor in their decision, it was more important at the secondary than elementary level for Seventh Day Adventist, Catholic and Independent school parents; for Lutheran and Calvinist parents it was more often selected at the elementary level.

4. Freedom From Racial or Disrupting Social Mixture

A plurality of all parental groups, except Episcopal elementary school parents, indicated that freedom from racial or social mixture was not a reason for sending their children to nonpublic schools. Forty-one percent of the Episcopalian elementary school parents considered it either a very important or important reason for sending children to elementary Episcopal schools. A significant minority ranging from 13 to 24 percent of the elementary level and between 16 and 30 percent at the secondary level indicated that racial and social segregation was either an important or a very important reason for sending their children to a nonpublic school. Here it would have been helpful to have larger samples so that cross breaks by region of the country, location of the school, various parental background items, etc., could have been performed. A deeper study, but nonetheless still a pilot study of a group of parents sending their children to Catholic schools in racially marginal neighborhoods is reported elsewhere in this report to the Panel. Suffice it to say that we need to know a great deal more about the characteristics and motivations of parents when they choose nonpublic schools for either racial or social segregation.

5. More Diverse Student Body

This item is related to the previous reason. If parents did not choose nonpublic education because it provided a haven

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from racial or disrupting social mixtures then perhaps diversity of student body was one of the reasons that they considered a nonpublic education for their children. But this generally was not the case. At least a plurality, and more often a large majority, of parents indicated that a diverse student body was not a reason for choosing to send their children to nonpublic schools. Looking at the minority of parents who did consider a diverse student body to be an important factor the percentages were somewhat higher among secondary school parents.

6. Atmosphere Free From Problems of Drugs, Delinquency, Turmoil.

A plurality of all parents, between 36 and 76 percent, consider an atmosphere free from problems of drugs, delinquency, and turmoil as either a very important or important reason for sending their children to nonpublic schools. Independent, Episcopal, and Seventh Day Adventist parents felt that this type of atmosphere was more important at the elementary level while Calvinist, Lutheran and Catholic parents give it higher priority at the secondary level.

7. Less Emphasis on Social Cliques or High Powered Athletics

Because this item includes two distinct topics it is not possible to determine whether the respondent addressed himself to one of the issues or both when filling in the questionnaire. This observation must be kept in mind when placing this item in

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the context of social atmosphere. It could just as well have been placed in the next section under extra-curricular activities.

A plurality of parents with the exception of the Calvinists, indicated that they did not send their children to nonpublic schools because of less emphasis on social cliques or high-powered athletics. On the other hand, 45 percent of the Calvinist elementary school parents and 52 percent of the secondary school parents considered less emphasis on cliques and athletics as either a very important or important factor in their decision.

#### 8. Child's Friends in Same School.

With the exception of elementary Calvinist and secondary Seventh Day Adventist parents, a majority of all other parental groups did not consider the presence of the child's friends as an important factor when choosing nonpublic school. However, larger percentages of secondary school than elementary school Independent, Episcopalian, Catholic and Seventh Day Adventist parents did feel it was an important reason. On the other hand, Calvinist and Lutheran elementary parents were more apt than their secondary school counterparts to choose it as an important reason.

#### SUMMARY

1. A majority of Lutheran parents indicated that a feeling of community was an important reason for sending their children

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to Lutheran schools. This was not as important within the other parental groups.

2. Most parents indicated that they did not choose nonpublic schools for social advantages.
3. When it was chosen as an important reason, social advantage was more often selected by parents of secondary school students.
4. Of all the parental groups, Episcopalians, Independents and Lutherans were least concerned about choosing a school for any social advantage.
5. Whether the school was for boys or girls alone was not a reason in the selection process of most parents.
6. Whether the school was for boys or girls alone was more of a factor at the secondary level for Episcopalians, Seventh Day Adventist, Catholic and Independent parents than it was at the elementary level. To Lutheran and Calvinist parents, sex composition of the school was a more important factor at the elementary level than at the secondary.
7. While freedom from a racial or disruptive social mixture was more often not a reason for sending their children to nonpublic schools, a significant minority admitted that it was an important factor in their decision.

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8. A plurality of parents indicated that a diverse student body was not a reason for choosing to send their children to a nonpublic school.
9. Among the minority selecting a diverse student body as an important reason for sending children to a nonpublic school the percentages were higher at the secondary level than at the elementary level.
10. A majority of parents indicated that an atmosphere free from the problems of drugs, delinquency, and turmoil was an important reason for sending their children to nonpublic schools.
11. Seventh Day Adventist parents were the only nonpublic school group having a plurality who sent their children to nonpublic schools because of less emphasis on social cliques or high powered athletics.
12. Most parents did not consider the presence of the child's friends in the school as an important factor when choosing a nonpublic school.



### Extra Curricular Reasons

Three items bearing on the school life of the student but not an integral part of the academic or social areas are included under the heading of extra curricular activities.

#### 1. Athletic Opportunities, Activities

A plurality (43 - 90 percent) of all parental groups, with the exception of Episcopal secondary school parents, did not consider athletic opportunities in their decision to choose a nonpublic school. For a plurality of Episcopal secondary parents (37 percent) athletic opportunities were either a very important or important reason for choosing Episcopal schools. This latter fact may be a tendency of upper-class Episcopalians to copy British schools where there is a heavy emphasis on athletics.

Although parents did not generally consider athletic opportunities important in their choice, when chosen as a reason it was, understandably enough, more often at the secondary level than at the elementary level.

#### 2. More opportunities in Art or Creative Work

Opportunities in art was not a factor in the decisions of 43 to 76 percent of the parents in sending their children to nonpublic schools.

#### 3. Greater Cultural (Or Academic) Sophistication

A plurality of elementary and secondary parents of children in denominational schools felt that greater cultural (or academic)

sophistication was not a reason that they had for sending their children to these schools. However, for Episcopalian and Catholic parents at both levels sophistication was chosen as a reason for sending their children to nonpublic schools more often than in the other denominational groups.

Thirty-four percent of elementary and 42 percent of secondary Independent school parents indicated that cultural (or academic) sophistication was either a very important or important reason for choosing these schools for their children. The Episcopal parents have percentages fairly close to those of the Independent school parents. The Catholics rank third in frequency of choosing this as an important reason. For the remaining denominational schools the percentages are quite low.

Of those parents who considered sophistication important, a greater percentage had children in secondary schools than in elementary schools.

CONCLUSIONS REGARDING THE PLACE OF EXTRA CURRICULAR  
FACTORS IN CHOOSING A NONPUBLIC SCHOOL

1. Only Episcopalian secondary parents considered athletic opportunities an important reason for choosing nonpublic education.
2. A plurality of parents did not send their children to nonpublic schools because of the opportunities in art or creative work.
3. A plurality of denominational school parents did not consider greater cultural (or academic) sophistication a reason for

sending their children to these schools. The percentages indicating that it was not a reason were highest in the Calvinist, Lutheran and Seventh Day Adventist groups.

4. A plurality of Independent parents did consider the culture (or academic) sophistication of the school when choosing one for their children.
5. Of those parents who considered sophistication important, a greater percentage had children in secondary schools rather than in elementary schools.

Physical Facilities Reason

The two items included in this section concern the physical structures belonging to the nonpublic schools.

1. Boarding Facilities

An overwhelming majority of elementary parents, between 64 and 90 percent indicated that boarding facilities were not a reason in their choice of nonpublic schools. A majority of parents with children in secondary schools felt the same way with the exception of Episcopal parents where the percentage is a plurality rather than a majority.

2. Better Educational Buildings or Equipment

Better educational buildings or equipment were not important reasons for a plurality of parents in selecting nonpublic schools. Percents ranged from 43 to 79 percent. This factor was more important at the secondary level than at the elementary level.

CONCLUSIONS REGARDING THE PLACE OF PHYSICAL FACILITIES  
IN CHOOSING A NONPUBLIC SCHOOL

1. Generally neither boarding facilities or better educational buildings or equipment were important considerations for parents in choosing nonpublic schools.
2. While physical facilities were not of importance to most parents, there were a greater percentage of secondary parents than elementary parents who did feel they were important.

Family Related Reasons

Since the parents answering the questionnaire chose nonpublic school education for their children and generally have an investment (financial or otherwise) in it, they may want a greater share in determining its direction. This issue and that of family tradition as it relates to the school will be discussed in this section.

1. Greater Parental Influence or Participation in Determining School Policies and Programs

Seventy-five percent of Calvinist elementary and 68 percent of the secondary parents considered participation in determining school policies as either a very important or important reason for choosing the school. A plurality of Seventh Day Adventists, 36 percent at the elementary level and 38 percent at the secondary level, also felt that participation was either very important or important. A plurality of Independent, Episcopalian, and Catholic parents (from 33 to 56 percent) did not consider greater parental influence as a reason for sending their children to nonpublic schools. Lutheran parents were divided on the issue. Forty-two percent of the elementary parents indicated that the reason was either very important or important while at the secondary level a plurality of 34 percent did not consider it a reason.

2. Tradition of Family Association With The School

The tradition of family association with nonpublic schools has long been a popular notion. Results of this item on the questionnaire reveal that 80 percent of elementary Independent parents

and 75 percent of parents of secondary Independent school students did not consider family tradition a reason. The Episcopal schools also have a majority of parents with children at both the elementary and secondary levels who do not associate choice of nonpublic education with family tradition. The data on the educational background of the parents showed that these two groups had the least experience with nonpublic education.

With the exception of the Calvinist parents, the denominational parents, that is, Lutheran, Catholic, and Seventh Day Adventist, have a plurality, between 43 and 78 percent who do not consider tradition a reason, this despite the fact that there is a strong actual tradition with these groups of nonpublic education. A plurality of elementary Calvinist parents (43 percent) indicated that it was a minor reason in the choice of a school while a plurality of secondary parents (40 percent) did not feel it was a reason.

CONCLUSIONS REGARDING THE PLACE OF FAMILY RELATED REASONS  
IN CHOOSING A NONPUBLIC SCHOOL

1. Calvinist and Seventh Day Adventist parents had the highest percentages indicating that greater parental influence or participation in determining the school's policies was an important reason for sending students to nonpublic schools.
2. A majority of Independent and Episcopal parents do not associate the choice of nonpublic schools with family tradition.
3. Family tradition is not a reason in the choice of a school for a plurality of Lutheran, Catholic and Seventh Day Adventist parents.

### Approach to Education Reasons

The last two items shown in Tables II-2 and II-3 are included in this section and are related to the atmosphere of the school and the approach to education.

#### 1. Stricter Discipline

The issue of stricter discipline is one which clearly separates Independent school parents from denominational school parents. A plurality of elementary and secondary Independent parents (38 percent) do not consider stricter discipline a reason for choosing nonpublic education for their children. On the other hand a plurality of parents with denominational affiliation do consider the matter of discipline to be either a very important or important reason for choosing their respective schools. The percentage is particularly high (above 63 percent) for elementary and secondary parents of Catholic and Lutheran children, and for Calvinist parents of secondary students.

#### 2. More Traditional Approach to Education

Denominational parents with the exception of Seventh Day Adventist parents have a plurality (36 to 56 percent) who considered a more traditional approach to education as either a very important or important reason for choosing these nonpublic schools for their children. Seventh Day Adventist parents with a plurality of 36 percent at the elementary level and 33 percent at the secondary level indicated that the traditional approach was not a reason

for sending their children. The results of the data on Independent parents are mixed. A more traditional approach to education was not considered important by 44 percent of elementary parents. However, 40 percent of parents of secondary school students indicated that a more traditional approach to education was either a very important or important reason for sending their children to Independent schools.

### 3. More Liberal, Innovative Educational Philosophy

A majority of Calvinist, Lutheran, and Seventh Day Adventist parents (between 56 and 68 percent) and a plurality of Independent, Episcopal, and Catholic parents (between 32 and 62 percent) did not choose nonpublic education because of innovative educational philosophy. Parents of children at the secondary level, however, indicated a more favorable attitude toward liberal education for their children than did parents of elementary school students.

It is interesting to note that the percentage of parents who did not consider a traditional approach to education of importance in choosing a nonpublic school, are similar to those who did not consider a liberal, innovative educational philosophy as a reason.



CONCLUSIONS REGARDING THE PLACE OF DIFFERENT APPROACHES  
TO EDUCATION IN CHOOSING A NONPUBLIC SCHOOL

1. Denominational parents consider stricter discipline to be an important reason in their choice of nonpublic schools.
2. Parents, with the exception of Seventh Day Adventist and Independent parents of elementary school children, indicated a more traditional approach to education as an important reason for sending their children to these schools.
3. A plurality of parents from each type of nonpublic school, did not choose nonpublic education because of a more liberal, innovative educational philosophy.
4. Parents with children at the secondary level were more favorable toward a liberal educational philosophy than were parents of elementary school students.

Summary

By way of an overall summary of the reasons parents choose as very important or important in their decision to send their children to a nonpublic school, Table II-4 shows for each parental group the reasons chosen as important by a majority and a plurality of parents.

Table II-4 shows that the largest percentages in the Independent and Episcopal schools are associated with cognitive-

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academic reasons. For the Lutheran, Calvinist and Seventh Day Adventist parents the highest percentages are associated with religious and value factors. For the Catholic samples the two most important factors are religious and discipline.

TABLE II-4

SUMMARY OF REASONS CHOSEN BY A MAJORITY AND A PLURALITY OF PARENTS AS IMPORTANT REASONS FOR SENDING THEIR CHILDREN TO NONPUBLIC SCHOOLS

INDEPENDENT - ELEMENTARY			
Percent	Majority Reasons	Percent	Plurality Reasons
84	Smaller Classes	43	Drug/delinquency/turmoil free
75	Challenging curriculum		Feeling of community
74	Training in study habits	38	Admission to college
69	Better teachers	36	Cultural (academic) sophistication
54	Values closer to those in home	34	
INDEPENDENT - SECONDARY			
Percent	Majority Reasons	Percent	Plurality Reasons
82	Smaller classes	42	Cultural (academic) sophistication
76	Training in study habits		Traditional approach to education
72	Challenging curriculum	40	Values closer to those in the home
71	Better teachers		Brighter fellow students
57	Admission to college	39	Drug/delinquency/turmoil free
		36	
		36	
CALVINIST - ELEMENTARY			
Percent	Majority Reasons	Percent	Plurality Reasons
100	Religious education	46	Drug/delinquency/turmoil free
89	Values closer to those in the home	44	Stricter discipline
75	Parental influence in school policy	43	Smaller classes
71	Better teachers	39	Traditional approach to education
64	Training in study habits		
CALVINIST - SECONDARY			
Percent	Majority Reasons		
96	Religious education		
84	Values closer to those in the home		
76	Stricter discipline		
72	Drug/delinquency/turmoil free		
68	Parental influence in school policy		
64	Better teachers		
56	Traditional approach to education		
52	Training in study habits		

TABLE II-4 Cont'd.

EPISCOPAL - ELEMENTARY			
Percent	Majority Reasons	Percent	Plurality Reasons
76	Smaller classes		
69	Better teachers	48	Traditional approach to education
62	Training in study habits	41	Freedom from racial/social mixture
62	Values closer to those in the home	38	Religious education
55	Challenging curriculum		
52	Stricter discipline		
52	Drug/delinquency/turmoil free		

EPISCOPAL - SECONDARY			
Percent	Majority Reasons	Percent	Plurality Reasons
86	Smaller classes	45	Stricter discipline
80	Better teachers	45	Traditional approach to education
78	Training in study habits		
76	Challenging curriculum	39	Brighter fellow students
69	Admission to college	39	Drug/delinquency/turmoil free
		37	Athletic opportunity

CATHOLIC - ELEMENTARY			
Percent	Majority Reason	Percent	Plurality Reasons
81	Religious education	47	Drug/delinquency/turmoil free
70	Stricter discipline		
65	Training in study habits	40	Traditional approach to education
62	Values closer to those in the home	39	Smaller classes
53	Better teachers	39	Challenging curriculum

CATHOLIC - SECONDARY			
Percent	Majority Reasons	Percent	Plurality Reasons
76	Religious education	50	Smaller classes
65	Training in study habits	50	Better teachers
63	Stricter discipline	49	Drug/delinquency/turmoil free
59	Values closer to those in the home	45	Challenging curriculum
		36	Traditional approach to education
		30	Feeling of community

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TABLE II-4 Cont'd.

LUTHERAN - ELEMENTARY		Percent	Plurality Reasons
Percent	Majority Reasons		
94	Religious Education	49	Feeling of community
72	Values closer to those in the home	49	Traditional approach to education
70	Training in study habits	42	Parental influence in school policy
70	Stricter discipline		
58	Smaller classes		
57	Drug/delinquency/turmoil free		
54	Better teachers		

LUTHERAN - SECONDARY		Percent	Plurality Reasons
Percent	Majority Reasons		
91	Religious education	50	Challenging curriculum
81	Values closer to those in the home	47	Feeling of community
		44	Traditional approach to education
75	Training in study habits		
66	Stricter discipline		
62	Better teachers		
62	Drug/delinquency/turmoil free		
59	Smaller classes		
56	Special courses		

SEVENTH DAY ADVENTIST - ELEMENTARY		Percent	Plurality Reasons
Percent	Majority Reasons		
94	Religious education	45	Less emphasis on social cliques/athletics
82	Values closer to those in the home	39	Better teachers
76	Drug/delinquency/turmoil free	36	Parental influence in school policy
64	Smaller classes	36	Stricter discipline
58	Training in study habits		
52	Special courses		

SEVENTH DAY ADVENTIST - SECONDARY		Percent	Plurality Reasons
Percent	Majority Reasons		
90	Religious education	38	Parental influence in school policy
76	Values closer to those in the home		
57	Training in study habits		
57	Stricter discipline		
52	Smaller classes		
52	Special courses		
52	Drug/delinquency/turmoil free		
32	Less emphasis on social cliques, athletics		

### Parental Satisfaction with Nonpublic Schools

Since we saw earlier that most nonpublic school parents would again choose a nonpublic education for their children, we then explored their reasons for choosing the nonpublic school. Now we shall consider in more detail the question of parental satisfaction with various aspects of the nonpublic schools.

Parents were given the following directions:

We are interested in the extent of your satisfaction, as a parent, with the various aspects of your child's education in this school. Please indicate the degree of satisfaction or dissatisfaction you feel by choosing from the following options:

Eighteen items were listed on which parents could express an opinion. These are listed in Tables II-5 and II-6. There were five possible responses to the items: 1) very satisfied, 2) satisfied, 3) dissatisfied, 4) very dissatisfied, 5) no opinion. In order to facilitate interpretation of the results options 1 and 2 were collapsed; that is, "very satisfactory" and "satisfied" became one category. Responses 3 and 4 were also collapsed into one category which included those who were dissatisfied or very dissatisfied. The option "no opinion" was not included in the analysis. For this reason and because of the presence of missing data for some individuals on certain items, the percents will not necessarily add to 100.

The items to be rated by parents were grouped under four headings: Cognitive and curricular related areas, Social areas,

TABLE II-5

PARENTAL SATISFACTION WITH VARIOUS ASPECTS OF CHILD'S EDUCATION  
BY TYPE OF ELEMENTARY SCHOOL  
(Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist
N=	63	28	55	31	152	35
How satisfied are you with:						
	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied
	Dissatisfied	Dissatisfied	Dissatisfied	Dissatisfied	Dissatisfied	Dissatisfied
	92	96	96	84	88	86
	5	4	13	10	10	9
<b>COGNITIVE AND CURRICULAR RELATED AREAS</b>						
Progress in studies	91	96	84	87	78	83
Grading/evaluating policy practice	84	89	84	81	74	77
Math & Science instruction	92	96	84	90	82	87
English or Language Arts Instruction	62	25	31	52	30	29
Foreign Language Instruction	89	89	95	91	70	77
Social Studies Instruction	18	22	27	6	22	29
Vocational, technical or business training	86	89	84	90	77	80
Teaching skills of teacher						
	11	7	7	6	12	14
<b>SOCIAL AREAS</b>						
Getting along in other activities	92	96	95	90	90	86
Friends made in school	89	93	98	87	93	86



TABLE II-5, Cont'd.  
 PARENTAL SATISFACTION WITH VARIOUS ASPECTS OF CHILD'S EDUCATION  
 BY TYPE OF ELEMENTARY SCHOOL  
 (Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist
N=	63	28	55	31	152	35
How satisfied are you with:	Satisfied Dissatisfied	Satisfied Dissatisfied	Satisfied Dissatisfied	Satisfied Dissatisfied	Satisfied Dissatisfied	Satisfied Dissatisfied
CHILD'S PERSONALITY						
Child confidence and importance	92 5	86 14	91 7	97 3	82 14	86 9
Opportunity to develop independence and autonomy	92 5	93 4	91 2	94 3	80 15	86 3
Guidance or Counseling	78 11	93 7	91 6	76 16	75 20	80 17
Child's character/ moral values	89 3	100 0	96 0	94 3	94 4	92 3
Child stimulated by school	89 11	96 4	78 14	87 10	75 18	74 23
Child aware of out- side world	79 19	93 7	80 9	81 10	66 22	80 6
SCHOOL-HOME INTERACTION						
Your voice in school policy	71 19	89 4	72 25	74 10	65 20	80 6
Communication between school and parent about child	92 5	100 0	93 6	87 6	87 12	80 12

The Satisfied category includes very satisfied and satisfied  
 The Dissatisfied category includes very dissatisfied and dissatisfied  
 Percentages do not total 100 because of missing data and/or rounding errors.

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TABLE II-6

PARENTAL SATISFACTION WITH VARIOUS ASPECTS OF CHILD'S EDUCATION  
BY TYPE OF SECONDARY SCHOOL

How satisfied are you with:	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	N=	301	25	25	33	50	199	21	Satisfied	Dissatisfied	Satisfied	Dissatisfied
COGNITIVE AND CURRICULAR RELATED AREAS												
Progress in studies	85	14	92	8	94	6	84	16	91	6	100	0
Grading/evaluating policy practice	85	9	100	0	85	12	92	4	84	9	100	0
Math & Science instruction	81	12	88	4	76	15	82	12	82	12	100	0
English or Language Arts Instruction	85	8	96	0	88	6	88	8	90	6	86	10
Foreign Language Instruction	76	15	84	4	82	12	82	10	75	17	57	24
Social Studies Instruction	78	7	92	0	82	9	80	4	83	4	86	5
Vocational, technical or business training	25	9	60	8	57	30	32	16	54	12	81	14
Teaching skills of teacher	79	7	92	4	82	3	78	10	84	6	100	0
SOCIAL AREAS												
Getting along in other activities	86	11	100	0	97	3	92	2	92	4	100	0
Friends made in school	83	8	96	4	97	3	84	12	95	1	100	0

TABLE II-6, Cont'd.

PARENTAL SATISFACTION WITH VARIOUS ASPECTS OF CHILD'S EDUCATION  
BY TYPE OF SECONDARY SCHOOL

	Independent		Calvinist		Lutheran		Episcopal		Catholic		SeventhDay Adventist*	
N=	301	25	33	50	199	21						
How satisfied are you with:												
CHILD'S PERSONALITY												
Child confidence and importance	85	11	96	0	97	3	94	4	89	4	95	0
Opportunity to develop independence and autonomy	88	6	88	4	88	6	88	4	89	3	95	5
Guidance or Counseling	72	20	100	0	79	12	76	20	77	15	90	10
Child's character/moral values	86	6	96	4	94	3	88	6	93	2	95	5
Child stimulated by school	78	18	88	8	82	12	82	16	85	11	100	0
Child aware of outside world	73	16	76	16	67	18	74	14	80	10	100	0
SCHOOL-HOME INTERACTION												
Your voice in school policy	63	14	100	0	64	18	72	8	68	14	86	10
Communication between school and parent about child	82	14	96	0	82	18	96	4	87	9	95	5

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The Satisfied category includes very satisfied and satisfied  
The Dissatisfied category includes very dissatisfied and dissatisfied  
Percentages do not total 100 because of missing data and/or rounding errors.

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Child's personality, and School-home interaction. Each will be discussed separately.

Cognitive and Curricular Related Areas

We saw above that for most parents cognitive and curricular items were important reasons for sending children to nonpublic schools. How satisfied are these parents with what the nonpublic schools are doing for their children in these areas? We shall consider six separate areas:

1. Satisfaction with the progress your child is making in his studies -

Parents with children in elementary and secondary non-public schools were overwhelmingly satisfied with the progress their children were making in school. Percentages ranged from 86 to 100 percent.

2. Satisfaction with the grading/evaluating policy practice -

Parents were generally somewhat less satisfied with the grading/evaluating policy practice at their respective schools than with their children's progress. However, the overwhelming majority (78 to 100 percent) were satisfied.

The parents of denominational school children were more satisfied with secondary evaluation practices than they were with elementary ones. The opposite was true of Independent school parents.

3. Satisfaction with Math and Science instruction - English Instruction - Social Studies

Math, Science, English and social studies are subjects included in all school curricula at both the elementary and secondary levels. Parents were extremely satisfied (74 to 100 percent) with instruction in these areas.

There were no patterns within subject areas as to whether the presentation was better at the elementary level or at the secondary level. Catholic and Seventh Day Adventist elementary school parents did, however, rate the instruction in math and science, and the instruction in social studies somewhat lower than the other groups.

4. Satisfaction with Foreign Language Instruction.

Unlike the subject areas mentioned above, foreign language instruction is not necessarily part of the curricula of all schools especially at the elementary level. For this reason many parents checked the column no opinion. The item did not take into account the fact that perhaps parents would like to see a foreign language program implemented because they are dissatisfied with the lack of one. However, they could not comment on that point. They were simply asked to rate the program in operation. Because of a great deal of missing data at the elementary level, parental attitudes will not be discussed.

At the secondary level, 57 percent of Seventh Day Adventist parents were well satisfied with the program in foreign languages. This percentage rises to 75 to 84 percent among the other parental secondary groups.

5. Satisfaction with Vocational Technical or Business Training.

This area, like that of foreign language instruction, is not a part of the curriculum of many nonpublic schools. This is especially true since those schools that were vocationally oriented were deleted from the original sample.

Because of the large number of parents who checked no opinion and the amount of missing data, no conclusions can be drawn about this type of instruction in nonpublic schools.

6. Satisfaction with the Teaching Skills.

It will be remembered that many parents chose nonpublic education for their children because of better teachers. This item aims at assessing how satisfied parents are with the teachers they find in the schools.

Parents were overwhelmingly satisfied with nonpublic school teachers. Percents ranged from 77 percent to 100 percent satisfaction. Independent, Lutheran, and Episcopalian parents were somewhat more satisfied with their teachers at the elementary level while Calvinist, Catholic and Seventh Day Adventist parents rated secondary teachers somewhat higher.

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CONCLUSIONS REGARDING PARENTAL SATISFACTION WITH  
COGNITIVE AND CURRICULAR ASPECTS OF THE NONPUBLIC SCHOOLS

1. Parents were overwhelmingly satisfied with their children's progress in school and also with the grading and evaluating policy practice.
2. The parents of denominational school children were more satisfied with secondary evaluation practices than they were with elementary ones. The opposite was true of Independent parents.
3. Most parents were extremely satisfied with instruction in the areas of math, science, English, and social studies.
4. Most parents of secondary school children were satisfied with the program in foreign languages.
5. Parents were overwhelmingly satisfied with nonpublic school teachers.
6. Independent, Lutheran, and Episcopalian school parents were somewhat more satisfied with their teachers at the elementary level while Calvinist, Catholic and Seventh Day Adventist parents thought that secondary teachers had better skills.

### Social Areas

Among the reasons for sending children to nonpublic schools, parents gave low priority to the presence of their children's friends in the school. Two items in this section assess parental satisfaction with the relationship between his child and fellow students: getting along with others, and friends made in school.

Parents are overwhelmingly satisfied (percents vary from 83 to 100 percent) with the way their children are getting along with others as well as with the friends their children have made.

### Child's Personality

Six items included in this section relate to the growth and development of the child's personality. The school invariably plays a role in this development either to the advantage or detriment of the student.

1. The School's Effectiveness in Giving Your Child Confidence and a Sense of His Importance as an Individual

An overwhelming majority of parents are satisfied with the school's effectiveness in giving their children confidence and a sense of importance. Percentages ranged from 82 to 96 percent.

2. Your Child's Opportunity to Develop Independence and Autonomy While at This School

Parents were again overwhelmingly satisfied (up to 95 percent) with their children's opportunities to develop independence and autonomy.

3. The Guidance and Counseling Which Your Child Receives

A majority of all the parental groups were satisfied with the school's guidance and counseling programs.

4. The Influence of the School on Your Child's Character and Moral Values

Between 86 and 100 percent of nonpublic school parents indicated that they were satisfied with the influence the school had on their children's character and moral values.

5. The Extent to Which Your Child is Challenged and Stimulated by the School

Again a majority of parents (from 74 to 100 percent indicated that they were satisfied with the challenging and stimulating atmosphere of the school.

6. The School's Capacity to Give Your Child an Exposure to and Understanding of the Larger World Outside School

As on all previous items, a majority of parents were satisfied with the school's capacity to give students an exposure to and understanding of the larger world outside the school.

CONCLUSIONS REGARDING PARENTAL SATISFACTION WITH THE SCHOOL'S EFFECT ON THEIR CHILDREN'S PERSONALITY

1. Parents were overwhelmingly satisfied with the following aspects of nonpublic education:

- a) the school's effectiveness in giving the student confidence and a sense of importance



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- b) The guidance and counseling programs
- c) the influence of the school on the child's character and moral values.
- d) the extent to which the student is challenged and stimulated by the school
- e) the school's capacity to give the student an exposure to and understanding of the larger world outside the school

#### Home-School Interaction

Two items dealt with the parents' satisfaction with home-school interaction:

1. The Amount of Voice and Influence You as a Parent Have in Determining School Policies and Programs

Between 63 and 100 percent of parents of elementary and secondary school students indicated that they are satisfied with their voice in school policy.

2. The General Communication Between School and Parent About Your Child's Education

An overwhelming majority of elementary and secondary parents indicated that they are well satisfied with communication between the school and home.

### Parental Comparison of Nonpublic School With Public School

It is possible for parents to choose a nonpublic school education for their children and still believe that the local public school provides better services in some regards. To assess this, parents were asked to indicate whether they thought their nonpublic school or the local public school was better on a number of factors. These factors are listed in Table II-7 for parents of elementary school students and Table II-8 for parents of secondary students. Parents could choose one of five possible responses for each option:

- 1) Public school much better
- 2) Public school slightly better
- 3) Schools about equal
- 4) Nonpublic school slightly better
- 5) Nonpublic school much better

In order to simplify the presentation of the results of this item, responses 1 and 2 were combined as were responses 4 and 5. This produced three response categories:

- 1) Public school better
- 2) Schools about equal
- 3) Nonpublic school better

### Breadth of Curriculum, Variety of Courses

A plurality of the denominational elementary parents, with the exception of the Episcopalians, indicated that the public school curriculum had more breadth, and variety. Percents ranged from 31 to 61 percent. Independent and Episcopalian elementary parents, 49 and 45 percent respectively felt that their nonpublic

TABLE II-7

COMPARISON OF PUBLIC AND NONPUBLIC SCHOOLS BY ELEMENTARY NONPUBLIC SCHOOL PARENTS  
(Percentages)

Comparison	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist							
	Equal	Nonpub. Sch. Better	Equal	Public Sch. Better	Equal	Public Sch. Better	Equal	Public Sch. Better	Equal	Public Sch. Better	Equal	Public Sch. Better						
N =	63	28	55	31	152	35												
Rate Breadth Curriculum	19	24	49	61	32	7	47	33	15	23	32	45	36	36	45	31	29	23
Rate best position for college admission	3	25	65	4	43	50	22	51	22	10	32	55	11	37	41	9	43	23
Develop democratic attitudes/values	25	32	40	0	54	39	6	56	35	13	32	55	12	41	38	0	23	54
Rate all around development	18	14	65	4	50	43	9	44	44	19	36	39	26	27	37	9	6	60
Rate variety classmates	63	16	17	50	43	4	51	33	18	39	26	26	38	43	8	26	40	6
Rate development of independence and autonomy	8	18	71	18	50	25	9	58	27	16	26	58	22	41	24	9	40	29
Rate stimulating long-range motivation for learning	2	6	89	0	36	57	4	34	56	10	26	64	5	29	55	9	20	51
Rate absence of divisive social cliques	13	38	44	11	32	50	10	20	64	16	39	42	9	35	46	3	11	66

Public School Better category includes much better and slightly better

Nonpublic Schools Better category includes much better and slightly better

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE II-8

COMPARISON OF PUBLIC AND NONPUBLIC SCHOOLS BY SECONDARY NONPUBLIC SCHOOL PARENTS

	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist							
	N	%	N	%	N	%	N	%	N	%	N	%						
Rate Breadth Curriculum	40	17	37	64	32	0	78	18	24	48	28	20	62	24	10			
Rate best position for college admission	7	13	74	4	48	44	12	33	54	8	2	84	10	35	50	14	67	14
Develop democratic attitudes/values	22	44	29	8	52	36	15	39	45	26	28	34	4	48	42	0	38	57
Rate all around development	14	27	53	4	36	52	9	36	62	16	16	58	10	35	48	10	29	52
Rate variety classmates	54	25	15	48	28	20	42	33	21	54	18	16	30	43	21	24	43	19
Rate development of independence and autonomy	8	26	60	12	60	20	3	30	61	12	20	62	12	45	36	10	52	33
Rate stimulating long-range motivation for learning	3	8	84	4	32	56	0	21	73	10	6	76	4	25	65	0	19	76
Rate absence of divisive social cliques	9	40	45	12	40	44	0	42	55	16	42	34	6	38	49	5	14	72

Public School Better category includes much better and slightly better.

Nonpublic School Better category includes much better and slightly better.

Percentages do not add to 100 because of missing data and/or rounding errors.

schools offered a greater breadth of curriculum and variety of courses.

At the secondary level, only the Episcopalian parents indicated that their schools offered a greater breadth of curriculum. Parents of all other students at the secondary level felt that the public schools had more to offer.

Putting Student in the Best Position for College Admission

A plurality of Independent, Calvinist, Episcopal and Catholic parents felt that their children's enrollment in a nonpublic elementary school gave their children a better chance for admission to college than would the public schools. Fifty-one percent of Lutheran and 43 percent of Seventh Day Adventist parents indicated that public and nonpublic elementary schools were about equal in putting students in the best position for college admission.

At the secondary level, a majority of Independent, Lutheran, Episcopal, and Catholic parents considered the nonpublic school an advantage for college admission. A plurality of Calvinist and Seventh Day Adventist parents indicated that there were no differences between public and their secondary schools concerning an advantageous position for admission to college.

In general, it can be said that few parents felt that children in public schools had a distinctly better chance of admission to college than their own nonpublic school children.

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However, they were divided on whether the nonpublic school was better or whether the public school and nonpublic school were about equal.

With the exception of the Calvinist and Seventh Day Adventist parents, all other parents felt that having their children enrolled in a nonpublic secondary school gave them more of an advantage for college admission than being enrolled in a nonpublic elementary school.

#### Developing Democratic Attitudes and Values

A plurality of Calvinist, Lutheran, and Catholic parents of elementary school children indicated that public and nonpublic schools were about equal in developing democratic attitudes and values. On the other hand, Independent, Episcopal, and Seventh Day Adventist parents felt that their schools did a better job at the elementary level.

At the secondary level, a plurality of Independent, Calvinist and Catholic parents indicated that public and nonpublic schools were about equal in the development of democratic attitudes. A plurality of Lutheran, Episcopal and Seventh Day Adventist parents indicated that their own nonpublic schools were better in this regard.

### Providing All Around Development

Because of the ambiguity of this item, one cannot be certain of the aspects that parents considered when responding to this option. (It might be better considered a general or overall satisfaction index.)

A plurality of Independent, Episcopal, Catholic and Seventh Day Adventist elementary school parents indicated that their own schools were superior to the public school in providing all around development. Fifty percent of Calvinist elementary parents thought public and nonpublic schools were about equal on the subject. Lutheran parents were divided on the issue. Forty-four percent indicated that the schools were about equal while another 44 percent considered Lutheran schools better at providing all around development.

Turning to the secondary level, the results were consistent across all school types. A plurality of parents from all schools considered their respective nonpublic schools better than public schools in providing all around development for their children.

### Rubbing Shoulders With a Variety of Classmates

Parents in general indicated that they were not sending their children to nonpublic schools because of freedom from racial or disrupting social mixtures. At the same time a large number of parents indicated that a diverse student body was not a reason for their choosing nonpublic education. The option "rubbing

shoulders with a variety of classmates" reveals their conception of the composition of the student body of their children's schools.

At both the elementary and secondary levels, a plurality of all parents with the exception of Catholic and Seventh Day Adventist parents, indicated that public schools offered children more opportunities to rub shoulders with a variety of classmates. A plurality of Catholic and Seventh Day Adventist elementary and secondary parents indicated that the public and nonpublic schools were about the same on this issue.

#### Opportunity for Student to Develop Independence and Autonomy

A majority of parents of students in both elementary and secondary Independent and Episcopal schools indicated that their own schools provided better opportunities than public schools for students to develop independence and autonomy. Lutheran secondary parents also felt their schools did a better job. A plurality of parents of all other school children indicated that they felt public and nonpublic schools provided equal opportunities to develop independence and autonomy.

#### Stimulating a Long-Range Motivation for Learning

A large majority, between 51 and 89 percent, of parents of elementary and secondary nonpublic school children indicated that their own institutions did a better job in stimulating a long



range motivation for learning than did public schools. Independent school parents felt the influence on motivation was greater at the elementary level while the denominational school parents felt that the greater influence was at the secondary level.

#### Absence of Divisive Social Cliques

A majority of elementary and secondary Independent and Episcopal parents indicated that their own schools had fewer divisive social cliques than the public schools. Lutheran secondary parents also felt this way. On the other hand, a plurality of Calvinist, Catholic and Seventh Day Adventist parents considered that both public and nonpublic education had equal representations of divisive social cliques.

#### CONCLUSIONS REGARDING PARENTAL COMPARISONS OF PUBLIC AND NONPUBLIC SCHOOLS

1. Independent elementary parents and Episcopal elementary and secondary parents indicated that their nonpublic schools offered a greater breadth of curriculum and variety of courses. Parents of all other students felt that the public schools had more to offer in way of curriculum.
2. At both the elementary and secondary levels a majority of Independent, Episcopal and Catholic parents indicated that their children's enrollment in a nonpublic school would help their chances of admission to college.

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3. Few parents felt that children in public schools had a distinctly better chance of admission to college than their own nonpublic school children.
4. With the exception of Calvinist and Seventh Day Adventist parents, secondary parents felt that having their children enrolled in a nonpublic secondary school gave them more of an advantage for college admission than did elementary school parents.
5. Independent, Episcopal and Seventh Day Adventist parents of elementary school children felt that their schools did a better job of developing democratic attitudes and values than did the public schools.
6. At the secondary level, a plurality of Lutheran, Episcopal, and Seventh Day Adventist parents indicated that their own nonpublic schools were better than public schools in the development of democratic attitudes.
7. With the exception of Calvinist and Lutheran parents of elementary school children, a plurality of all other parents indicated that their own schools were superior to the public schools in providing all around development.
8. At both the elementary and secondary levels, a plurality of all parents, with the exception of Catholic and Seventh Day Adventist parents, indicated that public schools offered

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children more opportunities to rub shoulders with a variety of classmates.

9. A majority of parents of students in both elementary and secondary Independent and Episcopal schools indicated that their own schools provided better opportunity for students to develop independence and autonomy. A majority of Lutheran secondary parents also felt their schools did a better job in this area than the public schools.
10. A large majority of parents of elementary and secondary nonpublic school children indicated that their own institutions did a better job of stimulating a long range motivation for learning than did public schools.
11. A majority of elementary and secondary Independent and Episcopal parents indicated that their own schools had fewer divisive social cliques than the public schools. A majority of Lutheran secondary parents also felt this way.

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### Perception of Various Aspects of Their Education in Nonpublic Schools

Students were asked to rate aspects of their education on a six point scale. The response categories were 1) Excellent, 2) Good, 3) Satisfactory, 4) Unsatisfactory, 5) Very Unsatisfactory 6) Not applicable, no opinion. Table II-9 presents the results of the question. For ease of interpretation, response category 1) excellent, and 2) good, were combined to form one category. The response 3) satisfactory forms a category by itself. A combination of the responses 4) unsatisfactory, and 5) very unsatisfactory form a third category. The last possible response 6) not applicable, no opinion, was not recorded. For this reason and because of missing data, percents may not add to 100 percent.

#### Academic Areas

Between 56 and 75 percent of students in grades 11 and 12 from all types of schools agreed that the programs in mathematics and science in their schools were either excellent or good.

A majority of students in Independent, Calvinist, Episcopal and Catholic schools indicated that the English or language arts program was in the same excellent-good category. A plurality of Lutheran students, 49 percent, indicated that their program was also either excellent or good. Fifty-seven percent of Seventh Day Adventist students considered the English or language arts program in their schools to be satisfactory.

TABLE II-9

STUDENT RATING ON VARIOUS ASPECTS OF THEIR NONPUBLIC EDUCATION  
(Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist
N=	279	24	39	41	211	7
Math & Science	63 15 9	75 21 0	56 36 8	68 29 0	75 18 5	72 29 0
Erg. or Language Arts	80 14 5	71 29 0	49 38 13	83 15 2	78 18 3	43 57 0
Foreign Language	67 19 10	33 46 17	64 20 10	68 29 2	62 24 11	43 43 14
Social Studies	65 18 5	54 33 0	31 41 20	64 17 0	63 30 5	57 43 0
Library Facilities	44 33 19	39 33 38	41 31 26	49 29 22	52 34 13	43 29 29
Materials and Programs						
Guidance & Counseling	47 29 18	58 29 8	46 36 13	68 17 10	46 28 19	57 14 29
Moral & Value Educ.	38 22 14	75 21 4	59 23 8	46 39 7	67 23 3	72 14 14
Religious Program	12 18 9	79 21 0	85 10 3	42 37 15	66 25 8	71 29 0
Sex Education Program	10 15 25	0 12 50	5 28 28	22 12 27	25 21 27	0 29 43
Prog. in the Arts, Studio or Creative work	37 21 20	4 12 50	20 31 23	37 20 17	22 21 19	29 29 43
Extra-Curricular activities and opportunities	70 16 11	79 21 0	64 26 10	61 20 17	67 24 7	43 14 43
Athletic Program	67 20 6	71 25 4	59 33 8	59 27 12	61 28 8	43 29 28

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Cont'd.



TABLE II-9, Cont'd.  
STUDENT RATING ON VARIOUS ASPECTS OF THEIR NONPUBLIC EDUCATION  
(Percentages)

	Independent	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist
N=	279	24	39	41	211	7
Success in Stimulating you to learn	55 25 19	58 29 12	38 41 20	66 22 12	63 26 10	71 14 14
Encouragement to become independent	62 15 20	62 25 12	48 26 26	71 15 5	71 19 7	57 29 14
Exposure to outside world	33 27 37	33 38 29	33 20 46	34 24 41	53 28 17	29 57 14
Social Life	25 32 32	54 38 0	54 36 8	14 34 46	44 31 20	57 14 14
Gain Confidence	55 24 18	54 46 0	54 33 13	58 24 15	67 20 10	71 14 14

Percentages do not add to 100 because of missing data and/or rounding errors.

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A plurality of all students, with the exception of the Seventh Day Adventist student group, indicated that their foreign language programs were either excellent or good. Forty-three of the Seventh Day Adventist students considered their programs in the excellent-good category while a corresponding 43 percent indicated that the language programs were satisfactory.

Social studies programs were considered either excellent or good by a majority of students with the exception in the Lutheran schools where 41 percent of students indicated that their social studies programs were satisfactory.

Between 41 and 49 percent of students in Independent, Lutheran, Episcopal, Catholic and Seventh Day Adventist schools indicated that their library facilities and school materials were either excellent or good. Lutheran students were divided on the issue. Thirty-nine percent considered the facilities to be either excellent or good while 38 percent indicated that they were unsatisfactory.

A rating of either excellent or good was given to the guidance or counseling programs by at least a plurality of all student groups.

#### Religion-Values

At least a plurality of students (between 38 and 75 percent) from both the denominational and the Independent schools indicated that their moral and value education was either excellent or good. Concerning religious education, again at least a plurality of the denominational students (between 42 and 85 percent), indicated that

it was either excellent or good. Sixty-one percent of the Independent students did not respond to this item.

There was a great deal of missing data on the question of sex education. However, of those who did respond, a plurality of students, with the exception of Lutherans, indicated that the program was either unsatisfactory or very unsatisfactory.

#### Extra-Curricular Activities

A majority of students in all schools, with the exception of Seventh Day Adventist students, indicated that the extra-curricular activities and opportunities offered by their respective schools were either excellent or good. Forty-three percent of Seventh Day Adventist students thought the programs were either excellent or good, while an additional 43 percent thought the programs were either unsatisfactory or very unsatisfactory.

It should be noted that many students failed to rate the school's program in the arts, studio or creative work. Of those who did respond, a plurality of Independent and Episcopal students, 37 percent, indicated that the program was either excellent or good. Half of the Calvinist students and 43 percent of Seventh Day Adventist students considered the program in their schools as either unsatisfactory or very unsatisfactory. Thirty-one percent of Lutheran students indicated that their program was satisfactory. Catholic students were divided on the issue among the three categories. Twenty-two



percent indicated that the art program was either excellent or good, 21 percent found it satisfactory and 19 percent considered it either unsatisfactory or very unsatisfactory. The results of this item indicated that the student perceived quality of the art program in nonpublic schools is quite uneven.

#### Student Related Variables

With the exception of Lutheran students, between 55 and 71 percent of all students considered the school's ability to stimulate the student to learn as either excellent or good. Forty-one percent of the Lutheran students rated the stimulation as satisfactory. However nearly as many, 38 percent, indicated that it was either excellent or good.

A plurality of students indicated that their respective schools did either an excellent or good job of providing encouragement to become independent.

Students' reactions to the success of the school in giving them an understanding of and exposure to the larger world outside the school were varied. A plurality of Independent (37 percent), Lutheran (46 percent), and Episcopal (41 percent), students felt that the school's attempt was either unsatisfactory or very unsatisfactory. Thirty-eight percent of Calvinist students and 58 percent of Seventh Day Adventist students indicated that the school's success was satisfactory. Only Catholic students, with

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53 percent, had a majority indicating that the school's ability was either excellent or good. Here is another item where a public school referent is needed.

Between 44 and 57 percent of Lutheran, Calvinist, Catholic, and Seventh Day Adventist students indicated that the social life provided by the school was either excellent or good. The Independent school students classified the school's ability to provide social life as either satisfactory (32 percent) or unsatisfactory or very unsatisfactory (32 percent). Forty-six percent of the Episcopal students indicated that the social life provided by their schools was either unsatisfactory or very unsatisfactory.

A majority of all students indicated that the school's success in helping them to gain confidence and a sense of their importance as an individual was either excellent or good.

#### CONCLUSIONS REGARDING STUDENT PERCEPTIONS OF VARIOUS ASPECTS OF A NONPUBLIC SCHOOL EDUCATION

1. A majority of all student groups rated programs in mathematics and science in their respective nonpublic schools as very good.
2. At least a plurality of all student groups with the exception of Seventh Day Adventist students considered the English program as very good.
3. With the exception of Seventh Day Adventist students, foreign language programs were considered very good by at least a plurality of all student groups.

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4. Social studies programs were considered to be very good by a majority of all the student groups excepting the Lutheran students.
5. With the exception of Lutheran students, a plurality of all student groups indicated that their library facilities and school materials were very good.
6. A plurality of all students rated the guidance and counseling programs in their nonpublic schools as very good.
7. Moral or value education was considered very good by at least a plurality of all the nonpublic school student groups.
8. At least a plurality of denominational students indicated that the religious education programs of their schools were very good. A very small percentage rated these programs as unsatisfactory.
9. A plurality of students, with the exception of Lutheran students, indicated that the sex education programs in their schools were unsatisfactory.
10. A majority of students in nonpublic schools, with the exception of Seventh Day Adventist students, indicated that the extra-curricular activities and opportunities offered by their respective schools were very good.

11. A plurality of Independent and Episcopal students indicated that their school's program in the arts was very good. This item was omitted by a large percentage of students.
12. With the exception of Lutheran students, a majority of students considered the school's ability to stimulate the students to learn as very good.
13. At least a plurality of students indicated that their respective schools did a very good job of providing encouragement to become independent.
14. Only a majority of Catholic students indicated that the school's attempt to give them an understanding of the larger world outside the school was very good. A plurality of Independent, Lutheran, and Episcopal students considered their school's attempt as unsatisfactory.
15. A plurality of Lutheran, Calvinist, Catholic and Seventh Day Adventist students indicated that the social life provided by the school was very good.
16. The school's success in helping students to gain confidence and a sense of importance was rated very good by a majority of all the student groups.
17. When all the items were considered together, the overall impression one receives is that nonpublic school students are satisfied with their respective schools. A public school referent would have helped the analysis considerably.

III - AFFECTIVE EMPHASIS OF THE SCHOOLS

This section of the analysis of the Kraushaar data deals with the attitudes of students, parents, faculty, school heads and governing board members toward the religious, moral and disciplinary milieu of the schools. In addition it analyzes the reported grievances and concerns of students. In reading this section, like others, the reader must keep in mind the relatively small samples in some cells which in turn result in a high standard error associated with the reported percentages. These results at best, therefore, must be considered speculative.

Religious Emphasis\*

Religious Instruction

Respondents in church related schools were asked the following questions dealing with religious instruction:

FOR CHURCH RELATED SCHOOLS ONLY:

Does your school give instruction in the religious tenets of the school's denomination?  
 yes.....1  
 no .....2

Is this instruction:  
 Required for all students .....1  
 Required for all students of school's denomination, voluntary for other students...2  
 Voluntary for all students .....3

Table III-1 presents the data. All of the Lutheran, Catholic and Seventh Day Adventist schools sampled reported that they offered instruction in the religious tenets of the school

\*All Calvinist secondary schools omitted due to small sample size.

TABLE III-1  
RELIGIOUS INSTRUCTION IN CHURCH RELATED SCHOOLS AS REPORTED BY SCHOOL HEAD  
(Percentages)

	Type of School									
	Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 17	27	10	12	16	98	92	13	13	13
<u>Instruction Given</u>										
Yes	53	100	100	75	56	100	100	92	100	100
No	41	0	0	25	31	0	0	0	0	0
<u>Instruction Requirement</u>										
Required for all students	89	100	100	100	78	66	52	92	100	100
Required for all students of school's denomination, voluntary for other students	11	0	0	0	0	31	48	0	0	0
Voluntary for all students	0	0	0	0	11	3	0	0	0	0

Percentages do not add to 100 because of missing data and/or rounding errors.

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denomination. Forty-one percent of the Calvinist, 25 percent of the Episcopal elementary and 31 percent of the Episcopal secondary schools reported not offering religious instruction.

In those schools offering religious instruction it was required of all students regardless of their denomination in all of the Lutheran, Seventh Day Adventist and Episcopal elementary schools. In 11 percent of the Calvinist schools, 31 percent of the Catholic elementary schools and 48 percent of the Catholic secondary schools religious instruction was required of all students of the school's denomination but was voluntary for all other students. In 11 percent of the Episcopal secondary schools and 3 percent of the Catholic elementary schools religious instruction was purely voluntary.

These statistics on religious instruction in church related schools of course come as no surprise. We saw in Section II that one of the principal reasons parents had for electing these schools was the fact of religious instruction.

The heads of all nonpublic schools were asked to estimate the emphasis placed on religious instruction in their schools. Table III-2 presents the results. At the elementary level better than four out of ten school heads from Calvinist, Lutheran and Seventh Day Adventist schools felt religious instruction was a major emphasis of the school. Eight percent of the Episcopal

TABLE III-2

EMPHASIS ON RELIGIOUS INSTRUCTION AS REPORTED BY SCHOOL HEAD  
(Percentages)

Emphasis	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Major emphasis of school	0	2	47	20	44	40	8	0	19	12	46	38
Religious and secular academic programs receive about equal emphasis	0	0	18	40	30	20	25	0	28	23	8	8
Substantial religious emphasis here, but more emphasis on secular academic program	7	7	12	20	15	40	25	50	26	38	23	38
Attention to religious program about equal to secular course	7	22	18	20	10	0	25	44	26	23	8	15
Little or no religious program at school	87	67	0	0	0	0	17	6	0	1	0	0

Percentages do not add to 100 because of missing data and/or rounding error.

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and 19 percent of the Catholic elementary school heads saw religious instruction receiving the major emphasis within the curriculum.

School heads reported that religious instruction received equal emphasis with secular instruction in close to one out of five Calvinist, three out of ten Lutheran, one out of four Episcopal and three out of ten Catholic elementary schools.

At the elementary level one out of four or fewer schools emphasized religious instruction to the same extent as a single secular course. At the secondary level the ratio rose to four out of ten Episcopal schools but remained fairly constant in the other denominational schools. Thus the picture that emerges is one of substantial religious emphasis, an emphasis exceeding the equivalent of one course in most of the denominational schools.

The data in Table III-2 would indicate that either religious instruction permeates instruction in secular subjects in a majority of the church related schools or at the very least, receives more curricular time than equivalent secular courses. The school heads were in fact asked the extent to which religion influenced the secular subjects taught in their schools. Further, they were asked which subjects (if any) were so influenced. Table III-3 presents these data.

A substantial percentage of Calvinist, Lutheran and Seventh Day Adventist administrators reported that religion influenced

TABLE III-3  
RELIGIOUS INFLUENCE ON SECULAR SUBJECTS AS REPORTED BY SCHOOL HEAD  
(Percentages)

Influence	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N= 15	Sec. 104	Elem. 17	Sec. 104	Elem. 27	Sec. 10	Elem. 12	Sec. 16	Elem. 98	Sec. 92	Elem. 13	Sec. 13
Quite a bit	0	1	82	100	74	100	17	12	19	11	46	77
To some extent	7	5	12	0	22	0	50	69	61	64	38	15
Not significantly	93	92	6	0	4	0	33	19	19	23	8	8
N= 1 6 16 26 10 8 13 79 69 11 12												
<u>Subject Area</u> <u>Influenced</u>	A:172											
Physical Sciences	100	0	88	90	96	90	50	23	46	26	82	75
Psychology	0	17	44	50	50	50	0	8	19	30	73	50
Biological sciences	100	0	88	90	96	90	38	31	51	54	91	100
Social studies	0	67	100	100	100	100	100	69	80	83	82	92
Humanities, includ- ing history	0	83	100	90	83	90	88	92	67	88	82	83
Art and Music	100	67	100	90	96	90	100	54	78	54	82	83

Percentages do not add to 100 because of missing data and/or rounding errors.

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instruction quite a bit in nearly all of the subject areas listed.

A majority of Episcopal and Catholic administrators felt that instruction in secular subjects particularly the social sciences, humanities, history, art and music was influenced by religion to some extent. In close to nine out of ten of the Independent elementary schools the school head did not see religion significantly influencing instruction in secular subjects. However close to one out of five Independent secondary school heads reported that religious instruction equalled that given one secular subject.

As a check on the perception of the school head, the faculty also reported the extent to which they felt religion influenced their instruction. Table III-4 presents these data. The Calvinist and Seventh Day Adventist faculties and the Lutheran elementary faculty data corresponds closely to the perceptions of the school administrators. A majority of faculty members in these denominational schools reported that religion influenced their instruction quite a bit.

The Episcopal faculty members were more likely than the administrators to report that religion did not significantly influence their instruction. In fact, close to three-quarters of the faculty at both levels indicated that their instruction was not significantly influenced by religion. This pattern of less influence of religion on instruction by the faculty was also

TABLE III-4  
RELIGIOUS INFLUENCE ON SECULAR SUBJECTS AS REPORTED BY FACULTY  
(Percentages)

	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Influence	N = 48	243	17	17	30	22	16	38	134	175	13	12
Quite a bit	2	0	76	59	77	46	0	3	16	11	62	50
To some extent	6	7	24	41	17	50	12	24	43	47	31	50
Not significantly	79	87	00	0	7	4	81	74	38	41	8	0

Percentages do not add to 100 because of missing data and/or rounding errors.

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exhibited, but to a less extent in Catholic schools. In the Catholic schools a plurality of teachers at both levels felt that their instruction was influenced at least to some extent. The Lutheran secondary teachers reported being less influenced by religion than was reported by their administrators. However only four percent of the Lutheran secondary faculty felt that they were not significantly influenced. The vast majority of faculty in the Independent schools felt that religion did not influence their instruction.

These data would seem to indicate that in the church related school by the admission of the faculty and/or the school heads religion does permeate instruction in most secular subjects at least to some extent. This conclusion is, of course, based on very small sample size and should by all means be replicated. However, logically the results follow common sense notions about instruction in church related schools and should come as no surprise. It does appear that in the eyes of a substantial majority of faculty and/or administrators the complete separation of the secular from the religious in the curriculum of the church related schools is a fiction. What effect, if any, this perceived permeation has on the students is unknown and should receive careful study. There is considerable evidence<sup>1</sup> that parental

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<sup>1</sup>See for example, Coleman, J. S. et al., Equality of Educational Opportunity. Washington, D.C.: Government Printing Office, 1966.

and peer influence have a greater effect on the child's academic performance than does school. However, Newcomb's Bennington study<sup>2</sup> does prove that intensive permeation of all aspects of school life can produce lasting attitudinal and behavioral changes in college students.

Parental and Governing Board Members' Perception of Religious Emphasis

The degree to which parents and governing board members see religion emphasized in this sample of nonpublic schools is presented in Table III-5. The similar wording allows the comparison of the data in Table III-5 to the perceptions of the school administrators shown in Table III-2. In the Calvinist, Lutheran, and Seventh Day Adventist schools a majority of parents, governing board members and school heads agree that religion should be given at least a substantial emphasis exceeding that given one secular subject.

In the Catholic schools approximately 10 percent more of the parents and board members than school heads felt that religion received an emphasis equal to one secular subject. Conversely, a larger percentage of school heads than either parents or board members felt that religious instruction was the major emphasis of the school. While there are differences between the Catholic parents, governing board members and school heads on the perceived

<sup>2</sup>Newcomb, T. M., Attitude development as a function of reference groups: The Bennington study. In M. Sherif, An Outline of Social Psychology, New York: Harper, 1948, 139-154.

TABLE III-5  
 IMPRESSION OF PARENTS ON EMPHASIS GIVEN TO RELIGION  
 (Percentages)

Emphasis	Independent		Calvinist		Type of School Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 63	301	28	25	55	33	31	50	152	199	35	21
Major emphasis of school	0	0	39	36	44	48	6	0	8	8	26	33
Religious and secular academic programs receive about equal emphasis	2	2	21	32	20	18	13	10	20	25	31	33
Substantial religious emphasis here, but more emphasis on secular academic program	11	10	11	32	14	12	45	28	33	30	14	24
Attention to religious program about equal to one secular course such as history or math	11	15	21	0	22	21	29	44	34	33	17	10
Little or no religious program at school	75	70	0	0	0	0	6	16	0	2	0	0

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Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE III-5, Cont'd.  
IMPRESSION OF GOVERNING BOARD MEMBERS ON THE EMPHASIS GIVEN TO RELIGION  
(Percentages)

Emphasis	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 33	129	12	12	34	21	13	25	47	52	16	14
Should be major emphasis of school	0	1	58	25	56	43	8	8	12	21	44	21
Religious and secular academic programs should receive about equal emphasis	0	3	33	33	6	19	23	24	12	10	38	50
Should be substantial religious emphasis, but more emphasis on secular academic program	6	19	8	0	26	24	23	28	30	35	6	21
Attention to religious program should be about equal to one secular course such as history or math	21	35	0	0	12	10	38	36	40	33	6	7
There should be little or no religious program at this school	73	40	0	0	0	0	8	0	0	0	0	0

Percentages do not add to 100 because of missing data and/or rounding errors.

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emphasis given religious instruction, it is important to note that two-thirds of all of the groups felt that it received more emphasis than is given a single secular course.

Perhaps the most interesting data in Table III-5 concern the perception of the Independent secondary school governing board members. Close to one out of five felt that there should be substantial religious emphasis but more on secular subjects. Further, a larger percentage of board members than school heads felt that religion should be given the same emphasis as one secular course. It could be that these differences are merely sampling artifacts, i.e., several board members from the same school responding similarly. However, the data suggest the need for larger samples that would permit additional crossbreaks and the matching of school heads and school board members with their respective schools.

#### CONCLUSIONS REGARDING RELIGIOUS INSTRUCTION

1. The majority of all church related schools offer instruction in the religious tenets of the denomination.
2. In the majority of all schools religious instruction was required of all students. Catholic schools were more likely than other church related schools to place religious instruction on a voluntary basis for pupils of other faiths.

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3. In most denominational schools religion receives considerable emphasis, exceeding that of a single secular subject.
4. According to a majority of school heads and faculty in most denominational schools religion does influence their instruction in secular subjects. It would appear that administrators and faculty do see religion permeating the curriculum. The extent to which this perceived permeation affects students is not known.
5. The majority of parents and governing board members of church related schools feel that religion should receive substantial emphasis, at least more emphasis than that given one secular subject.
6. It would appear that a majority of all of the publics sampled associated with church related schools feel that religion and religious instruction should play a substantial role in the curriculum and atmosphere of the school.

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Moral and Value Emphasis

Faculty and Administrative Views

The administrators and faculty were asked to react to the following statement:

This school has as much responsibility for the moral development as for the intellectual growth of its students .....

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	No opinion

The statement tends to be ambiguous. One could, for example, strongly disagree either because he felt that the school did not have as much responsibility for the moral development as for intellectual growth or because he felt that it should have more responsibility. In any event, Tables III-6 and III-7 present the results.

Tables III-6 and III-7 clearly show that the vast majority of administrators, faculty and governing board members agree that their elementary or secondary school has as much responsibility for moral development as it does for the intellectual growth of students.

Given this positive attitude toward the moral development of students the next set of questions explores the methods used to achieve this development. The school heads and faculty were asked to react to the following:

TABLE III-6  
ATTITUDE OF ELEMENTARY SCHOOL HEADS, FACULTY, AND GOVERNING BOARD MEMBERS  
TOWARD MORAL DEVELOPMENT OF STUDENTS IN THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

	School Head		Faculty		Governing Board	
	N	Agree Disagree	N	Agree Disagree	N	Agree Disagree
Independent	48	73 20	48	83 15	33	85 15
Calvinist	17	100 0	17	94 0	12	100 0
Lutheran	30	100 0	30	97 3	34	94 6
Episcopal	16	100 0	16	88 0	13	100 0
Catholic	134	89 7	134	92 5	47	94 4
Seventh Day Adventist	13	77 0	13	62 0	16	94 0

'Agree' category combines the strongly agree and agree options  
'Disagree' category combines the strongly disagree and disagree options.

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE III-7

ATTITUDES OF SECONDARY SCHOOL HEADS, FACULTY, AND GOVERNING BOARD MEMBERS  
TOWARD MORAL DEVELOPMENT OF STUDENTS IN THE SAMPLE OF NONPUBLIC SCHOOLS  
(Percentages)

	School Head			Faculty			Governing Board		
	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree
Independent	104	92	7	84	84	15	129	90	10
Calvinist	5	100	0	17	100	0	12	100	0
Lutheran	10	100	0	22	100	0	21	100	0
Episcopal	16	100	0	38	87	13	25	88	12
Catholic	92	97	2	175	91	5	52	98	0
Seventh Day Adventist	13	100	0	12	100	0	14	100	0

'Agree' category combines the strongly agree and agree options.  
'Disagree' category combines the strongly disagree and disagree options.

Percentages do not add to 100 because of missing data and/or rounding errors.

Some schools take as a primary purpose the transmission and preservation of values and standards that are part of a received tradition, culture or religion, while other schools emphasize a critical examination of established and evolving values and development of a student's capacity to formulate his own values. Circle below the number which best represents the relative emphasis your school places, in practice, on the two goals.

Transmit values of culture or religion	1	2	3	4	5	6	Critically examine, develop own values
---	---	---	---	---	---	---	---

Using the same scale indicate where you think the relative emphasis should be placed

1 2 3 4 5 6

Tables III-8 and III-9 show the perceptions of the administrators and faculty on the emphasis presently given to the transmission of culture or religion as opposed to developing the student's capacity to formulate his own values. Tables III-10 and III-11 present the perceptions of what the relative emphasis to the two approaches to developing values should be.

Tables III-8 and III-10 containing the elementary school data will be considered first. (For some unknown reason there are considerable missing data in these tables). For purposes of analysis, categories 1 and 2 can be considered as favoring the teacher transmitting the values; categories 3 and 4 as favoring a balance between direct transmission and developing the student's ability to formulate his own values; categories 5 and 6 can be considered as favoring the student's development of the capacity to formulate his own values. Within the Independent elementary

TABLE III-8

PRESENT EMPHASIS IN THE CURRICULUM ON TRANSMISSION OF CULTURE AND RELIGION VS. CRITICALLY EXAMINING AND DEVELOPING ONE'S OWN VALUES AS PERCEIVED BY ELEMENTARY ADMINISTRATORS AND FACULTY STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS. (percentage)

	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.
Transmit values of culture or religion	N=15	48	17	17	27	30	12	16	98	134	13	13
1	13	2	6	12	37	27	25	0	14	13	23	8
2	7	23	41	47	30	50	8	6	16	22	31	31
3	40	15	35	12	22	13	50	50	38	31	8	15
4	13	33	12	18	7	10	8	19	18	17	8	0
5	13	12	6	6	4	0	8	0	4	5	8	0
6	0	12	0	0	0	0	0	0	1	0	0	0

Critically examine, develop own values

Percentages do not add to 100 because of missing data and/or rounding error.



TABLE III-9

PRESENT EMPHASIS IN THE CURRICULUM ON THE TRANSMISSION OF CULTURE AND RELIGION  
 VS. CRITICALLY EXAMINING AND DEVELOPING ONE'S OWN VALUES AS PERCEIVED BY  
 SECONDARY ADMINISTRATORS AND FACULTY STAFFING THE SAMPLE OF NONPUBLIC SCHOOLS.  
 (Percentages)

	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.
	N=104	243	51	17	10	22	16	38	92	175	13	12
1	4	7	0	18	30	32	0	10	6	7	23	17
2	19	21	60	47	60	46	6	24	26	22	38	42
3	25	28	20	24	0	18	62	47	32	31	8	42
4	30	19	0	6	10	4	19	13	26	21	23	0
5	14	15	20	6	0	0	6	5	8	9	8	0
6	5	7	0	0	0	0	0	0	0	2	0	0

Transmit values  
 of culture or  
 religion

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Critically examine,  
 develop own values

Percentages do not add to 100 because of missing data and/or rounding error



TABLE III-10

PERCEPTION OF ELEMENTARY ADMINISTRATORS AND FACULTY ON WHAT THE EMPHASIS IN THE CURRICULUM SHOULD BE BETWEEN TRANSMITTING VALUES vs. STUDENT'S DEVELOPING HIS OWN VALUES.  
(Percentages)

	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.
N=	15	48	17	17	27	30	12	16	98	134	13	13
1	7	0	0	0	33	23	8	0	9	6	31	8
2	0	17	41	29	30	23	8	6	13	10	8	31
3	27	17	18	18	15	23	42	31	21	22	23	8
4	13	27	24	29	7	27	17	19	26	27	8	0
5	20	21	18	12	11	3	7	12	15	18	8	0
6	13	17	0	6	0	0	0	6	6	8	0	0

Transmit values of culture or religion

Critically examine, develop own values.

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE III-11

PERCEPTION OF SECONDARY ADMINISTRATORS AND FACULTY ON WHAT THE EMPHASIS IN THE CURRICULUM SHOULD BE BETWEEN TRANSMITTING VALUES vs. STUDENT'S DEVELOPING HIS OWN VALUES.  
(Percentages)

Transmit values of culture or religion	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.	Fac.
1	2	3	0	0	10	9	0	0	3	2	3	8
2	11	6	20	18	70	18	0	5	10	7	38	33
3	17	14	20	35	0	36	31	34	24	16	0	33
4	36	30	40	35	20	32	44	21	28	38	15	25
5	17	30	20	6	0	4	12	24	27	17	23	0
6	11	15	0	6	0	0	0	10	7	12	0	0

Transmit values of culture or religion

Critically Examine, develop own values.

Percentages do not add to 100 because of missing data and/or rounding error.

schools the school heads and faculty are rather close in their evaluations of present practices. One out of five administrators and one out of four of the faculty favor direct transmission of values, while close to 50 percent of both groups favor a balance between the two approaches. The last category, those choosing the development of the student's capacity to formulate his own values, has the largest difference between the two groups with 13 percent of the administrators, as compared to 24 percent of the faculty, indicating that this was the present approach to the development of values within their schools. However, a high percentage of administrators (33 percent) and teachers (30 percent) felt that the emphasis in value development should be toward the development of critical powers on the part of the students.

The Calvinist, Lutheran and Seventh Day Adventist elementary school respondents were more likely than Catholic or Episcopal respondents to indicate that present practices tended toward direct transmission of values and that the emphasis should be toward this type of direct transmission. Further, Catholic and Episcopal administrators and faculty were more likely than the other respondents from church related elementary schools to indicate that the emphasis should be toward developing critical faculties in students for formulating their own values. At least a plurality of the elementary denominational school respondents (except Seventh Day Adventist and Lutheran administrators) felt that a balance should be achieved between the two approaches.

Turning to the secondary data, (Tables III-9 and III-11) the pattern is similar to that discussed above for the elementary schools. In the Independent secondary schools the plurality of administrators and faculty felt that present instructional practices were balanced between direct transmission and developing the student's own capacity for formulating values. The remaining administrators and faculty were fairly evenly split between seeing present practices tending toward one end of the continuum or the other. However, 28 percent of the administrators and 45 percent of the Independent school faculty felt that the emphasis should be toward the development in the student of his own capacity to critically examine and formulate values.

Six out of ten or better of the Calvinist, Lutheran and Seventh Day Adventist administrators and faculty saw present practices geared toward the direct transmission of values. However, a similar majority did feel that instruction should instead strive toward a balance between the two approaches.

A little better than half of the Catholic secondary school administrators and faculty felt that present practices balanced the two approaches; a similar majority felt that this was the emphasis that should be followed. However, within the Catholic sample there is an interesting switch between what is and what should be if the two ends of the continuum are studied. As far as present practices are concerned, close to three out of ten felt that the direct transmission was attempted while close to one out

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of ten felt that the more inductive approach was followed. When asked what should be the emphasis these ratios reverse themselves. Close to three out of ten Catholic secondary school heads and teachers felt that the development of the student's own capacity to formulate values should be emphasized; while close to one out of ten felt that direct transmission should be the approach.

A majority of the Episcopal respondents felt that a balance between the two poles was, and should be, the instructional approach. However, 34 percent of the faculty felt that direct transmission was the correct practice while the same percentage felt the development of the student's capacity should be the approach.

#### Parents' and Governing Board Members' Views

The parents and governing board members were asked to give their appraisal of what they felt the emphasis in the school ought to be regarding the development of the students' values. Specifically, they were asked to react to the following item:

Indicate below the relative weight you think this school should give the two following aims: the left side of the scale represents primary emphasis on the transmission and preservation of values and standards that are part of a received tradition, culture or religion; the right side represents emphasis on a critical examination of established and evolving values, and development of a student's capacity to formulate his own values.

Transmit values of										Critically examine,
Culture or Religion	1	2	3	4	5	6				develop own values

Tables III-12 and III-13 present the results for the elementary and secondary school samples. Close to one out of two Independent elementary school parents, Independent secondary school parents and Independent secondary school administrators felt that the emphasis should be balanced between direct transmission of values and developing the student's capacity to form his own values. At the secondary level three out of ten Independent school respondents felt the emphasis should be indirect rather than direct; at the elementary level 67 percent of the board members and 37 percent of the parents felt the emphasis should be indirect. When all the elementary groups are considered the Independent school board members and parents were more likely than all others to choose the indirect end of the continuum.

Only a minority of Lutheran, Calvinist and Seventh Day Adventist respondents chose the indirect approach to the development of values. They were more evenly split between direct transmission and a balance between the two approaches.

Catholic elementary school board members and parents were slightly more likely than their counterparts at the secondary level to opt for the direct transmission end of the continuum. However, a majority of all Catholic respondents chose the middle two response categories. The Episcopal and Catholic respondents were much more likely than other denominational school respondents to choose the indirect approach to the development of values in students.

TABLE III-12  
 PERCEPTION OF ELEMENTARY GOVERNING BOARD MEMBERS AND PARENTS ON WHAT THE  
 EMPHASIS IN THE CURRICULUM SHOULD BE BETWEEN TRANSMITTING VALUES vs.  
 STUDENT DEVELOPING HIS OWN VALUES.  
 (Percentages)

Transmit values of culture or religion	Independent		Calvinist		Type of School		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.
	N= 33	63	12	28	34	55	13	31	47	52	16	35		
1	3	5	8	25	15	24	15	13	8	10	19	17		
2	3	8	42	29	32	18	8	10	21	16	19	20		
3	18	33	25	32	32	34	8	23	32	25	38	20		
4	9	18	17	7	12	9	31	26	17	24	6	6		
5	58	10	0	4	0	6	23	13	11	10	0	0		
6	9	18	0	0	3	2	6	6	6	5	6	6		

Critically  
 Examine,  
 develop own  
 values

Gov. = Governing Board Member  
 Par. = Parent  
 Percentages do not add to 100 because of missing data and/or rounding error.



TABLE III-13

PERCEPTION OF SECONDARY GOVERNING BOARD MEMBERS AND PARENTS ON WHAT THE EMPHASIS IN THE CURRICULUM SHOULD BE BETWEEN TRANSMITTING VALUES vs. STUDENT DEVELOPING HIS OWN VALUES (Percentages)

	Independent		Calvinist		Type of School		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.	Gov.	Par.
N=129	301	12	25	21	33	25	50	52	199	14	21			
1	2	6	8	28	24	9	4	6	4	6	7	24		
2	18	12	42	24	5	27	16	12	14	14	57	10		
3	30	20	42	20	52	30	48	29	32	29	29	38		
4	20	30	8	20	10	24	30	25	30	30	7	19		
5	21	21	0	0	0	9	4	14	21	10	0	5		
6	8	9	0	0	0	0	4	10	8	12	0	5		

Transmit values of culture or religion

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Critically Examine, develop own values

Gov. = Governing Board Member  
Par. = Parent

Percentages do not add to 100 because of missing data and/or rounding error.



### CONCLUSIONS REGARDING MORAL AND VALUE DEVELOPMENTS

Keeping in mind small sample sizes and a rather large percentage of missing data, the following conclusions suggest themselves:

1. The vast majority of all elementary and secondary nonpublic school faculty, administrators and school board members felt that the school has as much responsibility for a student's moral development as it does for the student's intellectual growth.
2. A majority of Independent school heads and faculty saw the present emphasis in the development of student values as a balance between the direct and indirect approaches. Better than one-third, however, felt that the indirect approach, i.e., the development of the student's own capacity to formulate values, should be emphasized.
3. At both the elementary and secondary level Lutheran, Calvinist, and Seventh Day Adventist administrators and faculty were more apt to rate present practices and the ideal emphasis at the direct transmission end of the continuum than were their Catholic or Episcopal counterparts. However at least a plurality of all denominational school respondents at both levels, felt the emphasis should be a balance between the direct and indirect approaches.

4. Close to three out of ten Catholic and Episcopal secondary school respondents felt that the approach should be toward developing the student's own capacity to formulate values.
5. Only a very small minority of Calvinist, Lutheran and Seventh Day Adventist parents and board members favored the indirect approach to the development of values.

#### Attitude Toward Discipline

##### General School Discipline

The faculty, governing board members and 11th and 12th grade students were asked whether discipline at the school was (1) not nearly enough, (2) not enough, (3) about right, (4) too much, (5) far too much. Tables III-14 and III-15 present the data.

With the exception of the Calvinist elementary school faculty and the Seventh Day Adventist secondary school faculty, a majority of all groups felt that discipline in the schools was about right. In the latter two instances, a majority of the faculty felt that discipline practices were not enough.

At the elementary level close to three out of ten Independent and Catholic school teachers felt that discipline was not enough. Better than one out of four Independent and four out of ten Seventh Day Adventist board members felt that

TABLE III-14

FACULTY AND GOVERNING BOARD MEMBERS' ATTITUDE TOWARD STUDENT DISCIPLINE  
IN THE SAMPLE OF NONPUBLIC ELEMENTARY SCHOOLS  
(Percentages)

	Faculty			Governing Board				
	N	Not Enough	About Right	Too Much	N	Not Enough	About Right	Not Enough
Independent	48	29	67	0	33	27	68	0
Calvinist	17	55	24	6	12	8	92	0
Lutheran	30	10	83	3	34	12	85	0
Episcopal	16	6	81	6	13	8	85	0
Catholic	134	29	69	1	47	19	70	2
Seventh Day Adventist	13	8	46	0	16	44	56	0

Category 'not enough' comprises not nearly enough and not enough  
Category 'too much' comprises too much and far too much.

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE III-15

## ATTITUDE TOWARD STUDENT DISCIPLINE IN THE SCHOOL BY TYPE OF SECONDARY SCHOOL

	Faculty			Students Grades 11 and 12			Governing Board					
	Not Enough	About Right	Too Much	N	Not Enough	About Right	Too Much	N	Not Enough	About Right	Too Much	
Independent	243	44	48	9	279	12	56	32	129	13	82	?
Calvinist	17	35	65	0	24	8	83	8	12	17	83	0
Lutheran	22	36	50	13	39	31	51	18	21	5	95	0
Episcopal	38	39	58	3	41	5	73	22	25	12	80	0
Catholic	175	43	54	2	211	13	68	18	52	17	75	0
Seventh Day Adventist	12	58	42	0					14	36	64	0

Category 'not enough' comprises not nearly enough and not enough  
 Category 'too much' comprises too much and far too much.

Percentages do not add to 100 because of missing data and/or rounding error.

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discipline was not enough. On the other hand, a very small percentage (six percent or less) of any of the groups felt discipline at the elementary school was too much.

At the secondary level there is a greater tendency for the faculty in all types of schools to indicate that discipline was not enough. The percentages range from a low of 35 percent in the Independent schools to a high of 58 percent in the Seventh Day Adventist schools. The response patterns of the secondary school governing board members rather resemble those of their elementary school counterparts.

A majority of all the students felt discipline was about right. Three out of ten Lutheran students felt that there was not enough discipline. The comparable percentages for the other student groups ranged from eight percent to 13 percent. On the other hand, close to three out of ten Independent school pupils and two out of ten Lutheran and Catholic students felt there was too much discipline.

#### Attitudes Toward Student Protests

Parents and governing board members reacted to the following item dealing with student protest:

The best way to cope with the growing trend of student militancy and protest is to apply firm discipline.....

1	2	3	4	5
Strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

Table III-16 shows that a sizable majority of all the parental and board groups, with the exception of the Independent elementary board members agreed with the need to apply firm discipline against the trend of student militancy and protest. As far as the parents are concerned, none of the groups had more than 29 percent disagreeing with the firm approach to student protest. Thirty-one percent is the largest percentage within any group of board members disagreeing with the tactic of firm discipline against student unrest. The Calvinist, Lutheran and Seventh Day Adventist parents and board members have the highest percentages (82 percent or higher) agreeing with the need for firm discipline against student protest.

The faculty and school heads were given an item similar to, but not identical with, the item given parents and board members. They were asked to react to the following:

The best way to cope with the growing trend of student unrest is to apply firm discipline.

1	2	3	4	5
strongly	tend to	tend to	strongly	no
agree	agree	disagree	disagree	opinion

Table III-17 shows that faculty and school heads are not as likely to agree as are parents and board members to the application of firm discipline in the face of student unrest. Further, the secondary teachers and school heads are even less likely than their elementary school counterparts to opt for the use of firm discipline in the face of student unrest. In fact, with the

TABLE III-16

ATTITUDE OF PARENTS AND GOVERNING BOARD MEMBERS TOWARD STUDENT PROTEST AND MILITANCY (Percentages)

	Parent		Governing Board	
	Agree Elem. Sec.	Disagree Elem. Sec.	Agree Elem. Sec.	Disagree Elem. Sec.
Independent Elem. N=63 Sec. N=301	66 71	29 26	36 74	64 24
Calvinist Elem. N=28 Sec. N=25	82 88	14 8	100 100	0 0
Lutheran Elem. N=55 Sec. N=33	85 85	11 13	91 86	9 10
Episcopal Elem. N=31 Sec. N=50	74 74	19 20	69 76	31 24
Catholic Elem. N=152 Sec. N=199	76 78	19 18	83 67	15 34
Seventh Day Adventist Elem. N=35 Sec. N=21	91 100	0 0	100 93	0 6

Category 'agree' comprises strongly agree and agree.  
Category 'disagree' comprises strongly disagree and disagree

Percentages do not add to 100 because of missing data and/or rounding error.



TABLE III-17

ATTITUDES OF FACULTY AND ADMINISTRATORS TOWARD STUDENT UNREST  
(Percentages)

	Faculty				School Head			
	Agree Elem.	Sec.	Disagree Elem.	Sec.	Agree Elem.	Sec.	Disagree Elem.	Sec.
Independent Elem. N=48 Sec. N=243	52	43	42	52	53	38	40	56
	Elem. N=15 Sec. 104							
Calvinist Elem. N=17 Sec. N=17	76	65	18	35	59	na	35	na
	Elem N=17 Sec. N=na							
Lutheran Elem. N=30 Sec. N=22	77	41	23	59	81	40	19	60
	Elem. N=27 Sec. N=10							
Episcopal Elem. N=16 Sec. N=38	38	37	50	63	50	25	50	75
	Elem. N=12 Sec. N=16							
Catholic Elem. N=13 Sec. N=12	48	42	47	58	51	37	42	61
	Elem. N=13 Sec. N=13							
Seventh Day Adventist Elem. N=13 Sec. N=12	54	75	8	8	62	41	15	46
	Elem. N-13 Sec. N=13							

Category 'agree' comprises strongly agree and agree  
 Category 'disagree' comprises strongly disagree and disagree

Percentages do not add to 100 because of missing data and/or rounding error.



exception of the Calvinist and Seventh Day Adventists, a majority of all secondary faculty and school heads do not agree that the best way to cope with the growing trend of student unrest is to apply firm discipline. However, a sizable minority ranging from 25 percent to 46 percent do agree that firm discipline is the best tactic in the face of growing unrest. Sample size did not permit the further breakdown by age of faculty which would perhaps have been enlightening.

The fact that a larger percentage of secondary teachers than elementary teachers disagreed with the suggestion of firm discipline probably reflects the fact that discipline during the adolescent years is more a problem than during childhood and that firm measures often counter productive with adolescents, are more apt to work (at least temporarily) with children. Further, secondary teachers have probably had more experience with handling student unrest which has not yet begun to overtly manifest itself in the elementary schools.

#### Attitudes Toward Student Expulsion

The faculty, administrators and secondary school pupils were asked to react to the following item dealing with due process procedures for students facing dismissal:

A student facing dismissal or serious discipline here should have the right to a hearing and to have someone defend him.

1	2	3	4	5
strongly	tend to	tend to	strongly	no
agree	agree	disagree	disagree	opinion

Tables III-18 and III-19 present the data. Inspection of Table III-18 immediately reveals the large number of elementary school heads and teachers who either failed to answer the item or had no opinion. The missing data for elementary school administrators is particularly large. A majority of the elementary faculty did agree that a student facing dismissal should be given a hearing and someone to defend him.

At the secondary level a majority of administrators (except Episcopal school heads), faculty and students all agreed with due process provision. The strongest disagreement was from Independent (36 percent), Episcopal (56 percent) and Seventh Day Adventist (23 percent) administrators.

One out of five Episcopal, Catholic and Calvinist students also disagreed with due process provisions for a student facing dismissal. If sample were large enough it would have been interesting to study the background of these more conservative students in greater depth.

#### Attitudes Toward Censorship of Student Publications

Students and governing board members in the sample of secondary schools were asked to respond to the following item

TABLE III-18  
 ATTITUDE TOWARD STUDENT DISMISSALS BY TYPE OF ELEMENTARY SCHOOL ADMINISTRATORS  
 AND FACULTY  
 (Percentages)

	N	School Head		N	Faculty	
		Agree	Disagree		Agree	Disagree
Independent	15	14	6	48	75	10
Calvinist	17	16	12	17	59	6
Jewish	6	7	0	8	50	0
Lutheran	27	26	15	30	80	10
Episcopal	12	9	12	16	63	10
Catholic	98	100	0	134	77	7
Seventh Day Adventist	13	12	3	13	46	8

Category 'agree' comprises strongly agree and agree.  
 Category 'disagree' comprises strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE III-19

ATTITUDE TOWARD STUDENT DISMISSALS BY TYPE OF SECONDARY SCHOOL ADMINISTRATORS,  
FACULTY AND STUDENTS  
(Percentages)

	School Head		Faculty		Students Grades 11 - 12				
	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree
Independent	104	62	36	243	81	12	279	89	8
Calvinist	5	100	0	17	82	12	24	75	21
Jewish	7	100	0	14	86	7	11	91	9
Lutheran	10	90	10	22	64	18	39	80	8
Episcopal	16	38	56	38	83	13	41	78	20
Catholic	92	84	13	175	77	15	211	77	20
Seventh Day Adventist	13	57	23	12	83	8	7	100	0

Category 'agree' comprises strongly agree and agree.

Category 'disagree' comprises strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding error.

dealing with administrative censorship or review of student publications:

The amount of faculty or administrative review or censorship of student publications

1	2	3	4	5
not nearly enough	not enough	about right	too much	far too much

Table III-20 shows that close to nine out of ten board members feel that present policies of review and censorship of student publications are about right. While at least a plurality of all students also feel that censorship policies toward student publications are about right the percentages are not as large as was the case with the board members. Further, a significant minority of the students feel the review policies are too restrictive. One-third of the Independent pupils, one-quarter of the Calvinist, one-fifth of the Episcopal and better than two-fifths of the Lutheran adolescents felt that the amount of faculty and administrative review or censorship of student publications was either too much or far too much. The Catholic (17 percent) and Seventh Day Adventist students (14 percent) show the smallest student body percentages opposed to the amount of censorship and the largest percentages feeling it is about right.

#### Attitudes Toward Student Appearance

The administrators, board members and parents were asked in the following item to give their opinion of liberal or

TABLE III-20  
ATTITUDE TOWARD CENSORSHIP OF STUDENT PUBLICATIONS BY TYPE OF SECONDARY  
SCHOOL GOVERNING BOARD MEMBERS AND STUDENTS  
(Percentages)

	Governing Board			Students - Grades 11-12				
	N	Not Enough	About Right	Too Much	N	Not Enough	About Right	Too Much
Independent	129	6	88	2	279	3	60	33
Calvinist	12	8	92	0	24	8	67	25
Lutheran	21	10	90	0	39	5	46	46
Episcopal	25	0	96	2	41	17	63	20
Catholic	52	4	92	0	211	6	73	17
Seventh Day Adventist	14	7	93	0	7	86	86	14

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Category 'too much' comprises too much and far too much  
Category 'not enough' comprises not nearly enough and not enough

Percentages do not add to 100 because of missing data and/or rounding errors.

or non-restrictive policies on student dress, hair style, length, etc.

Liberal or nonrestrictive policy on student dress, hair style or length, etc.

strongly opposed	mildly opposed	favor w/in limits	favor w/no particular limits
1	2	3	4

Tables III-21 and III-22 present these data for the elementary and secondary samples respectively.

A majority of all the groups (except the Calvinist elementary school administrators (47 percent) and Independent school board members (47 percent) oppose liberal or nonrestrictive policies in student dress, hair style, etc. However, a significant minority of all groups ranging from 7 percent in the Seventh Day Adventist schools to 47 percent in the Independent schools favor the liberal or unrestrictive policy.

Attitudes Toward Veto Power Over Selection of Student Leaders

School heads, faculty and administrators were asked in the following item their opinion of a veto power over the selection of student leaders.

The faculty or school head should have the formal power, even though seldom exercised, to disapprove selection of particular student leaders

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

The data are contained in Tables III-23 and III-24. Table III-23 shows that a substantial majority of elementary administrators,

TABLE III-21  
 ATTITUDES OF ELEMENTARY SCHOOL HEADS, GOVERNING BOARD MEMBERS AND PARENTS  
 TOWARD STUDENT APPEARANCE  
 (Percentages)

	School Head		Governing Board		Parent				
	N	Oppose	Favor	N	Oppose	Favor			
Independent	15	53	47	33	47	50	44		
Calvinist	17	47	47	12	83	28	18		
Lutheran	27	52	44	34	76	55	42		
Episcopal	12	67	33	13	54	31	23		
Catholic	98	55	39	47	57	152	63	34	
Seventh Day Adventist	13	62	15	16	81	19	35	57	31

Oppose category includes strongly opposes and mildly oppose  
 Favor category includes favor within limits and favor with no particular limits.  
 Percentages do not total 100 because of missing data and/or rounding errors.



TABLE III-22

ATTITUDES OF SECONDARY SCHOOL HEADS, GOVERNING BOARD MEMBERS AND PARENTS  
TOWARD STUDENT APPEARANCE  
(Percentages)

	School Head		Governing Board		Parent		
	N	Favor	N	Favor	N	Favor	
Independent	104	61	129	60	301	60	38
Calvinist	na	na	12	83	25	76	24
Lutheran	10	80	21	95	33	76	24
Episcopal	16	62	25	56	50	54	42
Catholic	92	60	52	58	199	55	42
Seventh Day Adventist	13	77	14	93	21	57	33

na is not applicable because of small sample size.

Oppose category includes strongly oppose and mildly oppose.

Favor category includes favor within limits and favor with no particular limits

Percentages do not total 100 because of missing data and/or rounding errors.



TABLE III-23

ATTITUDES OF ELEMENTARY SCHOOL ADMINISTRATORS, FACULTY AND BOARD MEMBERS  
TOWARD DISAPPROVAL OF STUDENT LEADERS  
(Percentages)

	<u>School Head</u>		<u>Faculty</u>		<u>Governing Board</u>				
	N	Agree	Disagree	N	Agree	Disagree			
Independent	15	60	33	48	65	27	33	48	52
Calvinist	17	82	11	17	59	29	12	92	8
Lutheran	27	78	22	30	73	17	34	88	12
Episcopal	12	92	0	16	50	25	13	61	38
Catholic	98	83	9	134	68	22	47	87	11
Seventh Day Adventist	13	62	15	13	54	8	16	100	0

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Category 'agree' includes strongly agree and agree.

Category 'disagree' includes strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE III-24

ATTITUDE OF SECONDARY SCHOOL ADMINISTRATORS, FACULTY AND BOARD MEMBERS  
TOWARD DISAPPROVAL OF STUDENT LEADERS  
(Percentages)

	N	School Head		N	Faculty		N	Governing Board		N	Student	
		Agree	Disagree		Agree	Disagree		Agree	Disagree		Agree	Disagree
Independent	104	12	37	243	57	39	129	65	33	279	39	58
Calvinist	na	na	na	17	82	18	12	100	0	24	50	50
Lutheran	10	80	20	22	68	32	21	90	10	39	46	54
Episcopal	16	75	25	38	71	29	25	64	36	41	49	49
Catholic	92	82	17	175	70	27	52	79	19	211	46	51
Seventh Day Adventist	13	85	8	12	100	0	14	93	0	7	57	43

Category 'agree' includes strongly agree and agree.  
 Category 'disagree' includes strongly disagree and disagree.  
 na is not applicable because of small sample size.  
 Percentages do not add to 100 because of missing data and/or rounding errors.

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teachers and board members agree that the faculty or school head should be able to disapprove the selection of the particular student leaders. With the exception of the Seventh Day Adventist (seven percent) and Lutheran (17 percent), about one-quarter of the remaining faculty groups disagree with the veto policy.

At the secondary level a majority of all of the adult groups agreed with the provision of faculty or administrative veto over particular student leaders. However, a significant minority of the adults ranging from 10 percent among Lutheran board members to 39 percent among the Independent school faculty disagreed.

The students were fairly evenly split on the issue. The strongest student opposition (52 percent) was among the Independent school adolescents. At the secondary level it would appear that the veto by the faculty or administration of a student leader would cause considerable tension in the student body. Whether the close to one out of two students who opposed the use of such a veto would translate this attitude into action remains of course hypothetical.

#### Attitudes Toward a Student Honor Code

School heads, faculty members, parents and students were asked in the following item, their opinion of applying a student honor code during examinations:

Students should be governed by an honor code rather than have examinations or other work proctored.

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

Tables III-25 and III-26 show the attitudes of the various publics toward a student honor code. At the elementary level (Table III-25) a majority of parents and administrators do not favor the use of an honor code. The parental opposition is somewhat stronger than that of the administrators or faculty. Close to three out of ten school heads did favor the use of an honor code. Close to four out of ten teachers in the Independent, Calvinist and Episcopal schools favored the employment of an honor code. This ratio drops to between two and three out of ten teachers in the remaining schools.

At the secondary level again a majority of parents and administrators did not favor the substitution of an honor code over proctoring student work. Opposition was strongest among Lutheran school heads and Calvinist parents. There was a significant minority of parents and administrators who did approve of the use of an honor code. Among the secondary school faculty the Independent, Episcopal and Lutheran teachers were fairly evenly split over the idea of an honor code. Opposition was strongest within the Calvinist (76 percent and Catholic (70 percent) faculties.

TABLE III-25

ATTITUDES OF ELEMENTARY SCHOOL HEADS, FACULTY AND PARENTS TOWARD A  
STUDENT HONOR CODE  
(Percentages)

	<u>School Heads</u>		<u>Faculty</u>		<u>Parents</u>	
	N	Disagree	N	Disagree	N	Disagree
Independent	15	33	48	44	63	25
Calvinist	17	35	17	41	28	4
Lutheran	27	37	30	20	55	7
Episcopal	12	25	16	44	31	16
Catholic	98	36	134	28	152	14
Seventh Day Adventist	13	31	13	23	35	11
						74

Category 'agree' includes strongly agree and agree.

Category 'disagree' includes strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding error.

TABLE III-26

ATTITUDES OF SECONDARY SCHOOL HEADS, FACULTY AND PARENTS TOWARD A  
STUDENT HONOR CODE  
(Percentages)

	School Head		Faculty		Parent		Students Grades 11 - 12	
	N	Agree Disagree	N	Agree Disagree	N	Agree Disagree	N	Agree Disagree
Independent	104	37 54	243	49 46	301	42 53	279	62 33
Calvinist	5	40 60	17	24 76	25	12 84	24	25 67
Lutheran	10	10 90	22	41 59	33	30 67	39	31 51
Episcopal	16	25 75	38	53 45	50	36 56	41	54 46
Catholic	92	22 76	175	25 70	199	31 62	211	45 50
Seventh Day Adventist	13	31 46	12	17 58	21	24 71	7	29 57

Category 'agree' includes strongly agree and agree.

Category 'disagree' includes strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding errors.

Close to two-thirds of the Independent school pupils and better than half the Episcopal pupils favored the use of an honor code instead of faculty proctoring. On the other hand, two-thirds of the Calvinist students and close to half of the Lutheran and Catholic students did not favor the plan. Since sample size did not permit further breakdown of the student data, the characteristics of the students favoring or opposing the plan could not be ascertained.

#### CONCLUSIONS ON ATTITUDES TOWARD DISCIPLINE

1. A majority of all groups felt that the present discipline practices of the schools were about right. However faculty groups particularly at the secondary level, were more likely than other groups to indicate that present discipline was not enough.
2. A sizable majority of all parents and board members felt that firm discipline should be used in the face of student unrest. The Calvinist, Lutheran and Seventh Day Adventist parents and board members were more likely than their counterparts in other schools to agree to the use of firm discipline against the growing trend of student unrest.
3. Faculty and school heads are less likely than parents or board members to approve of the use of firm discipline against the trend of student unrest. With the exception of



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the Calvinist and Seventh Day Adventist schools a majority of the secondary teachers and administrators did not favor the use of firm discipline against the trend of student unrest.

4. In general, a majority of all the secondary school groups sampled approved of provisions for due process for students facing dismissal.
5. Nine out of ten board members felt present policies on censorship and review of student publications were about right. A plurality of the students also agreed that present school censorship policies were about right. However a significant minority of students felt that there was too much censorship and review.
6. A majority of school heads, parents and board members opposed the idea of a liberal or nonrestrictive policy on student dress, hair style, etc. However, a sizable minority of respondents chose the more liberal position.
7. A majority of administrators, faculty and board members approved of a faculty or administrative veto over the choice of particular student leaders. Again, significant minorities emerge in favor of the more liberal position. The students were fairly evenly split on the issue.

8. At the elementary and secondary levels, a majority of parents and administrators disapprove of the substitution of an honor code over teacher proctoring examinations and other student work. Among the elementary school faculties the Calvinist, Independent and Episcopal schools were the most receptive to the idea of an honor code. Among the secondary school faculties the Lutheran, Episcopal and Independent school teachers were most receptive to the idea. Opposition to an honor code was strong among Calvinist and Catholic secondary school teachers. The student responses to the honor code idea were mixed with a majority of Independent and Episcopal pupils in favor while a majority of the remaining pupils were opposed.

### Student Concerns

#### Reported Student Grievances

Faculty, parents and high school students were each presented a list of general student grievances and were asked how frequently these grievances were voiced by students. The respondent was then asked to go back over the list and indicate those student grievances that he felt were justified and should be corrected by the school. The lists differed slightly from sample to sample. Tables III-27 - III-31 present each list

along with the percents of respondents who felt the grievances were voiced frequently (includes very frequently and frequently) or rarely (includes occasionally and rarely or never). The "justified" grievances are presented in the final column.

Tables III-27 and III-28 report the faculty's perception of student grievances. At the elementary level grievances were indicated with considerable less frequency than at the secondary level. Further, the elementary faculty was more apt to indicate the grievance was justified than they were to say students had vocalized the grievance. At the elementary level there are no startling differences in the response patterns between types of schools.

At the secondary level the percentage of faculty indicating vocalized student grievances rises sharply. However, the percentage of faculty feeling the grievances are justified is not as large as the percentages indicating the grievances are frequently heard. One half or more of the Independent school faculty indicated that lack of student voice in policy, strict dress regulations, regimentation, and too much pressure on grades were frequently voiced by students. The percentage of the faculty feeling these grievances were justified is considerably lower. The largest percentage of Independent school faculty indicating a grievance was justified was 42 percent for the "too much pressure on grades" item.

TABLE III-27

"GRIEVANCES" OF STUDENTS. REPORTED BY ELEMENTARY FACULTY  
(Percentages)

Grievances	Type of School																	
	Independent			Calvinist			Lutheran			Episcopal			Catholic			Seventh Day Adventist		
	N= 48			17			30			16			134			13		
	Freq.	Rare	Just.	Freq.	Rare	Just.	Freq.	Rare	Just.	Freq.	Rare	Just.	Freq.	Rare	Just.	Freq.	Rare	Just.
Lack of student voice in policy	19	81	19	0	100	0	3	97	10	0	100	0	19	77	18	0	54	8
Poor communication between students and faculty	8	92	12	6	94	6	0	100	13	0	100	12	19	78	28	8	62	0
Lack of relevance of education	10	90	17	6	94	12	0	97	13	0	100	12	10	85	12	0	44	0
Strict regulations of dress and hair styles	17	73	8	0	100	0	7	93	3	6	94	0	19	78	13	0	52	0
School life too regimented	14	81	21	18	82	6	3	97	13	19	81	38	18	77	17	15	46	8
Compulsory religious attendance	0	98	0	0	100	0	3	97	0	6	88	12	7	84	11	0	61	0
Compulsory athletics	6	94	2	0	95	0	0	97	3	0	94	0	3	92	2	0	54	0
Boredom	0	94	19	0	100	12	10	87	23	0	100	31	12	85	22	8	54	15
Too much pressure on grades	21	79	27	24	77	18	17	80	27	0	94	19	14	85	18	8	54	8
Harrassment by students	10	88	15	12	88	24	10	87	27	12	88	25	11	85	18	8	54	23
Unfair grading practices	4	96	6	0	100	18	0	97	10	6	94	0	5	91	5	0	62	0
College pressure	2	94	4	6	82	6	0	93	10	0	88	0	11	89	2	0	54	0

Frequently category includes very frequently and frequently  
Rarely category includes occasionally and rarely  
Percentages do not add to 100 because of missing data and/or rounding errors.

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TABLE III-28

"GRIEVANCES" OF STUDENTS. REPORTED BY SECONDARY FACULTY  
(Percentages)

Grievances	Independent		Calvinist		Type of School		Lutheran		Episcopal		Catholic		Seventh Day Adventist					
	N=	243	N=17	22	22	38	175	12	38	175	12	38	175	12				
	Rarely	Just	Rarely	Just	Rarely	Just	Rarely	Just	Rarely	Just	Rarely	Just	Rarely	Just				
Lack of student voice in policy	50	49	23	34	85	24	55	45	27	52	47	26	37	63	21	17	83	33
Poor communication between students and faculty	38	60	30	35	65	18	36	64	32	45	56	37	34	65	38	17	75	33
Lack of relevance of education	30	67	33	29	65	65	27	73	27	34	63	34	21	77	21	8	83	25
Strict regulations of dress and hair style	52	45	20	35	65	18	59	41	32	63	37	32	33	66	15	42	58	8
School life too regimented	54	44	38	29	71	18	59	41	68	60	40	58	19	80	22	17	75	8
Compulsory religious attendance	17	78	10	6	94	0	27	73	18	42	58	21	12	88	9	0	100	0
Compulsory athletics	15	82	10	0	100	0	4	96	0	26	73	3	7	92	1	0	100	8
Boredom	31	67	20	41	59	29	32	68	32	37	63	39	25	74	19	17	83	17
Too much pressure on grades	58	39	42	41	59	29	32	68	14	34	66	37	40	58	32	25	75	25
Harrassment by students	6	92	10	6	94	12	0	100	0	21	79	21	5	94	5	0	100	0
Unfair grading practices	8	88	7	12	88	6	4	95	4	11	89	10	12	87	11	0	92	0
College pressure	23	70	17	6	88	0	0	100	0	16	79	10	13	81	13	8	92	8

Frequently category includes very frequently and frequently.  
Rarely category includes occasionally and rarely.  
Percentages do not add to 100 because of missing data and/or rounding errors.



Among the Calvinist secondary school faculty the most often heard grievances were boredom and too much pressure on grades. The percentage indicating these two grievances were justified fell off by 12 percent. Interestingly only three in ten of the Calvinist high school teachers heard students voice concern about the lack of relevance of education, yet 65 percent felt this grievance was justified.

In the Lutheran high school 55 percent or more of the faculty frequently heard about lack of student voice in policy, strict dress codes, and school life being too regimented. Three out of ten reported hearing about poor communications between faculty and students, boredom and pressure for grades. A similar ratio felt the first grievance about communication and boredom was justified. Close to seven out of ten Lutheran high school teachers felt that the grievance of too much regimentation was justified. In the case of the remaining grievances the percentage feeling they were justified lags behind the percentage indicating the grievance is often heard.

In Episcopal schools 50 percent or better of the secondary teachers reported frequently hearing about lack of student voice, dress codes and regimentation. Only in the case of the latter grievance concerning regimentation did a similar percentage of the faculty feel the complaint was justified. Boredom, pressure for grades, and lack of relevance were frequently heard by close to one-third of the Episcopal secondary school faculty with a similar fraction feeling their grievances were justified.

Tables III-29 and III-30 show the parental perception of student grievances. The remarkable fact about these tables is that with the exception of two items in the Episcopal secondary school (dress code and regimentation) none of the grievances were chosen by more than 20 percent of any of the parental groups as being vocalized by their children. Again, only two items (poor communications) for both elementary and secondary school parents were selected as being justified grievances by more than 20 percent of any parental groups. What is of further interest is that there are no outstanding differences in parental perceptions of student grievances across school level or type of school.

Certainly the parental perception of student grievances is quite different from that of the school heads, faculty and the students themselves. Whether this is an indication of parental satisfaction with the nonpublic schools or lack of communication with their children is not at all clear.

How do the 11th and 12th graders themselves view this list of grievances? These data are presented in Table III-31. In the Independent schools at least four out of ten students indicated that students frequently complained of lack of voice in policy, poor communications with faculty, the dress code, regimentation, compulsory athletics and pressure for grades. The percentage feeling these grievances were justified and should

TABLE III-29  
 "GRIEVANCES" OF ELEMENTARY SCHOOL STUDENTS. REPORTED BY PARENTS  
 (Percentages)

Grievances	Independent			Calvinist			Lutheran			Episcopal			Catholic			Seventh Day Adventist		
	N#	Freq.	Just.	Freq.	Rare.	Just.	Freq.	Rare.	Just.	Freq.	Rare.	Just.	Freq.	Rare.	Just.	Freq.	Rare.	Just.
Lack of student voice in policy	5	90	6	0	93	7	4	78	6	6	77	3	12	73	10	3	66	3
Poor communication between student and faculty	5	87	8	4	86	4	2	89	9	6	84	6	19	73	24	11	63	14
Lack of relevance of education	2	87	5	0	79	0	2	76	2	3	81	2	4	78	7	3	66	0
Strict regulations of dress and hair style	2	92	6	0	93	0	6	89	2	3	87	0	11	82	3	5	74	0
School life too regimented	6	89	14	11	75	21	7	86	7	10	81	10	9	81	9	3	71	3
Compulsory religious attendance	0	81	3	0	93	0	9	82	2	0	90	3	5	85	5	3	72	0
Compulsory Athletics	3	92	2	0	89	4	5	85	4	3	81	0	3	86	1	0	68	0
Boredom	6	90	11	0	89	4	5	86	9	3	84	3	9	82	18	3	71	3
Not understood by teachers	6	90	8	7	82	0	6	89	7	3	87	6	12	78	13	6	63	6
Harrassment by students	2	95	10	7	85	14	4	89	6	0	90	0	5	83	6	9	63	2
Unfair grading practices	3	92	8	0	89	0	4	86	4	0	87	0	5	81	10	3	66	6
College pressure	0	87	2	0	75	0	0	78	0	0	77	0	2	75	1	0	63	0
Grade pressure	3	94	2	7	86	0	6	92	0	0	90	0	5	86	5	6	63	0
Discipline too strict	3	92	6	0	93	4	3	91	6	10	81	0	8	84	5	6	69	3

Frequently category includes very frequently and frequently.  
 Rarely category includes occasionally and rarely.  
 Percentages do not add to 100 because of missing data and/or rounding errors.



TABLE III-30

"GRIEVANCES" OF SECONDARY SCHOOL STUDENTS. REPORTED BY PARENTS  
(Percentages)

Grievances	Independent			Calvinist			Lutheran			Episcopal			Catholic			Seventh Day Adventist		
	N=	Req.	Just.	Req.	Just.	Req.	Req.	Just.	Req.	Just.	Req.	Just.	Req.	Just.	Req.	Just.	Req.	Just.
Lack of student voice in policy	16	77	10	4	96	0	21	70	6	14	80	8	11	84	9	5	90	0
Poor communication between student and faculty	12	84	15	8	92	0	9	88	0	16	80	16	10	83	21	0	100	10
Lack of relevance of education	8	84	9	8	84	4	9	70	9	16	70	14	4	81	3	0	95	5
Strict regulations of dress and hair style	12	85	1	12	88	4	9	91	3	24	72	74	10	86	2	10	90	10
School life too regimented	12	84	11	0	96	0	15	79	6	20	68	10	10	86	14	5	95	5
Compulsory religious attendance	3	79	3	4	96	0	9	91	0	12	74	6	4	88	2	5	95	0
Compulsory athletics	5	89	1	0	92	0	3	94	6	8	82	0	8	86	12	5	95	10
Boredom	18	81	13	8	80	0	12	85	9	8	82	8	8	83	10	0	100	0
Not understood by teachers	8	86	10	0	100	0	15	85	6	14	82	6	5	89	10	0	100	5
Harrassment by students	2	91	3	0	96	4	6	94	6	4	88	4	1	90	4	0	100	10
Unfair grading practices	5	90	5	0	92	8	9	91	6	6	86	2	5	87	13	0	100	0
College pressure	7	82	11	0	88	0	6	82	3	4	80	2	5	83	5	5	90	5
Grade pressure	10	82	1	4	88	0	12	82	10	10	84	2	8	88	1	5	95	5
Discipline too strict	5	89	12	0	100	4	12	88	3	8	86	2	5	91	8	5	95	5

Frequently category includes very frequently and frequently.  
Rarely category includes occasionally and rarely.  
Percentages do not add to 100 because of missing data and/or rounding errors.



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be corrected were always lower than the percentages indicating these complaints have frequently been heard. The only complaint not chosen as being frequently vocalized by at least one out of five students was that of harrassment by fellow students.

The same pattern of student grievances was exhibited in the denominational schools. Lack of student participation in policy, poor communications, dress codes, regimentation, compulsory athletics and pressure of grades were the grievances selected as being vocalized by the largest percentage of students. Again the percentages indicated these grievances were justified and should be corrected was somewhat lower than the percentages indicating they were frequently expressed.

In the Lutheran and Episcopal schools a majority of students indicated that compulsory attendance at religious services was an oft heard complaint. The percentage feeling the complaint was justified was lower by close to half.

As was the case with the Independent school students, close to 20 percent or more of the sectarian school students indicated that most of the grievances had been frequently vocalized by their fellows. The exceptions were harrassment by fellow students and in all but the Catholic schools, college pressures.

The school heads were asked a related but somewhat different question concerning student grievances. They asked the school heads to indicate the amount of interest students had in

achieving the following list of ends:

- A larger share of influence in shaping school rules and policy.....
- Improved communication (or relations) with faculty and administration.....
- A course of study more relevant to the concerns of the "real world" .....
- More elective opportunity .....
- More interesting and vital teaching.....
- More personal freedom in choice of dress and hair styles.....
- A less regimented, crowded daily schedule, i.e., more time for oneself.....
- Abolition of compulsory attendance at religious services .....
- Other student "demands" frequently voiced: (briefly describe).....

They were asked whether students had a strong interest, considerable interest but not first priority, some interest, or negligible interest. Table III-32 and III-33 present the results. The categories of considerable interest but not first priority and some interest were combined for ease of interpretation.

At the elementary level none of the issues were felt to be of strong interest to the students by more than 16 percent of the school heads. On the other hand, most of the issues were felt to be of some interest to the students by a considerable percentage of the elementary school heads.

At the secondary level a clear majority of all school heads felt all the issues were of considerable and some interest to the students. As far as issues of strong interest were concerned, with the exception of the Seventh Day Adventist schools,

TABLE III-31  
 "GRIEVANCES" OF SECONDARY SCHOOL STUDENTS  
 (Percentages)

Grievances	Independent N=279			Calvinist N=24			Lutheran N=39			Episcopal N=41			Catholic N=211		
	Justified	Frequently	Rarely	Justified	Frequently	Rarely	Justified	Frequently	Rarely	Justified	Frequently	Rarely	Justified	Frequently	Rarely
Lack of Student Voice in policy	41	56	42	54	62	38	54	59	41	44	58	41	37	46	54
Poor communication between students and faculty	31	40	59	42	49	50	44	51	49	22	27	73	38	43	57
Lack of relevance of education	27	28	71	17	21	79	20	36	64	34	32	66	16	18	81
Strict regulations of dress and hair style	36	54	45	29	54	45	20	33	67	34	61	39	28	42	58.
School life too regimented	33	42	57	46	33	67	24	46	54	46	56	44	29	36	63
Compulsory religious attendance	17	21	75	8	12	88	30	62	38	44	73	27	11	21	78
Compulsory athletics	14	42	57	4	42	58	5	47	59	17	51	49	4	25	64
Too much pressure on grades	35	52	47	21	21	79	30	49	49	22	42	58	38	42	57
Harrassment by students	14	16	93	12	4	96	10	11	85	12	10	90	6	7	92
Unfair grading practices	19	19	80	21	42	58	41	38	61	15	12	85	21	22	77
College pressure	29	27	68	4	8	92	10	10	87	12	10	88	20	19	77

Frequently category includes very frequently and frequently.

Rarely category includes occasionally and rarely.

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE III-32

STUDENT INTEREST IN VARIOUS ASPECTS OF ELEMENTARY SCHOOL LIFE - REPORTED BY SCHOOL HEAD  
(Percentages)

Aspects	Independent			Calvinist			Lutheran			Episcopal			Catholic			Seventh Day Adventist		
	N=15	N=17	N=27	N=12	N=98	N=13	Strong	Some	None	Strong	Some	None	Strong	Some	None	Strong	Some	None
Share in shaping school policy	7	12	4	0	8	15	40	29	52	33	70	14	23	15	23	38		
Improving communication with faculty	7	12	7	0	16	0	33	18	30	58	15	15	0	46	31			
Study more relevant to "real world"	0	6	4	8	5	8	13	59	26	17	67	22	23	8	23	46		
More elective opportunity	0	6	4	0	3	0	20	29	26	75	33	33	0	23	46			
More interesting teaching	0	6	4	0	14	0	47	41	63	42	60	9	38	0	38	38		
Freedom in dress and hair style	13	0	4	0	12	15	40	20	74	50	21	21	15	38	23			
Less regimented schedule	0	0	0	8	8	8	47	53	41	58	42	35	15	46	15			
Abolition of compulsory attendance at religious services	0	6	4	8	3	8	7	47	22	83	33	33	8	15	54			

Percentages do not add to 100 because of missing data and/or rounding errors.  
Category some interest includes considerable interest but not first priority and some interest.



TABLE III-33  
STUDENT INTEREST IN VARIOUS ASPECTS OF SECONDARY SCHOOL LIFE - REPORTED BY SCHOOL HEAD

Aspects	Independent N=104			Lutheran N=10			Episcopal N=16			Catholic N=92			Seventh Day Adventist N=13		
	Strong	Some	None	Strong	Some	None	Strong	Some	None	Strong	Some	None	Strong	Some	None
Sharing in shaping school policy	22	67	8	20	80	0	31	50	19	33	64	2	8	69	23
Improving communication with faculty	28	57	12	40	60	0	25	56	19	42	55	1	8	62	31
Study more relevant to 'real world'	14	61	21	0	90	10	0	81	19	15	74	110	8	62	31
More elective opportunity	14	66	16	0	90	10	6	81	12	18	72	9	8	62	31
More interesting teaching	18	71	5	10	90	0	0	81	19	33	63	3	8	77	15
Freedom in dress and hair style	30	53	14	20	60	20	19	69	12	22	64	13	8	85	8
Less regimented schedule	19	56	21	0	70	30	12	75	12	14	70	14	8	77	15

Percentages do not add to 100 because of missing data and/or rounding errors.  
Category some interest includes considerable interest but not first priority and some interest.  
The responses for abolition of compulsory attendance at religious services at the secondary level missing from tape.

one out of five or more of all administrators checked sharing in shaping policy, improving communications with the faculty, and freedom in dress and hair style.

#### CONCLUSIONS REGARDING STUDENT CONCERNS

1. Student grievances were more frequently heard expressed by the secondary faculty than the elementary faculty. At the elementary level a larger percentage of faculty felt student grievances were justified than indicated students had vocalized the grievance. On the other hand, the percentage of secondary faculty feeling the grievances justified was always smaller than the percentage indicating the grievance had been frequently expressed.
2. At the secondary level lack of voice in shaping policy, poor communications with faculty, dress codes, regimentation and pressure of grades were the grievances most often chosen by faculty and students as being frequently heard. The percentage feeling these grievances justified was generally lower than the percentage indicating that these grievances were frequently expressed.
3. All of the parental groups seem to be out of touch with expressed student grievances. A very small percent of parents indicated that grievances were frequently vocalized by their children and an even smaller percentage felt these grievances justified.

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4. A sizable percent of all student groups complained of compulsory athletics. This could have been interpreted as meaning physical education.
5. A majority of Lutheran and Episcopal students indicated that compulsory attendance at religious services was an oft heard complaint.
6. School heads generally did not feel that students had strong interests in working with the administration to ameliorate these complaints. However, at the secondary level a majority of all school heads felt that students did have considerable interest or some interest in working toward a solution of frequently heard complaints.



## IV - FUTURE GOALS AND ASPIRATIONS

This fourth section of the analysis of the Kraushaar data deals with the future aspirations parents have for their children and that the students have for themselves. First we shall deal with the educational aspirations parents have for their children. Next we shall cover the educational and occupational aspirations the 11th and 12th graders have for themselves. Finally, we shall investigate the perceptions of the students concerning the influence certain individuals have had on their lives.

Parental Aspirations

Parents were asked to indicate the highest level of schooling that they thought their child should have. Since it is well known that many parents have different educational aspirations for boys and girls, the data were analyzed according to the sex of the child. Tables IV-1 and IV-2 present the data for elementary and secondary school parents respectively.

Table IV-1 shows that a majority of all the elementary school parental groups would like their children to receive at least a bachelor's degree. However there are notable variations among these parental groups. The Lutheran and Calvinist parents have the lowest educational aspirations when compared to the other groups. The Independent school parents have the largest percentage desiring graduate study for their elementary school children. Since this

TABLE IV-1  
 ELEMENTARY SCHOOL PARENTS' EXPECTATIONS OF THEIR CHILD'S LEVEL OF SCHOOLING  
 (Percentage)

Level	Independent		Type of School				Episcopal		Catholic		Seventh Day Adventist	
	Girls	Boys	Calvinist	Lutheran	Episcopal	Catholic	Seventh Day Adventist	Girls	Boys	Girls	Boys	
	N= 33	30	Girls 14	Boys 13	Girls 23	Boys 32	Girls 16	Boys 15	Girls 77	Boys 74	Girls 20	Boys 13
He should go to work now	0	0	0	0	0	0	0	0	0	0	0	0
A high school diploma	0	0	0	0	17	0	0	0	0	0	0	0
Some training beyond high school other than college	0	3	14	8	4	12	0	7	16	4	0	0
Some college experience	18	7	29	23	22	59	19	13	12	16	30	31
A Bachelor's degree	24	17	50	23	17	19	62	40	38	31	20	31
Graduate, professional, or other advanced study	54	73	7	38	39	44	19	33	34	49	50	38

Percentages do not add to 100 because of missing data and/or rounding error.



TABLE IV-2  
SECONDARY SCHOOL PARENTS' EXPECTATIONS OF THEIR CHILD'S LEVEL OF SCHOOLING  
(Percentages)

	Type of School											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	N= 139	158	15	10	13	20	13	35	127	68	16	
He should go to work now	0	1	0	0	0	0	0	0	0	0	0	0
A high school diploma	0	1	0	0	8	0	0	0	3	0	0	0
Some training beyond high school other than college	1	4	7	10	8	0	8	0	8	9	6	6
Some college experience	12	3	33	40	31	5	15	3	27	13	10	10
A Bachelor's degree	51	27	33	0	46	35	38	29	39	15	44	44
Graduate, professional, or other advanced study	35	63	27	50	8	60	31	69	23	63	31	31

Percentages do not add to 100 because of missing data and/or rounding error.

group also has the highest level of education of all the groups, it appears as if they are desirous of having their children follow in their footsteps.

The desire that elementary school children obtain graduate education is stronger for the boys than for the girls in all cases except among the Seventh Day Adventist parents. Further, the educational level desired for their children tends to be higher than that achieved by the parents in all cases except the Independent schools where it is about the same.

Turning to the secondary school parents, Table IV-2 shows that the majority of all parental groups desire that both their boys and girls obtain at least a bachelor's degree. Further, a majority of all parental groups desire that their boys go on to graduate, professional or other advanced study. The percentages among the parents wishing their boys would go on to graduate study are close to twice those with the same aspirations for their girls.

One-third or better of the Calvinist, Lutheran and Catholic parents were not interested in having their girls obtain a B.A. degree. While the percentage interested in less than a B.A. degree stays the same for boys among the Calvinist parents, it drops off sharply among the Lutheran and Catholic parents with boys.

It is clear from the data in Tables IV-1 and IV-2 that the parents generally desire more education for their children than they themselves received. Further, it is clear that the aspiration

for secondary school students is higher than that for elementary children. Whether this is because aspirations change as the children get older or because the nonpublic secondary schools somehow select out those with higher educational aspirations is a matter of speculation. It is in instances like this where a public school referent group would be invaluable. It would allow a determination of whether the nonpublic school parents view the schools as a vehicle of upward mobility or whether their strong aspirations for more education for their children are common to most parents in the United States.

Student Aspirations

The students were asked to record their educational aspirations in the following item:

Circle the highest level of education you want to complete:

- Would you prefer to go to work now.....1
- A high school diploma .....2
- Some training beyond high school other than college.....3
- Some college experience.....4
- A four-year college degree.....5
- Graduate, professional or other advanced study.....6

Table IV-3 shows that the vast majority of the students, like their parents, desire at least a B.A. degree. The majority of all of the boys wish to go into graduate work except in the Calvinist schools where the percentage is 40 percent. Clearly these 11th and 12th graders have aspirations to more education than that actually attained by their parents. Here again a public school

TABLE IV-3  
EDUCATIONAL ASPIRATION OF 11th AND 12th GRADE STUDENTS  
(Percentages)

	Type of School									
	Independent		Calvinist		Lutheran		Episcopal		Catholic	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	N= 127	150	14	10	15	24	12	29	136	75
Would prefer to go to work now	0	0	0	10	0	0	0	0	0	0
A high school diploma	2	1	0	0	7	0	0	0	0	0
Some training beyond high school other than college	2	1	7	0	20	4	17	0	12	5
Some college experience	6	2	29	20	33	4	17	10	18	9
A four-year college degree	53	40	43	30	13	17	42	14	39	33
Graduate, professional or other advanced study	37	56	21	40	20	75	25	76	26	52

Percentages do not add to 100 because of missing data and/or rounding error.

referent group would have been invaluable. Further data on their academic aptitude would also have been helpful. Given the heavy emphasis on college preparatory curriculum in most of the nonpublic schools sampled it may be that these students are the survivors of a long weeding process. That is, the group may have been selected because of their likelihood of attaining college and hence their high educational aspirations are not surprising or unrealistic.

These same students were also asked the following question dealing with their occupational aspirations:

What kind of occupation do you hope to have?

Teacher or educational administrator .....	1
Doctor, lawyer or other profession.....	2
Executive, manager or proprietor of	
large business.....	3
Small business owner or manager.....	4
Clerical or sales .....	5
Skilled worker or foreman.....	6
Housewife.....	7
Other (specify) _____	8
Have no idea .....	9

In general the occupational aspirations of students shown in Table IV-4 tends to match their educational aspirations. When the 'other' and 'have no idea' categories are excluded the majority of students chose professional, white collar occupations. One interesting statistic is the fact that close to one out of five Independent school boys indicated they hoped to be executives, managers or proprietors of large businesses. Among the other groups only three percent of the Episcopal and 11 percent of the Catholic boys aspired to this executive category.

TABLE IV-4  
 OCCUPATIONAL ASPIRATION OF 11th AND 12th GRADE STUDENTS  
 (Percentages)

Occupation	Type of School										
	Independent		Calvinist		Lutheran		Episcopal		Catholic		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
	N=	127	150	14	10	15	24	12	29	136	75
Teacher or education- al administrator	22	14	0	10	13	4	25	14	31	9	9
Doctor, lawyer or other profession	23	4	43	20	7	25	42	7	26	12	12
Executive, manager or proprietor of large business	1	30	21	20	0	29	0	31	2	25	25
Small business owner or manager	0	18	0	0	0	0	0	0	3	11	11
Clerical or sales skilled worker or foreman	0	5	0	0	13	0	0	0	0	4	13
Housewife	1	1	0	0	0	0	0	0	3	0	7
Other (specify)	13	0	14	0	13	4	0	0	0	10	7
Have no idea	17	9	10	10	27	33	33	21	10	10	17
	20	19	21	40	13	4	0	21	9	9	9

Percentages do not add to 100 because of missing data and/or rounding error.



The Influence of Certain People on Students

The following item probed the influence of certain individuals on the students:

For some students an important part of education is the influence of certain people whose personal qualities or values they admire. Indicate below the extent to which the following people by their own lives or example are a positive model for you or influence on your life, using the following options:

	Very strong influence	Strong influence	Some influence	Little or no influence
One or a few teachers you admire.....1		2	3	4
A priest, rabbi, minister or other church worker.....1		2	3	4
One or both parents.....1		2	3	4
A close friend or fellow student.....1		2	3	4
Other person with very strong influence: (specify)	1	2	3	4

Table IV-5 presents the results. Close to seven out of ten of all the students indicated that one or both parents had had a very strong influence on their life. In the Independent, Lutheran and Catholic schools close to one out of two students indicated that one of the peers had had a strong or very strong influence on them. In the Calvinist and Episcopal schools one out of four students felt that a peer had had a very strong or strong influence.

One-third or better of all the students indicated that teachers had a very strong or strong influence on their lives. Less than

TABLE IV-5  
 INFLUENCE OF CERTAIN PEOPLE ON 11th AND 12th GRADE STUDENTS  
 (Percentage)

	Type of School														
	Independent			Calvinist			Lutheran			Episcopal			Catholic		
	Strong Inf.	Some Inf.	No Inf.	Str. Inf.	Some Inf.	No Inf.	Str. Inf.	Some Inf.	No Inf.	Str. Inf.	Some Inf.	No Inf.	Str. Inf.	Some Inf.	
	N=279			N=24			N=39			N=41			N=211		
Teachers	39	43	16	50	50	0	33	51	15	44	46	10	39	46	113
Priest, Rabbi, Minister or church Worker	10	25	62	33	50	17	31	41	28	24	27	42	28	36	34
One or both parents	72	22	4	88	12	0	67	31	0	76	20	2	72	22	4
Close friend or fellow student	50	31	7	46	46	4	56	36	8	42	32	5	52	31	7
Other person not mentioned above	28	0	0	29	0	0	20	3	0	34	0	0	29	0	0

Str. Inf. Category = strong influence and very strong influence.  
 Percentages do not add to 100 because of missing data and/or rounding error.

16 percent indicated that teachers had had little influence.

In the denominational schools one-quarter to one-third of the students indicated that a clergyman had greatly influenced them. However, close to three out of 10 Lutheran and Catholic students and better than four out of 10 Episcopal students felt that the lives or examples of the clergy had had little or no influence on their own lives.

These data once again indicate the strong influence the home and peer groups play in the lives of adolescents. The data also reveal that teachers by their example do serve as models for adolescents. While this teacher effect did not relate as strongly as parental and peer influence to measures of academic achievement in the Coleman study, nonetheless a significant number of adolescents felt that teachers had greatly influenced their lives. This points to the fallibility and limitations of using paper and pencil measures of student achievement as the principal criterion of the school effect.

#### CONCLUSIONS CONCERNING FUTURE GOALS AND ASPIRATIONS

1. A majority of all parents hoped that their children would at least obtain a college degree. The educational level parents desired for their children was generally higher than the level they had actually obtained themselves.
2. A majority of students like their parents also aspire to at least a college degree. Further, their occupational

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aspirations are for white collar, professional type jobs. Only a very few students indicated that they looked forward to blue collar occupations. The students in the denominational schools in general aspired to an educational level and occupational status beyond that obtained by their parents.

3. Parents, peers and teachers were the individuals most often chosen as having a very strong or strong influence on the lives of the student respondents.

## V - FACULTY PERCEPTIONS OF NONPUBLIC SCHOOLS

This section of the analysis of the Kraushaar data deals with why individuals choose to teach in nonpublic schools; their views of the effectiveness of their colleagues; their opinions on their rights as teachers; and the problems they face in teaching in nonpublic schools.

### Reasons for Teaching in Nonpublic Schools

The faculty were asked to read a list of 20 possible reasons shown in Tables V-1 and V-2 for teaching in nonpublic schools. They were then asked to indicate for each statement whether it was a very important, important, minor reason or not a reason in their decision to teach in a nonpublic school. The very important and important categories were combined for ease in interpreting the Table.

Table V-1 shows that a majority of all of the elementary teachers in the denominational schools indicated that the religious atmosphere and the school's philosophy were important reasons in their decision. These reasons coupled with the previous findings that a majority of teachers in denominational schools felt religion affected their instruction, indicated that teachers generally view the church related schools as having a definite religious press and milieu.

Among the Independent elementary school faculty the reasons chosen by four out of ten as being important were fewer students

TABLE V-1  
REASONS GIVEN BY FACULTY FOR TEACHING IN NONPUBLIC ELEMENTARY SCHOOL  
(Percentages)

Reason	Independent N=48			Calvinist N=17			Lutheran N=30			Episcopal N=16			Catholic N=134			Seventh Day Adventist N=13		
	Important	Minor	Not a reason	Important	Minor	Not a reason	Important	Minor	Not a reason	Important	Minor	Not a reason	Important	Minor	Not a reason	Important	Minor	Not a reason
Religious atmosphere	21	12	60	100	0	0	100	0	0	63	6	25	80	6	9	92	0	0
Acad. ability of student	44	19	33	41	24	29	27	43	30	31	25	25	22	25	44	38	23	31
Freedom from supervision	60	10	25	41	24	29	23	30	40	25	38	19	17	16	59	62	8	31
Voice in school policy	48	23	25	29	35	24	53	23	23	31	44	19	25	18	49	46	23	31
Financial aid, student diversity	10	6	79	0	29	65	3	20	77	12	25	50	10	12	70	23	15	54
Salary based on merit	12	25	58	12	18	65	7	20	73	12	19	56	10	8	73	8	15	39
Provisions for grad. study	12	17	65	24	59	12	13	30	53	12	19	50	16	10	64	46	15	23
School's educational philosophy	85	6	6	71	12	12	87	3	7	69	6	12	60	6	25	54	0	8
School for boys only or girls only	0	2	94	0	12	82	0	0	100	0	0	69	3	5	80	8	0	62
Quality of faculty	77	10	8	41	18	35	63	7	30	25	19	31	52	5	36	38	8	38
Quality of school head	71	6	17	29	35	29	67	10	20	38	12	31	48	8	36	38	15	38
Freedom to design course	69	10	15	59	29	6	63	23	10	50	12	12	33	14	43	15	8	38
Sense of community	67	12	17	41	35	18	57	20	20	44	19	6	48	9	32	8	8	38
Opportunity for own study	54	12	23	29	29	29	37	23	40	25	25	12	33	10	44	8	23	31
Quality of library	31	27	31	12	41	41	7	33	57	19	19	25	16	16	58	23	15	46
Social compatibility of group	44	21	29	59	12	24	53	30	17	25	25	25	18	19	54	31	8	8
Control over admission	54	19	23	12	18	65	33	13	53	31	12	31	14	16	60	23	0	38
Prestige of private sch.	15	10	71	0	35	59	7	13	80	25	25	31	10	11	66	8	15	46
Fewer students per class	85	2	4	6	29	53	7	33	60	75	6	6	18	14	57	31	0	38
Lack certification	33	19	40	12	0	76	0	10	90	12	0	56	19	7	63	0	0	46

Percentages do not add to 100 because of missing data and/or rounding error.  
Important category includes important and very important reason

TABLE V-2

REASONS GIVEN BY FACULTY FOR TEACHING IN NONPUBLIC SECONDARY SCHOOLS  
(Percentages)

Reasons	N=243			N=17			N=22			N=38			N=175			N=12		
	Important	Minor	No reason	Important	Minor	No reason	Important	Minor	No reason	Important	Minor	No reason	Important	Minor	No reason	Important	Minor	No reason
Religious Atmosphere	10	15	71	100	0	0	91	0	0	26	26	45	75	9	11	100	0	0
Academic ability of students	63	18	16	29	41	24	41	27	27	61	21	16	28	25	38	42	25	25
Freedom from supervision	75	13	8	24	35	41	18	41	41	68	18	13	29	25	36	8	33	42
Voice in school policy	49	23	24	22	41	29	32	32	36	53	24	21	31	26	34	33	42	25
Financial aid, student diversity	10	19	65	6	24	71	18	14	68	16	10	71	7	15	67	0	8	83
Salary based on merit	22	22	52	0	35	65	0	9	91	16	21	58	6	10	74	0	8	83
Provisions for graduate study	21	23	51	24	41	35	45	23	32	16	16	63	9	14	64	67	8	25
School's educational philosophy	59	18	18	94	6	0	96	4	0	61	21	16	64	9	17	75	8	8
School for boys only or girls only	18	15	62	0	0	100	0	14	86	8	10	79	19	10	61	8	0	83
Quality of faculty	63	16	17	47	47	6	55	27	18	50	26	21	42	15	34	50	25	25
Quality of school head	62	16	16	59	29	12	54	23	23	60	16	24	43	14	34	58	17	17
Freedom to design courses	87	7	4	53	35	12	64	18	18	68	26	5	54	14	23	67	8	25
Sense of community	68	12	16	65	24	6	55	4	41	74	21	3	57	12	22	50	8	33
Opportunity for own study	59	17	19	24	47	29	27	23	50	53	26	16	35	17	38	33	17	42
Quality of Library	30	25	39	6	35	59	14	32	54	24	26	45	24	19	45	17	25	58
Social compatibility of group	47	22	29	76	18	6	34	41	23	29	21	47	16	20	54	50	17	25
Control over admission of students	52	17	28	35	24	41	18	36	46	45	34	18	28	18	46	42	25	33
Prestige of private school	17	30	48	6	18	76	9	14	77	21	18	55	13	11	65	0	25	67
Fewer students per class	84	5	7	0	53	47	23	23	54	84	8	5	19	15	55	25	33	33
Lack certification	21	12	58	0	0	10	0	4	96	21	3	68	8	3	75	0	0	92

Percentages do not add to 100 because of missing data and/or rounding errors.  
Important category includes important and very important reason



per class, the school's educational philosophy, freedom from supervision, quality of the faculty, quality of the school head, freedom to design courses, a sense of community, opportunity for study, control over admissions, academic ability of student, social compatibility of the group and voice in school policy. Salary, student diversity, prestige and religious atmosphere were not of much importance to most of the Independent school faculty.

Thus it would appear that the Independent elementary school teachers have two basic reasons, the general academic characteristics, quality and atmosphere of the schools and the social, community dimensions of life in these Independent schools.

Among the Calvinist elementary school teachers four out of ten or more indicated that the important reasons were the religious atmosphere, the school's educational philosophy, the social compatibility of the group, a sense of community, freedom to design courses, the quality of the faculty, freedom from supervision and the academic ability of the students. Fewer students per class, control over admissions, a voice in school policy and the quality of the school head were not as important to the Calvinist teachers as they were to the Independent school teachers.

The Calvinist teachers appear to choose to teach in these schools for three basic reasons: First, the religious and philosophical emphasis of the school; second, the opportunity to work



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with individual similar social background; and third, the academic characteristics of the students.

Four out of ten or more Lutheran elementary teachers indicated the important reasons for their decisions were the religious and philosophical atmosphere of the school, the quality of the faculty, quality of the school head, freedom to design courses, a sense of community, the social compatibility of the group, and a voice in school policy. The academic ability of students and freedom from supervision were not chosen as frequently as was the case in the Independent and Calvinist schools. Control over admissions and fewer students per class were also not as important as in the Independent schools.

It would appear that the important decisions for teaching in Lutheran elementary schools are rather similar to those found in the Calvinist schools.

In the Episcopal elementary schools 40 percent or more of the teachers indicated as being important the religious and philosophical atmosphere of the school, opportunity for study, fewer students per class, and a sense of community.

In the Catholic elementary schools 40 percent or more of the teachers indicated that the important reasons were religious and philosophical, the quality of the staff and administration and a sense of community.

In the Seventh Day Adventist schools close to four out of ten or more of the faculty indicated important reasons to be

religious and philosophical aspects of the school, freedom from supervision, a voice in school policy, provision for graduate study, quality of staff and administration and academic ability of students.

Turning to the secondary school teachers we see from Table V-2 that the religious and philosophical aspects of the school were important reasons for most Calvinist, Lutheran, Catholic and Seventh Day Adventist teachers. Only one-quarter of the Episcopal high school teachers felt that the religious atmosphere was an important reason, however the school's philosophy was important to six out of ten Episcopal teachers.

In general, the data in Table V-2 follow the pattern described for Table V-1. The Independent teachers stress as important the academic and social milieu of the school. The Calvinist teachers see the religious atmosphere as most important, followed by social compatibility and finally but certainly to a less extent the academic characteristics of the school.

The Lutheran faculty stressed the religious and philosophical milieu and the academic characteristics and freedom of the school. The Episcopal high school teachers were drawn primarily by the academic milieu, freedom from supervision and participation in policy making. Among the Catholic secondary teachers, the religious and philosophical dimensions of the school were of primary importance. Finally, the Seventh Day Adventist teachers stress religious and philosophical reasons, social compatibility and the general academic milieu of the school.

Perceived Teacher Effectiveness

The governing board members and faculty were presented with the following item dealing with teacher effectiveness:

One of this school's problems is the amount of "deadwood" (i.e., teachers who are no longer effective) on the faculty

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

Table V-3 presents the results. A majority of all the governing board members did not agree that one of the school's problems was the amount of deadwood. However one-quarter of the Independent secondary school board members, four out of ten Calvinist secondary board members, one out of five of the Lutheran elementary school board members, Catholic elementary and secondary board members and Episcopal secondary board members did agree that their schools had a problem with deadwood.

With the exception of the Lutheran secondary teachers a majority of all the teacher groups did not agree that their school had a "deadwood" problem. However a significant minority of the teachers did feel that there was a problem of ineffective colleagues.

Expression of Faculty Opinion

The school heads, governing board members and faculty were asked to react to the following item dealing with the right of a teacher to express his opinion about any issue without fear of reprisal:

TABLE V-3  
 ATTITUDE OF GOVERNING BOARD MEMBERS AND FACULTY TOWARD TEACHER INEFFECTIVENESS  
 (Percentages)

	Governing Board				Faculty							
	Number Elem.	Sec.	Elem. Sec.	Disagree Elem. Sec.	Number Elem.	Sec.	Elem. Sec.	Disagree Elem. Sec.				
Independent	33	129	15	24	82	74	48	243	10	32	83	63
Calvinist	12	12	0	42	100	58	17	17	24	18	59	76
Lutheran	34	21	20	10	76	90	30	22	10	18	87	43
Episcopal	13	25	15	20	77	76	16	38	19	42	75	55
Catholic	47	52	21	19	68	77	134	175	17	27	68	70
Seventh Day Adventist	16	14	12	7	81	86	13	12	0	17	46	75

Percentages do not add to 100 because of missing data and/or rounding error.

Category 'agree' includes strongly agree and tend to agree.

Category 'disagree' includes tend to disagree and strongly disagree.

Faculty members should have the right to express their opinions about any issue they wish in the classroom, student newspaper, etc., without fear of reprisal

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

The issue of a teacher's right to express an opinion on any issue split the groups fairly evenly. Among the school heads the greatest disagreement was in the Lutheran and Episcopal secondary schools. In the remaining schools between one-third and two-thirds of school heads agreed with the proposition.

Among the governing board members disagreement was highest in the Calvinist (75 percent) and the Lutheran (81 percent) secondary schools, and in the Catholic elementary schools (74 percent). In the remaining instances between 40 and 70 percent of the board members agreed that teachers should be free to express their opinions on any issue.

Among the faculty, disagreement was high in the Seventh Day Adventist secondary schools (83 percent), the Calvinist secondary schools (70 percent) and the Lutheran elementary schools (63 percent). In the remaining cases the percentages split fairly evenly between agreement and disagreement.

#### Problems Faced by Teachers

The faculty were presented a list of eleven problems faced by teachers and were asked to indicate for each whether it was a

TABLE V-4  
 ATTITUDE OF SCHOOL BOARD, GOVERNING BOARD AND FACULTY TOWARD TEACHER RIGHTS  
 (Percentages)

	School Head			Governing Board			Faculty											
	Number elem sec	Agree elem sec	Disagree elem sec	Number elem sec	Agree elem sec	Disagree elem sec	Number elem sec	Agree elem sec	Disagree elem sec									
Independent	15	104	53	50	47	49	33	29	70	46	30	53	48	243	58	60	40	36
Calvinist	17	5	47	40	53	60	12	12	42	25	58	75	17	17	41	24	53	70
Lutheran	27	10	37	20	62	80	34	21	47	19	53	81	30	22	30	41	63	59
Episcopal	12	16	67	25	33	75	13	25	46	52	54	48	16	38	31	52	50	45
Catholic	98	92	47	50	50	49	47	52	21	56	74	44	134	175	52	50	42	46
Seventh Day Adventist	13	13	46	54	31	46	16	14	44	43	56	57	13	12	23	8	38	83

Category 'agree' includes strongly agree and tend to agree.

Category 'disagree' includes tend to disagree and strongly disagree.

Percentages do not add to 100 because of missing data and/or rounding error.

serious problem, a problem, a minor problem, or not a problem. The first two categories were combined for ease of interpretation. Tables V-5 and V-6 show the results.

In the Independent elementary school salary, inadequate teaching materials, too little time for study and reading and correcting papers were the problems mentioned by the largest percentage of teachers. However it should be noted that even these problem areas were mentioned by only 20 to 46 percent of the teachers.

In the Calvinist elementary school the problems chosen by one-quarter or more of the faculty were too little time for study, reading and correcting papers, excessive class load, inadequate teaching materials and salary. In the Lutheran elementary schools the most often chosen problems were salary level, excessive record keeping, too little time for study and reading and correcting papers,

In the Episcopal schools salary, inadequate materials, too little time for study and reading and correcting of papers lead the list of problems thought to be serious or very serious.

Within the Catholic elementary school, teachers saw as their main problems salary, too little time for study, reading and correcting papers, inadequate teaching materials, and excessive clerical work. One-quarter of the Catholic teachers indicated that excessive class loads were also a problem.

TABLE V-5  
 PROBLEMS FACING NONPUBLIC ELEMENTARY SCHOOL FACULTY MEMBERS  
 (Percentages)

Problems	Type of School																	
	Independent			Calvinist			Lutheran			Episcopal			Catholic			Seventh Day Adventist		
	N=48			N=17			N=30			N=16			N=134			N=13		
	Important	Minor	No prob.	Important	Minor	No prob.	Important	Minor	No prob.	Important	Minor	No prob.	Important	Minor	No prob.	Important	Minor	No prob.
Interference with freedom to teach and design courses as I wish	4	10	85	0	24	76	3	10	87	0	12	81	9	22	68	15	8	54
Being asked to teach or work in area for which I am not prepared	10	27	62	18	29	53	10	40	50	6	25	62	21	32	46	0	23	54
Amount of salary	46	15	40	29	41	29	33	33	33	44	12	38	40	16	41	0	31	31
Excessive record keeping, clerical duties, supervisory chores (study hall, dormitory, etc.)	8	19	71	18	6	71	30	27	33	0	25	62	31	35	33	15	15	31
Inadequate teaching materials	33	25	35	29	47	23	20	50	30	31	25	38	33	31	35	23	8	31
Excessive class or student load	10	15	67	24	35	41	17	40	43	0	0	88	26	33	32	6	15	38
Too little time for own study, research	33	27	33	41	41	18	47	43	10	25	12	56	46	28	24	23	31	8
Reading and correction of student papers	21	32	40	35	41	24	33	40	27	19	31	44	45	32	21	31	8	23
Poor communication with school head or other administrators	15	15	65	18	29	53	10	13	77	0	12	81	16	23	58	23	15	23
Too little opportunity to help shape school policy	14	6	67	12	35	53	13	13	60	0	19	69	20	22	46	15	23	15

Percentages do not add to 100 because of missing data and/or rounding error.  
 Important category includes important and very important  
 Minor category includes minor problem.  
 No Prob. = No problem





TABLE V-6

PROBLEMS FACING NONPUBLIC SECONDARY SCHOOL FACULTY MEMBERS  
(Percentages)

Problems	Type of School																	
	Independent N=243		Calvinist N=17		Lutheran N=22		Episcopal N=38		Catholic N=175		Seventh Day Adventist N=12							
	Important	Minor	Important	Minor	Important	Minor	Important	Minor	Important	Minor	Important	Minor	No prob.					
Interference with freedom to teach and design courses as I wish	5	10	84	0	24	76	4	9	86	8	18	71	3	14	82	0	0	83
Being asked to teach or work in area for which I am not prepared	6	18	75	29	35	35	18	27	54	13	13	71	19	26	54	17	58	25
Amount of salary	42	32	25	35	47	18	68	18	14	63	16	18	30	15	53	50	33	17
Excessive record keeping, clerical duties, supervisory chores (study hall, dormitory, etc.)	21	27	51	17	47	35	18	41	41	18	50	29	18	26	53	17	17	67
Inadequate teaching materials	17	25	57	12	65	24	32	41	27	26	37	34	23	34	42	17	42	42
Excessive class or student load	8	12	79	12	41	47	36	36	27	3	17	76	18	31	49	25	33	42
Too little time for own study, research	32	27	40	41	41	18	63	9	27	31	42	24	32	32	35	33	42	25
Reading and correction of student papers	22	31	47	12	65	24	46	32	23	21	42	32	31	35	32	25	50	17
Poor communication with school head or other administrators	30	19	48	24	18	59	9	27	59	29	16	50	25	18	56	0	8	83
Too little opportunity to help shape school policy	28	18	43	12	35	47	5	41	50	42	16	37	22	30	38	0	0	92

Percentages do not add to 100 because of missing data and/or rounding error

Important category includes important and very important

Minor category includes minor problems

No prob. = No problem.

The Seventh Day Adventist elementary teachers have the smallest percentages indicating an item was a very serious or serious problem. Reading and correcting papers, inadequate teaching materials, too little time for study and poor communications with the school head lead the list.

Table V-6 shows that the problems most often mentioned by the elementary teachers also were chosen by their secondary school counterparts. Salary, too little time for study, reading and correcting papers, inadequate teaching materials and excessive record keeping tended to lead the list. Excessive class or student load appeared to be most troublesome in the Lutheran and Seventh Day Adventist schools. Poor communications and too little opportunity to shape policy also were problems to a significant minority of Independent, Episcopal, Catholic and Calvinist teachers. None of the areas mentioned as problems by 20 percent or more of the teachers are unique to nonpublic schools. Salary, the reading of papers, too little time, and inadequate materials which seem to head the list certainly plague public school teachers as well. Here again a public school referent group would have been extremely helpful.

#### CONCLUSIONS ON FACULTY PERCEPTIONS OF NONPUBLIC SCHOOLS

1. The reason a majority of teachers elected to teach in church related nonpublic schools was because of the religious atmosphere and philosophy of the school.

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2. The Independent school teachers chose to teach in those schools primarily because they perceived them as having both a fine academic atmosphere and social compatibility.
3. Social compatibility was an important reason for selecting the nonpublic schools as was freedom from supervision.
4. The religious atmosphere was not as important to Episcopal secondary teachers as it was to teachers in other denominational schools. Instead the academic characteristics were most often chosen by Episcopal high school teachers as the reason for selecting these schools.
5. The problem of teacher ineffectiveness generally was not viewed as being serious, although a significant minority of the respondents did see it as a problem. Here public school referent data would have been helpful.
6. The issue of the right of a teacher to express himself on any matter rather evenly divided the school heads, board members and faculty. Again public school referent data would have helped in the interpretation of these data.
7. The areas most often selected as problems by the nonpublic school teachers would most likely be problems to public school teachers as well.

## VI - SCHOOL'S PHILOSOPHY OF STUDENT LEARNING

The school's philosophy of student learning cannot help but affect, at least to some extent, what goes on within the school, that is, the type of curriculum offered and the instructional methods used by the teachers. In this section, the philosophy of student learning is viewed from two angles, that of the staff and that of the laymen. School heads and faculty members were asked to describe the philosophy of student learning that they perceive to be that of their school. Because they are within the school environs, these two groups, along with students, are closest to the mainstream of what is going on. Further, the school heads and faculty members were asked what would be the best philosophy of student learning for the school. Two groups of laymen with vital interests in the school, parents and governing board members were also asked to indicate what philosophy of education they felt would be best for the school.

Philosophy As It Is Practiced

The following item appeared in the school head and faculty questionnaires.

Classify your school's philosophy of student learning as it is currently practiced by the faculty, on the following scale: at one end primary concern for solid grounding in the basic subjects and training for rigorous, disciplined work; and at the other end, primary concern for student initiative, discovery and spontaneous learning. For many schools both considerations play a part. Circle the point on the scale that represents, in your

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judgment, the relative weight given the two sets of goals.

Solid grounding basic subjects disciplined work	1	2	3	4	5	6	Student initiative discovery spontaneity
---	---	---	---	---	---	---	--

Because the response categories from 1 to 6 are not labeled but represent points on a scale between two poles, it is impossible to attach a philosophy to each point. Rather it was decided to collapse categories in order to synthesize the data. The combination of categories 1 and 2 represents the viewpoint - 'primary concern for solid grounding in the basic subjects and training for rigorous disciplined work'. At the opposite end of the scale categories 5 and 6 were also combined. "Primary concern for student initiative, discovery and spontaneous learning' are characteristic of this viewpoint. The two middle categories, 3 and 4, were also combined. Those who chose either one of these two response categories were hypothesized to favor a position including some aspects of both poles or a philosophy midway between the two. Because the collapsed categories were constructed and labeled after the data was collected, caution should be used in generalizing the results.

Tables VI-1 and VI-2 provide data on school heads and faculty members at the elementary and secondary levels respectively. The first column of percentages (response categories 1 and 2) represent a

TABLE VI-1  
 PHILOSOPHY OF STUDENT LEARNING AS IT IS PERCEIVED TO BE PRACTICED,  
 AS REPORTED BY ELEMENTARY SCHOOL ADMINISTRATORS AND SCHOOL HEADS  
 (Percentages)

	School Head			Faculty				
	N	Traditional	Middle of Road	Liberal	N	Traditional	Middle of Road	Liberal
Independent	15	47	33	20	48	23	62	8
Calvinist	17	18	76	6	17	18	65	18
Lutheran	27	44	48	7	30	40	57	0
Episcopal	12	25	58	8	16	12	56	12
Catholic	98	14	66	10	134	20	59	11
Seventh Day Adventist	13	38	38	0	13	8	46	0

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE VI-2

PHILOSOPHY OF STUDENT LEARNING AS IT IS PERCEIVED TO BE PRACTICED,  
AS REPORTED BY SECONDARY SCHOOL ADMINISTRATORS AND FACULTY.  
(Percentage)

	N	Tradi- tional	Middle of Road	Liberal	N	Tradi- tional	Middle of Road	Liberal
Independent	104	27	62	6	243	35	55	7
Lutheran	10	40	50	0	22	50	50	0
Episcopal	16	6	81	6	38	37	47	5
Catholic	92	24	67	6	175	25	64	8
Seventh Day Adventist	13	31	62	8	12	33	58	8

Percentages do not add to 100 because of missing data and/or rounding errors.

preference for traditional values - basic subjects and disciplined work. Percentages in the second column indicate a viewpoint midway between the philosophy of column 1 and that of column 3. The third column percentages show a preference for so-called liberal educational values - student initiative, discovery and spontaneity.

A plurality of Independent elementary school heads (47 percent), indicated that a traditional educational philosophy was currently practiced. An additional one-third chose the middle of the road options, while one out of five felt a liberal philosophy predominated. Between 48 and 76 percent of elementary Calvinist, Lutheran, Episcopal and Catholic school heads tended to chose the middle ground, that is, both traditional and liberal considerations play a part. Of the remaining group more chose the traditional than liberal end of the continuum. Thirty-eight percent of elementary Seventh Day Adventists indicated this same viewpoint while an additional 38 percent chose options 1 and 2, that is, primary concern for traditional educational values.

At the secondary level, a majority of school heads of all nonpublic schools indicated that a philosophy of student learning somewhere between the traditional and the liberal is practiced.

With the exception of Seventh Day Adventist members a majority of elementary faculty members indicated that the philosophy practiced by the school is located between the two poles



of traditionalism and liberalism. The same viewpoint is characteristic of a plurality of faculty members in secondary schools with the exception of Lutheran faculty. Half of Lutheran faculty members agree with the "middle" philosophy while 50% indicated that the philosophy of student learning currently practiced in Lutheran schools is a traditional one.

In general, most school heads and faculty members indicated that the school's philosophy includes some traditional aspects as well as some liberal ones. The traditional approach to education is chosen most often by those who did not espouse the middle view. Very few indicated that the philosophy of their schools was oriented toward the liberal philosophy of education.

#### Philosophy That Would Be Best For School

Now we turn to the ideal state, the best philosophy for the school - the one that should be practiced.

In the school head and faculty questionnaires the following item was included along with the original question on the present philosophy of the school.

Using the same scale indicate where you think your school's educational emphasis should be.

1      2      3      4      5      6

In the parent and governing board questionnaire the item took a slightly different form.

Indicate on the scale below what you believe would be the best philosophy of student learning for this school. The far left of the scale represents primary concern for solid grounding in the basic subjects and training for rigorous, disciplined work; the far right represents primary concern for student initiative, discovery and spontaneous learning. Many people believe both considerations should play a part. Circle the point on the scale that best represents the relative weight you believe should be given the two goals.

Solid grounding basic subjects disciplined work	1	2	3	4	5	6	Student initiative discovery, spontaneity
---	---	---	---	---	---	---	---

Table VI-3 presents the responses of elementary school heads, faculty members, governing board members, and parents. Table IV-4 provides the secondary school counterpart.

Categories were collapsed and labeled in the same manner as were response categories for the item on the philosophy of student learning as practiced.

At the elementary level, school heads of the denominational schools with the exception of the Calvinist school heads indicated that the best philosophy would be midway between the two poles. That is, include aspects of both the traditional and liberal approaches to education. A plurality of administrators of secondary schools indicated that the ideal would again be the middle category. Of interest here is the observation that those who did not choose the middle ground as an ideal more often chose a philosophy characterized by student initiative, discovery and spontaneity than one characterized by disciplined work.

A majority of elementary and secondary nonpublic school faculty, with the exception of elementary Episcopalians, indicated

TABLE VI-3

PHILOSOPHY OF STUDENT LEARNING AS IT SHOULD BE PRACTICED BY TYPE OF  
ELEMENTARY SCHOOL  
(Percentages)

	School Head			Faculty			Governing Board			Parent						
	Traditional	Middle of Road	Liberal	Traditional	Middle of Road	Liberal	Traditional	Middle of Road	Liberal	Traditional	Middle of Road	Liberal				
Independent	15	33	27	33	48	12	54	25	33	24	55	221	63	19	60	21
Calvinist	17	6	47	47	17	12	59	18	12	17	67	17	28	39	46	11
Lutheran	27	18	63	15	30	10	80	7	34	26	62	9	55	15	67	11
Episcopal	12	17	75	8	16	38	12	38	13	15	77	0	31	13	68	16
Catholic	98	10	44	39	134	5	53	29	47	11	66	19	152	14	60	15
Seventh Day Adventist	13	15	38	15	13	8	38	8	16	25	56	6	35	34	37	9

Percentages do not add to 100 because of missing data and/or rounding errors.

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TABLE VI.4  
 PHILOSOPHY OF STUDENT LEARNING AS IT SHOULD BE PRACTICED BY TYPE OF  
 SECONDARY SCHOOL  
 (Percentage\$)

	Number	Traditional	Middle of Road	Liberal	Number	Traditional	Middle of Road	Liberal	Number	Traditional	Middle of Road	Liberal				
Independent	104	9	67	24	243	14	64	19	129	19	63	16	301	15	68	13
Calvinist	5	20	60	20	17	6	76	18	12	25	75	0	25	28	64	4
Lutheran	10	0	70	30	22	4	64	27	21	14	81	5	33	21	70	9
Episcopal	16	0	69	25	38	8	71	21	25	20	68	12	50	16	68	12
Catholic	92	5	46	44	175	8	59	27	52	12	67	19	199	15	69	16
Seventh Day Adventist	13	31	45	23	12	8	67	25	14	29	64	7	21	19	81	0

Percentages do not add to 100 because of missing data and/or rounding errors.

that the best philosophy of student learning for the school was one that fell between the two poles. Thirty-eight percent of Episcopal elementary school faculty members opted for a traditional approach to education while an additional 38 percent considered the ideal to be the liberal philosophy of student learning. From the table it is evident that the philosophy chosen more often by faculty members is the "middle" one, followed by the liberal orientation.

We have looked at the opinions of school heads and faculty members concerning the ideal philosophy of student learning. Now we turn to parents and school board members who are generally very interested in what the school does but who are not there on the scene daily.

A solid majority of elementary and secondary nonpublic school governing board members indicated that the best philosophy of student learning is that associated with the middle two categories, that is, both a concern for solid grounding in the basic subjects and a concern for student initiative play a part. The remaining board members in the Independent, Calvinist, and Catholic schools were fairly evenly split between the two ends of the continuum. In the other schools the remaining board members more often chose the traditional philosophy of education as the ideal.

A plurality of parents of both elementary and secondary school students indicated that the ideal philosophy of student

learning was a compromise between the traditional approach to education and the liberal orientation. The remaining parents split in the same pattern described above for the board members.

CONCLUSIONS REGARDING THE PERCEIVED AND IDEAL PHILOSOPHY  
OF EDUCATION FOR NONPUBLIC SCHOOLS

1. With the exception of Seventh Day Adventists, a plurality of elementary school heads indicated that the philosophy of student learning that is practiced has emphases from both traditional and liberal approaches to education.
2. A plurality of Independent elementary school heads indicated that a philosophy of student learning that espoused traditional educational values was in practice.
3. At the secondary level, a majority of school heads of all the nonpublic schools indicated that a philosophy of student learning somewhat traditional, somewhat liberal is practiced.
4. With the exception of the Seventh Day Adventist elementary teachers and the Lutheran secondary teachers, a majority of faculty members indicated that the philosophy practiced by their nonpublic schools is located between the two poles of traditionalism and liberalism.
5. School heads of the elementary denominational schools, with the exception of Calvinist administrators indicated that the

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best philosophy of student learning is one that includes aspects of both the traditional and liberal approaches to education.

6. A plurality of administrators of secondary nonpublic schools indicated that the ideal philosophy is a compromise between a grounding in the basic subjects and a concern for student initiative.
7. A majority of elementary and secondary nonpublic school faculty members with the exception of the elementary teachers, indicated that the best philosophy of student learning was one that was somewhat traditional, somewhat liberal.
8. A majority of the elementary and secondary nonpublic school governing board members indicated that the best philosophy of student learning is one which includes both a concern for solid grounding in the basic subjects and concern for student initiative,
9. A plurality of parents of both elementary and secondary school students indicated that the ideal philosophy of student learning includes some emphasis for the traditional approach to education and some from the liberal orientation.

## VII- CHANGE AND INNOVATION IN THE SCHOOL

Curricular Changes

The lifeblood of a school system is its ability to adapt to the emotional needs of the individuals it serves. Three proposed curricular changes were included in the questionnaires to ascertain the attitudes of the various publics sampled toward these changes.

## 1. Interrupting Sequence of Academic Study

The first proposed change in the study program of the schools that the respondents were asked to react to was:

Secondary school students should be able to interrupt the steady, year after year sequence of academic study for employment or other non-school experience.

1	2	3	4	5
Strongly agree	Tend to Agree	Tend to Disagree	Strongly Disagree	No opinion

Table VII-1 gives the responses of the elementary school governing board members, faculty and parents. Table VII-2 shows the secondary school counterpart. The categories (1) strongly agree and (2) tend to agree have been combined to form an agree category, while (3) tend to disagree and (4) strongly disagree form a disagree category. The response 'no opinion' as well as the percentage of missing data have not been recorded. Therefore percents within each school type will not necessarily total 100 percent.



TABLE VII-1

ATTITUDE TOWARD INTERRUPTING SEQUENCE OF STUDY  
BY TYPE OF ELEMENTARY SCHOOL

	Governing Board		Faculty		Parent				
	N	Agree	Disagree	N	Agree	Disagree			
Independent	33	52	45	48	42	25	63	24	56
Calvinist	12	42	42	17	12	47	28	25	71
Lutheran	34	29	56	30	17	60	55	18	67
Episcopal	13	62	23	16	25	31	31	26	68
Catholic	47	21	64	134	21	53	152	21	66
Seventh Day Adventist	16	31	69	13	15	46	35	14	54

Agree category includes strongly agree and agree  
Disagree category includes strongly disagree and disagree.  
Percentages do not add to 100 because of missing data and/or rounding errors.

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TABLE VII-2  
ATTITUDE TOWARD INTERRUPTING SEQUENCE OF STUDY  
BY TYPE OF SECONDARY SCHOOL

	(Percentages)															
	Governing Board				Faculty				Parents				Students			
	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree	
Independent	129	32	52	243	49	45	301	26	68	279	47	44				
Calvinist	12	17	83	17	29	71	25	12	76	24	38	50				
Lutheran	21	47	43	22	27	64	33	15	76	39	26	64				
Episcopal	25	48	44	38	50	42	50	42	50	41	39	56				
Catholic	52	42	48	175	36	54	199	16	78	211	25	64				
Seventh Day Adventist	14	36	57	12	50	33	21	19	81	7	14	57				

Agree category includes strongly agree and agree.  
Disagree category includes strongly disagree and disagree.  
Percentages do not add to 100 because of missing data and/or rounding errors.

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At the elementary level, a majority of Lutheran, Catholic and Seventh Day Adventist governing board members indicated that they disagree with the proposition of interrupting the year after year sequence of academic study for employment or other non-school experience. On the other hand, a majority of Independent and Episcopal board members indicated that students should be able to interrupt the sequence. Calvinist elementary governing board members are divided on the issue. forty-two percent agree while forty-two percent disagree.

A plurality of Independent, Calvinist, Catholic and Seventh Day Adventist members of secondary school governing boards indicated that they oppose the interruption. A plurality of Lutheran and Episcopal secondary governing board members favor interruption of the sequence of study for employment or other experience.

Turning to faculty responses, a plurality of denominational elementary faculty (31 to 60 percent), indicated that they disagree with the option to interrupt the student's sequence of study. Only a plurality of the Independent school faculty (42 percent) favor such a break.

At the secondary level, a majority of Calvinist (71 percent), Lutheran (64 percent), and Catholic (54 percent), faculty members indicated that they disagree with the option to work thus interrupting the sequence of study. A plurality of Independent (49 percent) and Episcopal faculty (50 percent) feel that the secondary student should be able to interrupt his sequence of study.

Since parents have such a large investment in the lives of their children and have definite educational as well as vocational aspirations for them, their reactions are of particular importance. The results of the data from parents were consistent across all school types at both the elementary and secondary levels. A substantial majority of parents oppose the interruption of the student's sequence of study for purposes of employment. However, at the secondary level, between one-fifth and one-fourth of all parents were in agreement with the proposal.

How do students compare on this issue with those in authority over them - governing board members, faculty members and their own parents? A majority of 11th and 12th grade students from denominational schools indicated that they disagree with the proposed interruption of study. The percentages of students disagreeing with the option are somewhat lower than those of the parental group. However the differences between denominational parents and their children's attitudes are not dramatic. On the other hand, Independent school students have a plurality (47 percent) agreeing to an interruption in the year after year sequence of study for employment or other non-school experience, while their parents strongly espoused the opposite viewpoint.

## 2. Year-Round Program

The second suggestion for a change in curriculum was the proposal of a year-round curriculum. The item was worded as

follows in the school head, governing board, faculty, parent, and student questionnaires.

A year-round regular school program (with possible student option for sessions off occasionally) would be a desirable development.

1	2	3	4	5
Strongly agree	Agree	Disagree	Strongly disagree	No opinion

Tables VII-3 and VII-4 give the responses for each of the above groups for the elementary and secondary levels respectively. Again categories were collapsed to simplify the interpretation of the data. Strongly agree (1), and agree (2) were combined to constitute the "agreement" category. Disagree (3), and strongly disagree (4), were combined to form the "disagreement" category. 'No opinion' and the missing data were not recorded. Therefore, as in previous instances, the percentages will not sum to 100 percent.

A plurality of Calvinist, Lutheran, Catholic and Seventh Day Adventist elementary school administrators indicated that they disagree with the desirability of a year-round school program. Fifty-three percent of Independent administrators, however, agreed with the proposal. Episcopal school heads were evenly divided on the issue. Half indicated that they would be in agreement; the other half would not.

At the secondary level a majority of Independent, Calvinist, and Lutheran administrators would favor a year-round regular

TABLE VII-3  
 ATTITUDE TOWARD YEAR ROUND PROGRAM BY TYPE OF NONPUBLIC ELEMENTARY SCHOOL  
 (Percentages)

	School Head		Governing Board				Faculty			Parent		
	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree
Independent	15	53	47	33	52	48	48	29	58	63	33	59
Calvinist	17	35	53	12	25	75	17	24	53	28	18	71
Lutheran	27	37	63	34	41	56	30	27	63	55	16	69
Episcopal	12	50	50	13	46	46	16	25	63	31	16	74
Catholic	98	26	65	47	27	47	134	25	60	152	31	59
Seventh Day Adventist	13	31	46	16	25	75	13	31	31	35	9	74

Agree category includes strongly agree and agree.

Disagree category includes strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE VII-4  
 ATTITUDE TOWARD YEAR ROUND PROGRAM BY TYPE OF NONPUBLIC SECONDARY SCHOOL  
 (Percentages)

	School Head		Governing Board		Faculty		Parent		Student						
	Number	Agree	Disagree	Number	Agree	Disagree	Number	Agree	Disagree	Number	Agree	Disagree			
Independent	104	60	38	129	55	41	243	41	51	301	34	59	279	24	68
Calvinist	-	na	na	12	58	42	17	35	65	25	36	60	24	25	75
Lutheran	10	70	30	21	48	38	22	41	50	33	24	67	39	38	56
Episcopal	16	31	69	25	68	32	38	50	47	50	26	56	41	32	56
Catholic	92	42	52	52	50	36	175	33	56	199	25	64	211	26	70
Seventh Day Adventist	13	38	62	14	36	50	12	42	50	21	10	90	--	na	na

Agree category includes strongly agree and agree.  
 Disagree category includes strongly disagree and disagree.  
 Percentages do not add to 100 because of missing data and/or rounding errors.  
 na = not available.



school plan while a majority of Episcopalians, Catholics and Seventh Day Adventists were in disagreement with the desirability of such a plan.

The opinions of governing board members of elementary schools were varied. Three-fourths of Calvinist and Seventh Day Adventist members of elementary school governing boards indicated that they were in opposition to the plan. A majority of Lutherans (56 percent), would also be in opposition. In contrast, 52 percent of Independent governing board members would be favorably inclined. Approximately 46 percent of Episcopal and Catholic board members would be in disagreement with the year-round program while a similar percentage would be in agreement with the year-round school.

Some consensus is evident among the secondary school governing board members. All groups with the exception of Seventh Day Adventists, have a plurality who indicated that they favored a year round program.

Considering faculty responses, all elementary faculties, except Seventh Day Adventists, have a majority who indicated that they disagree with a year round program. Thirty-one percent of Seventh Day Adventist faculty members agreed with such a program while 31 percent disagreed.

It is interesting to note that at the secondary level, there are consistently more faculty members who would agree



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to a year-round program than at the elementary level. However a plurality of secondary school faculty members indicated that they disagreed with such a program. The sole exception being the Episcopal faculty, half of whom agreed to such a program.

The results for parents on this item are the same as they were on the previous item concerning curricular change. A majority of parents of both elementary and secondary students indicated that they disagree with the proposal of a year-round program.

Secondary students, that is those in grades 11 and 12 who answered the questionnaire, would also be opposed to the year-round plan. A majority of them in all types of nonpublic schools indicated they opposed the suggestion.

### 3. Study Program

In this section, three different study proposals will be considered. The first was included in the parent questionnaire, the second in the faculty questionnaire and the third in the student questionnaire. Because the statements concerning the study program were different from one another, a separate table was generated for each item. The attitudes of the individual groups will be discussed separately.

The first item to be considered was given to parents:

Students here should have more time for independent reading or study and less formal classwork.

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

Parental responses are recorded in Table VII-5. The response categories (1) strongly agree and (2) tend to agree were combined to form the "agreement" category, while (3) tend to disagree and (4) strongly disagree were combined to form the "disagreement" category. The response, 'no opinion', and percentages of missing data were not reported.

A majority of parents, between 52 and 75 percent, indicated that they do not agree with the policy of giving students more time for independent study and less for formal classwork. However, across parental groups between 10 and 34 percent did favor more independent study.

The following item was presented to the faculty:

The amount of freedom for students to choose their own program of study.

1	2	3	4	5
not nearly enough	not enough	about right	too much	far too much

Table VII-6 lists faculty percentages. Response categories (1) not nearly enough, and (2) not enough, were combined to form the "not enough" category. The response (3) about right stands alone. Categories (4), too much, and (5), far too much, were

TABLE VII-5

PARENTAL ATTITUDE TOWARD INDEPENDENT STUDY BY TYPE OF SCHOOL

More Time for Independent study	(Percentages)						
	Independent Elem. Sec.	Calvinist Elem. Sec.	Lutheran Elem. Sec.	Episcopal Elem. Sec.	Catholic Elem. Sec.	Seventh Day Adventist Elem. Sec.	
N= 63	301	25	55	31	50	152	199
	16	22	11	16	18	25	34
Agree		25	22	27	25	34	12
	68	68	70	78	64	65	75
Disagree		28	64	67	64	52	71
		28	71	67	78	65	75
		28	71	67	78	65	75

Agree category includes strongly agree and agree  
 Disagree category includes strongly disagree and disagree.  
 Percentages do not add to 100 because of missing data and/or rounding errors

TABLE VII-6  
SCHOOL FACULTY ATTITUDE TOWARD STUDENT CHOICE OF PROGRAM  
(Percentages)

Freedom to Choose Own Program Of Study	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem. N= 48	Sec. 243	Elem. 17	Sec. 17	Elem. 30	Sec. 22	Elem. 16	Sec. 38	Elem. 134	Sec. 175	Elem. 13	Sec. 12
Not enough	23	34	29	24	33	36	6	39	40	30	0	42
About right	65	62	65	71	57	59	75	58	47	63	54	50
Too much	0	3	0	6	0	4	0	0	2	7	0	8

Not enough category includes not nearly enough and not enough.

Too much category includes too much and far too much.

Percentages do not add to 100 because of missing data and/or rounding errors.

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combined to form a "too much" category. The percentages of those not responding to the item (missing data) have not been included in the table.

At least a plurality (47 to 75 percent) of faculty members across the type of elementary and secondary schools indicated that the amount of freedom a student has to chose his own study program is about right. Only eight percent or less felt students had too much freedom.

The final item looks at the study program from the student's viewpoint. How much latitude does the curriculum offer the student in choosing courses? The students were asked to react to the following item:

The number of different courses offered from which to choose a study program:

1	2	3	4	5
Not nearly enough	Not enough	About right	Too much	Far too much

Table VII-7 lists the student responses. The response categories were collapsed in the same manner as those of the previous item.

The results of this item are unanimous. A majority of students indicated that the number of different courses from which to choose a study program is not enough. However approximately four out of ten students across the various schools felt that the number of courses was about right. It is interesting

TABLE VII-7  
STUDENT ATTITUDE TOWARD THE NUMBER OF COURSE OFFERINGS  
(Percentages)

Number of Courses for Study Program	Type of School				
	Independent N=279	Calvinist N=24	Lutheran N=39	Episcopal N=41	Catholic N=211
Not enough	62	66	64	56	50
About right	36	33	36	42	47
Too much	1	0	0	2	2

Not enough category includes not nearly enough and not enough  
Too much category includes too much and far too much.  
Percentages do not add to 100 because of missing data and/or rounding errors.

to relate the student data to the parental viewpoint on the curriculum. Independent and Episcopal parents of secondary students considered a challenging curriculum one of the most important reasons why they sent their children to these schools, yet better than one out of two students felt that there were not enough courses from which to choose.

#### Experimentation and Innovation

The viewpoint of school heads, faculty members and governing board members on the issue of experimentation and innovation in the sample of nonpublic schools was ascertained by the following item:

Nonpublic schools have been a significant force in educational innovation and experimentation in the last decade.

1	2	3	4	5
Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

Tables VII-8 and VII-9 present information on the responses of school heads, governing board members, and teachers at the elementary and secondary levels respectively. As has been done previously, the (1) strongly agree and (2) agree categories have been collapsed into one "agreement" category. The (3) Disagree and (4) strongly disagree categories have been collapsed into a "disagreement" category. The response, 'no opinion' and the percentage of missing data have not been recorded.

TABLE VII-8

ATTITUDE OF ELEMENTARY SCHOOL HEADS, GOVERNING BOARD MEMBERS AND FACULTY  
TOWARD NONPUBLIC SCHOOLS AS A SOURCE OF INNOVATION  
(Percentages)

	School Head		Governing Board Members		Faculty	
	N	Agree	N	Disagree	N	Disagree
Independent	15	80	33	20	48	12
Calvinist	17	71	12	24	17	23
Lutheran	27	70	34	30	41	20
Episcopal	12	75	13	25	15	25
Catholic	98	70	47	22	11	14
Seventh Day Adventist	13	46	16	31	6	15

Agree category includes strongly agree and agree.

Disagree category includes strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding errors



TABLE VII-9

ATTITUDES OF SECONDARY SCHOOL HEADS, GOVERNING BOARD MEMBERS AND FACULTY  
TOWARD NONPUBLIC SCHOOLS AS A SOURCE OF INNOVATION  
(Percentages)

	Governing Board					
	School Head		Member		Faculty	
	N	Disagree	N	Disagree	N	Disagree
Independent	104	30	129	13	243	27
Calvinist		na	12	42	17	12
Lutheran	10	0	21	29	22	27
Episcopal	16	6	25	12	38	42
Catholic	92	20	52	10	175	23
Seventh Day Adventist	13	46	14	7	12	25

Agree category includes strongly agree and agree.

Disagree category includes strongly disagree and disagree.

Percentages do not add to 100 because of missing data and/or rounding errors.

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With the exception of Seventh Day Adventist secondary school heads, seven out of ten or better of all the other nonpublic school administrators indicated that they agree that nonpublic schools have been a significant force in educational innovation and experimentation. Forty-six percent of Seventh Day Adventist school heads at the secondary level agree with this issue while 46 percent disagreed.

Between 56 and 92 percent of the governing board members at both levels agreed that their schools have been sources of innovation. At the elementary level at least a plurality of the teachers indicated that they agree that innovation and experimentation in the nonpublic schools have been significant in the past decade. The Seventh Day Adventist (38 percent) and Calvinist (47 percent) teachers had the smallest percentages agreeing with the statement. For the remaining schools close to two-thirds or more of the elementary teachers felt that nonpublic schools had engaged in significant innovations. The results for faculty of secondary schools are also very clear. Between 55 and 75 percent agreed that their schools have been a source of innovation and experimentation. While it is true that faculty members generally indicated that they agreed with the premise, the percentages of teachers who did agree are consistently lower than those of either the school head or the governing board.

It is difficult to place the results of this item in perspective. First, the item is ambiguous regarding the meaning of

innovation. Some concrete innovations could have been provided. Further, in the section on philosophy of student learning, school heads, governing board members and faculty indicated only a slight tendency to move away from the traditional approach to education. This item provides an excellent example of the limitations of closed ended, mailed questionnaires vis a vis the open-ended interview technique. In the latter case the interviewer could have probed for examples of innovations.

#### CONCLUSIONS REGARDING ATTITUDES TOWARD CHANGE AND INNOVATION

1. A majority of Independent and Episcopal board members at the elementary level and a plurality of Lutheran and Episcopal secondary school board members indicated that secondary students should be able to interrupt the sequence of academic study for employment or other non-school experiences. In the remaining schools a majority of the board members opposed such a plan.
2. A plurality of Independent school faculty and Episcopal faculty at the secondary level feel that students should be able to interrupt their sequence of study for employment or other experience. Among the other faculty groups opposition outweighed agreement on this issue.
3. A substantial majority of all parents oppose the interruption of the student's sequence of study for employment purposes.

4. A plurality of Independent school students favor interruption of the study sequence for purposes of employment or experience while a majority of denominational school students are opposed to the plan.
5. A majority of elementary and secondary Independent school heads as well as a majority of secondary Calvinist and Lutheran school heads favor a year-round regular school plan. In the remaining schools a majority of the school heads opposed the year round school.
6. A majority of members of Independent elementary school governing boards would be favorably inclined toward a year-round school plan. Among the other groups of elementary board members at least a plurality opposed the suggestion.
7. At the secondary level, with the exception of Seventh Day Adventists, a plurality of governing board members indicated that they would agree to a year-round program.
8. All elementary faculty groups with the exception of the Seventh Day Adventists, have a majority who disagreed with a year-round program.
9. A plurality of faculty members at the secondary level, with the exception of the Episcopal faculty, would agree to a year-round program.

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10. A majority of parents of both elementary and secondary students indicated that they disagree with the proposal of a year-round program.
11. A majority of students in Grades 11 and 12 across school types would be opposed to the year-round plan.
12. A majority of parents indicated that they do not agree with the policy of giving students more time for independent study and less for formal classwork.
13. At least a plurality of faculty members indicated that the amount of freedom given to students to choose their own program of study is about right.
14. A majority of students indicated that the number of different courses from which to choose a study program is not enough.
15. With the exception of Seventh Day Adventist secondary school heads, a plurality within all the administrative groups indicated that nonpublic schools have been a significant force in educational innovation and experimentation within the last decade.
16. A majority of governing board members agreed that their schools have been sources of innovation.
17. A plurality of nonpublic elementary faculty and a majority of secondary faculty indicated that innovation and experimentation have been significant in the past decade within nonpublic schools.

## VIII - ATTITUDES TOWARD ADMISSION POLICIES

Unlike public schools in this country, nonpublic schools have the option of being selective in their choice of students. By means of entrance requirements, they can assure themselves of having students that meet their specifications. These criteria established by the nonpublic schools can be academic, social, religious or athletic depending upon the goals of the school. This section explores attitudes toward various criteria used for admission procedures by nonpublic schools.

### Attitude Toward Intellectual Ability in Admission Decisions

Of particular interest is the importance of a student's intellectual ability in the decision to admit him to the school. Many nonpublic schools pride themselves on the educational achievements of their students. In order to assure success in academic areas, that is, top quality performance, nonpublic school officials have the freedom to regulate the input; thus, in large part, assuring themselves of the desired outputs.

In an attempt to assess attitude toward importance of intellectual ability as a criterion, school heads and governing board members were asked to indicate their opinions on the following item:

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Intellectual ability should be given greatest weight in making admission decisions for this school.

1	2	3	4	5
strongly agree	agree	disagree	strongly disagree	no opinion

Table VIII-1 gives the results of the item for elementary school heads and board members. The responses of secondary school heads and board members are reported in Table VIII-2.

Response categories 1, 'strongly agree' and 2, 'agree' were combined to facilitate interpretation as were categories 3, 'disagree', and 4, 'strongly disagree'. Thus for each school two percentages are given; the first indicates those in agreement with the above item and the second designates those who disagree. The last response category, 'no opinion', was not recorded. For this reason and because of missing data, the percentages for each type of nonpublic school do not necessarily add to 100 percent.

A majority of school heads at the elementary level indicated that they disagreed with the premise that intellectual ability should be given greatest weight in making admission decisions for the school. Percents ranged from 58 to 88 percent. Four out of ten elementary Episcopal administrators and close to three out of ten Independent school administrators did agree that intellectual ability should be given top priority. All denominational schools at the secondary level had a majority of school heads who indicated that they also disagreed with giving intelligence the

TABLE VIII-1  
 ATTITUDE OF ELEMENTARY SCHOOL ADMINISTRATORS AND BOARD MEMBERS  
 TOWARD INTELLECTUAL ABILITY IN ADMISSIONS DECISIONS  
 (Percentages)

	School Head		Governing Board Members			
	Number	Agree	Disagree	Number	Agree	Disagree
Independent	15	27	67	33	45	52
Calvinist	17	6	88	12	0	100
Lutheran	27	22	78	34	12	88
Episcopal	12	42	58	13	46	54
Catholic	98	13	81	47	25	68
Seventh Day Adventist	13	8	69	16	6	88

A:298

Agree category includes strongly agree and agree  
 Disagree category includes strongly disagree and disagree  
 Percentages do not add to 100 because of missing data and/or rounding errors.





TABLE VIII-2  
 ATTITUDE OF SECONDARY SCHOOL ADMINISTRATORS AND BOARD MEMBERS TOWARD  
 INTELLECTUAL ABILITY IN ADMISSIONS DECISIONS  
 (Percentages)

	School Head		Governing Board Members			
	Number	Agree	Disagree	Number	Agree	Disagree
Independent	104	55	45	129	53	47
Calvinist	5	0	100	12	17	83
Lutheran	10	20	80	21	43	57
Episcopal	16	25	75	25	56	44
Catholic	92	24	74	52	27	69
Seventh Day Adventist	13	23	77	14	7	79

A: 299

Agree category includes strongly agree and agree  
 Disagree category includes strongly disagree and disagree.  
 Percentages do not add to 100 because of missing data and/or rounding errors.

A:300

greatest weight. However, these same schools with the exception of the Calvinist schools had approximately one-fourth of their school heads who did agree that intellectual ability should be given greatest weight in admission decisions. Fifty-five percent of Independent secondary school heads indicated that they agreed that intelligence should be the most important factor in making admission decisions.

Between 52 and 100 percent of governing board members of elementary schools indicated that they disagreed with the policy of using intelligence as the most important admission criterion. Better than four out of ten elementary board members of the Independent and Episcopal schools did agree that intellectual ability should receive the most weight in admissions decisions. At the secondary level, a majority of the denominational school's governing board members, with the exception of the Episcopal members, indicated that they disagreed with the premise that intellectual ability should be given the greatest weight. Independent (53 percent) and Episcopal (56 percent) secondary governing board members had a majority who agreed that intelligence should be the most important criterion.

Attitude Toward Admitting Students Without Normal Entrance Requirements.

Faculty and governing board members were asked to indicate their attitudes toward the admission of socially disadvantaged

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students with high potential who did not meet normal entrance requirements.

The item appeared in the questionnaires in the following form:

Finances aside, schools should admit socially disadvantaged students who appear to have high potential, even when such students do not meet normal entrance requirements.

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

Response data for elementary and secondary faculty and governing board members are reported in Tables VIII-3 and VIII-4 respectively. Categories 1 and 2, strongly agree and tend to agree were combined to form one category - an "agreement" category. Categories 3 and 4 were combined to form a "disagreement" category. The response 'no opinion' was not recorded nor the percentage not responding to the item at all. For these two reasons, percents do not necessarily add to 100 percent for each nonpublic school.

Looking at the responses of elementary school faculty, a plurality within all groups (46 to 82 percent) indicated that they agreed that disadvantaged students without normal entrance requirements should be admitted. However, within Independent, Lutheran, and Episcopal faculties, a substantial number felt otherwise. Thirty-five percent of Independent faculty members indicated, as did 30 percent of Lutheran teachers, that students without normal requirements should not be admitted. The same attitude was characteristic of one out of four Episcopal elementary teachers.

TABLE VIII-3

ATTITUDE OF ELEMENTARY SCHOOL FACULTY AND GOVERNING BOARD MEMBERS  
TOWARD ADMITTING STUDENTS WITHOUT NORMAL ENTRANCE REQUIREMENTS  
(Percentages)

	Faculty			Governing Board Members		
	Number	Agree	Disagree	Number	Agree	Disagree
Independent	48	52	35	33	73	27
Calvinist	17	82	6	12	67	17
Lutheran	30	70	30	34	74	21
Episcopal	16	69	25	13	77	23
Catholic	134	73	19	47	64	34
Seventh Day Adventist	13	45	8	16	56	38

A: 302

Agree category includes strongly agree and agree  
Disagree category includes strongly disagree and disagree  
Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE VIII-4

ATTITUDE OF SECONDARY SCHOOL FACULTY AND GOVERNING BOARD MEMBERS  
TOWARD ADMITTING STUDENTS WITHOUT NORMAL ENTRANCE REQUIREMENTS  
(Percentages)

	Faculty		Governing Board Members			
	Number	Agree	Disagree	Number	Agree	Disagree
Independent	243	67	28	129	62	36
Calvinist	17	59	35	12	50	50
Lutheran	22	86	14	21	62	38
Episcopal	38	84	16	25	88	12
Catholic	175	80	18	52	88	70
Seventh Day Adventist	12	75	17	14	71	29

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Agree category includes strongly agree and agree.  
Disagree category includes strongly disagree and disagree  
Percentages do not add to 100 because of missing data and/or rounding errors.

Surprisingly enough, at the secondary level, a majority of faculty members (59 to 86 percent) from all types of schools indicated that they agreed that finances aside, schools should admit socially disadvantaged students who have high potential even though they fail to meet normal entrance requirements. This was also the opinion expressed by a clear majority of the governing board members in all nonpublic schools at both the elementary and secondary levels, the sole exception being the Calvinist board members. Among these groups 50 percent of the elementary board members indicated that they disagreed with the proposition; however the other half agreed with the proposal.

Attitude Toward Scholarship Students as Percentage of Enrollment

The final item related to admission policies concerned with the enrollment of state or federal scholarship students. The item is as follows:

Some people have proposed that nonpublic schools set aside a certain percentage of their enrollment for state or federal scholarship students selected by public authorities. What would be your reaction to such a program?

- Opposed.....1
- Favor within limits.....2
- Favor with no particular limits.....3
- No opinion.....4

Table VIII-5 lists the responses of elementary school heads and elementary faculty members. Table VIII-6 includes data for the school heads and faculty members of secondary schools. Three

TABLE VIII-5

ATTITUDE OF ELEMENTARY SCHOOL ADMINISTRATORS AND FACULTY TOWARD  
SCHOLARSHIP STUDENTS AS PERCENTAGE OF ENROLLMENT  
(Percentages)

	School Head			Faculty			
	N	Oppose	Favor	N	Oppose	Favor	No opinion
Independent	15	40	40	48	52	29	19
Calvinist	17	29	41	17	18	29	47
Lutheran	27	41	41	30	47	37	17
Episcopal	12	50	33	16	25	50	25
Catholic	98	11	63	134	8	60	31
Seventh Day Adventist	13	46	15	13	31	31	23

A: 305

Favor includes favor with limitations and favor without particular limits  
Percentages do not add to 100 due to missing data and/or rounding errors.



TABLE VIII-6

ATTITUDE OF SECONDARY SCHOOL ADMINISTRATORS AND FACULTY TOWARD  
SCHOLARSHIP STUDENTS AS PERCENTAGE OF ENROLLMENT  
(Percentages)

	School Head			Faculty		
	N	Oppose	Favor	N	Oppose	Favor
Independent	104	40	54	243	42	49
Calvinist	na	na	na	17	18	59
Lutheran	10	50	20	22	36	41
Episcopal	16	50	50	38	29	66
Catholic	92	14	68	175	12	58
Seventh Day Adventist	13	54	38	12	42	42

No opinion

No opinion

A: 306

Favor includes favor with limits and favor with no particular limits  
Percentages do not add to 100 due to missing data and/or rounding errors.



responses have been recorded in the tables. The first column represents those who are opposed to the plan. The second column includes those who either a) favor it within limits or b) favor it with no particular limits. That is, responses 2 and 3 were combined to form this category which will be designated "favorable." The last column gives the percentages of individuals who had no opinion on the issue. Because there were substantial numbers who opted for this response, the figures were included.

The issue of enrolling state or federal scholarship students met with mixed feelings across the schools. At the elementary level three different patterns of attitudes emerged. Close to four out of ten Independent and Lutheran school heads indicated that they oppose scholarship students selected by public authorities; a similar ratio favored such a proposal. A plurality of Calvinist and Catholic administrators indicated that they favor enrolling state and federal scholarship students. On the other hand, 50 percent of Episcopalian and 46 percent of Seventh Day Adventist school heads indicated that they oppose the admission of these students. It should be noted that nearly one-fifth of all denominational school heads indicated that they did not have an opinion on this matter.

At the secondary level, three patterns of responses also appeared. However the schools represented within these groups were not the same as those at the elementary level. Fifty-four percent of Independent, 60 percent of the Calvinist and 68 percent

of Catholic school heads indicated that they favored the plan of enrolling state and federal scholarship students. Fifty percent of Lutheran and 54 percent of Seventh Day Adventist heads of schools opposed the suggestion. Episcopal school heads were divided on the issue. Half favored it while the other half opposed it.

In conclusion it is evident that among many school heads no clearcut picture emerges across school type concerning their attitudes toward enrollment of students with state or federal scholarships. Opinions vary across schools and educational levels.

Even to a greater extent than school heads, faculty members exhibit a lack of cohesion on the scholarship issue. At the elementary level, a plurality of Lutheran, Episcopalian, and Catholic faculty members indicated that they favor the enrollment plan for scholarship students while 47 percent of the Calvinist faculty had no opinion on the matter. Thirty-one percent of Seventh Day Adventist faculty members favored the plan while a comparable percentage opposed it. Only Independent schools have a majority of faculty members at the elementary level who indicated that they were opposed to the enrollment of state and/or federal scholarship students.

With the exception of the Seventh Day Adventist teachers, between 41 and 66 percent of secondary faculty members registered favorable attitudes toward enrollment of students on state or federal scholarships. It should be pointed out that percentages

ranging from a low of 12 percent among the Catholic teachers to a high of 42 percent among the Independent high school teachers were opposed to the suggestion of a fixed ratio publicly supported scholarship students. Seventh Day Adventist faculty members were divided on the issue; 42 percent favored the proposition while 42 percent opposed it.

CONCLUSIONS REGARDING ATTITUDES TOWARD ADMISSION POLICIES

1. With the exception of Independent secondary school heads, a majority of school administrators at both the elementary and secondary levels indicated that intellectual ability should not be given the greatest weight in making admission decisions for the school.
2. A majority of the Independent secondary school heads indicated that intelligence should be the most important factor in making admission decisions.
3. Better than four out of ten members of Episcopal and Independent school governing boards members indicated that intellectual ability should be the most important criterion in admission decisions. A majority of all other governing board members disagreed with this position.

A:310

4. A plurality of elementary school faculty and a majority of secondary school faculty indicated that schools should admit socially disadvantaged students who have high potential even though they fail to meet normal entrance requirements.
5. A majority of all governing board members indicated that they agreed that disadvantaged students with high potential but lacking normal requirements should be admitted.
6. The issues of enrolling a fixed percentage of state or federal scholarship students selected by public authorities split the various respondent groups. It is clear that this issue would be very delicate and would probably meet with considerable opposition. Secondary school faculty members were most open to this proposal.

## IX - ATTITUDES TOWARD COLLEGE ADMISSION

Attitudes Toward College Requirements That Hinder the Educational Program

Great concern exists among school administrators about student admission to college particularly at the secondary level. The priority given to satisfying college admission requirements varies within schools. The effect on the curriculum of trying to meet admission requirements was assessed by the following item:

College admission requirements hinder us from developing a better educational program

1	2	3	4	5
strongly agree	tend to agree	tend to disagree	strongly disagree	no opinion

Table IX-1 shows the responses of school heads and faculty members at the elementary level. Data on school heads and faculty members of secondary schools is provided in Table IX-2. In order to simplify interpretation, response categories 1) strongly agree, and 2) tend to agree, were combined as were categories 3) tend to disagree, and 4) strongly disagree. This collapsing of categories produced two columns of percentages in the tables. The first column represents those who are in agreement with the item, and second those who disagree. Percents within schools do not necessarily add to 100 percent since the response

TABLE IX-1  
 ATTITUDE OF ELEMENTARY SCHOOL ADMINISTRATORS AND FACULTY  
 TOWARD COLLEGE ADMISSION REQUIREMENTS  
 (Percentages)

	School Head		Faculty			
	Number	Agree	Disagree	Number	Agree	Disagree
Independent	15	13	60	48	14	33
Calvinist	17	18	76	17	18	47
Lutheran	27	15	82	30	13	70
Episcopal	12	8	92	16	12	38
Catholic	98	14	65	134	17	40
Seventh Day Adventist	13	23	54	13	0	31

A: 312

Agree category includes strongly agree and tend to agree  
 Disagree category includes tend to disagree and strongly disagree  
 Percentages do not add to 100 because of missing data and/or rounding errors.

TABLE IX-2

ATTITUDE OF SECONDARY SCHOOL ADMINISTRATORS AND FACULTY  
TOWARD COLLEGE ADMISSION REQUIREMENTS  
(Percentages)

	School Head		Faculty			
	Number	Agree	Disagree	Number	Agree	Disagree
Independent	104	42	52	243	42	47
Calvinist	na	na	na	17	27	65
Lutheran	10	20	80	22	50	50
Episcopal	16	38	62	38	32	58
Catholic	92	34	64	175	29	62
Seventh Day Adventist	13	38	62	12	25	75

A: 313

Agree category includes strongly agree and tend to agree  
Disagree category includes tend to disagree and strongly disagree  
Percentages do not add to 100 because of missing data and/or rounding errors.

category 'no opinion' was not recorded; neither was the percentage of missing data on the item.

At both the elementary and secondary levels, a majority of school heads indicated that college admission requirements did not hinder them from developing a better educational program. However the percentage of school heads who disagreed were considerably lower at the secondary level than at the elementary level. Therefore, it seems justified to conclude that while college entrance requirements hinder educational programs only to a slight extent, they do so more often at the secondary level than at the elementary level.

Although a considerable number of elementary faculty members did not indicate a position on the issue of college requirements, nevertheless, a plurality of them, with the exception of Independent and Episcopal members, held the same opinion as the majority of school heads. Forty-four percent of Episcopal and 48 percent of Independent faculty members of elementary schools checked the response category, 'no opinion', on this item.

The number of secondary faculty members who opted for the response, 'no opinion', is considerably less than in the elementary case. A plurality of faculty members in secondary schools indicated that college entrance requirements are not hindrances to the school's educational programs. However between one-quarter and one-half within the various secondary faculty groups



did feel that college admission requirements hinder their secondary program.

Parental Attitude Toward Concern About College Admission

Earlier we saw that few parents felt that children in public schools had a distinctly better chance of admission to college than their own nonpublic school children. Parents considered that the nonpublic and public schools were about equal in putting students in the best position for college, or in some instances that nonpublic schools were better equipped for the task. How do parents feel about the emphasis the nonpublic schools place on college admission? The following item sought information from parents on this point.

There is too much emphasis on or concern about college admission at this school.

1	2	3	4	5
Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	No opinion

Table IX-3 gives the results of parental attitudes toward emphasis on college admission. The response categories were collapsed in the same manner as for the first item in this section.

A majority of parents of children in both elementary and secondary schools did not agree that there was too much emphasis or concern about college admission at the nonpublic schools



A:317

their children attended. In fact, only between 2 and 18 percent of the parental groups agreed with the proposition of too much college emphasis in their schools.

Student Perception of Family Concern About College Admission

Having commented on the parental response to emphasis on college admission, we now look at the students' views concerning college admissions. Students were asked to respond to the following item:

Pressure or concern from my family about college admission or good grades.

1	2	3	4	5
Not nearly enough	Not Enough	About Right	Too Much	Far Too Much

Student responses are outlined in Table IX-4. For simplicity of interpretation categories 1) Not nearly enough and 2) Not enough were combined into one category which was labeled 'not enough'. The option 3) About right was recorded as is. Categories 4) Too much and 5) Far too much were combined into a category called 'too much'.

A majority of students from all types of nonpublic schools indicated that concern from their families about college admission or good grades was about right. The percentages ranged from 62 to 100 percent. It should be noted that close to

TABLE IX-4  
STUDENT PERCEPTION OF FAMILY CONCERN ABOUT COLLEGE ADMISSION  
(Percentages)

Concern from family about college admission	Type of School			Catholic N=211
	Independent N=279	Calvinist N=24	Lutheran N=39	
Not enough	1	8	5	10
About right	67	62	67	63
Too much	32	25	28	27

Not enough category includes not nearly enough and not enough  
Too much category includes Far too much and Too much.  
Percentages do not add to 100 because of missing data and/or rounding errors.

A: 318

TABLE IX-5  
STUDENT ATTITUDE TOWARD COLLEGE ADMISSION REQUIREMENTS  
(Percentages)

Requirements interfere with education	Type of School			Catholic N=211
	Independent N=279	Calvinist N=24	Lutheran N=39	
Agree	43	12	34	36
Disagree	44	71	43	56

Agree category includes strongly agree and tend to agree  
Disagree category includes strongly disagree and tend to disagree  
Percentages do not add to 100 because of missing data and/or rounding errors.

A:319

one-third of the Independent students, one-quarter of the Calvinist, Lutheran and Episcopal schools and one-fifth of the Catholic schools did feel that there was too much pressure from the family about grades and/or college admission.

Student Attitude Toward College Admission Requirements

The last item in this section on college admission explored the student's attitude toward college admission requirements in the context of his own education. The student was asked:

College Admission requirements interfere with my getting the kind of education I want.

1	2	3	4	5
Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	No opinion

Student responses are included in Table IX-5. The response categories have been collapsed in the same manner as the first item of this section. The response 'no opinion' as well as the percentage of students who did not answer the item were not recorded. For these reasons, percentages for each school do not necessarily total 100 percent.

It should be noted that students answering the questionnaire were in Grades 11 and 12. Therefore, many of them had already applied to college or were in the process of applying.

At least a plurality (43 to 71 percent) of Calvinist, Lutheran, Episcopal, and Catholic students indicated that college

entrance requirements did not interfere with their education. Independent school students were divided on the issue. Approximately 43 percent indicated that college requirements interfered with their education while another 43 percent of Independent students indicated that the admission requirements had not interfered. The interesting point in Table IX-5 is that with the exception of the Calvinist schools, one-third or more of the various groups of students did agree that college admission requirements interfered with their receiving the type of education they wanted. Here again a public school referent would have been invaluable.

#### CONCLUSIONS REGARDING ATTITUDES TOWARD COLLEGE ADMISSION

1. According to school heads, college entrance requirements hinder educational programs only to a slight extent. When a conflict is noted it is more often felt at the secondary level than at the elementary level.
2. A plurality of elementary faculty members, with the exception of Independent and Episcopal members, and a plurality of faculty members in secondary schools indicated that college entrance requirements are not hindrances to the school's educational program.
3. A majority of parents of children in both elementary and secondary schools did not agree that there was too much emphasis or concern about college admission at the nonpublic schools their children attended.

A:321

4. A majority of students from all types of nonpublic schools indicated that concern from their families about college admission or good grades was about right. However a sizable minority were troubled by parental pressure.
  
5. A plurality of Calvinist, Lutheran, Episcopal, and Catholic students indicated that college entrance requirements did not interfere with their education. However one-third or better within the Independent, Lutheran, Episcopal and Catholic student groups felt that college requirements had interfered with their secondary education.

**X - ATTITUDES TOWARD FINANCIAL AID TO NONPUBLIC SCHOOLS**

With the cost of education rising steadily in schools of every kind, the financing of nonpublic schools is a crucial issue. Since the source of income for the years ahead is an important consideration, opinions about possible sources of finances were gathered from school heads, governing board members, faculty members and parents.

**Attitudes Toward Alternative Courses of Action Regarding Financing Nonpublic Schools**

Heads of nonpublic schools and governing board members were asked to consider the potential financial benefits for their schools of a list of possible courses of action. There were five categories from which they could choose their responses: 1) Considerable potential, 2) Some potential, 3) Already fully implemented or satisfactory, 4) Unacceptable or unwise, 5) No opinion, not applicable. For ease of interpretation categories 1) Considerable potential, and 2) Some potential were combined to form one category that indicated that the course of action had potential. Response 5) No opinion, not applicable, was not recorded. Tables X-1 and X-2 give the responses of elementary and secondary school heads respectively. The members of elementary and secondary governing board members have their responses recorded in Tables X-3 and X-4.



TABLE X-1

REACTIONS OF ELEMENTARY SCHOOL ADMINISTRATORS TO POSSIBLE COURSES  
OF ACTION FOR FINANCIAL BENEFIT  
(Percentages)

	Type of School																	
	Independent N=15			Calvinist N=17			Lutheran N=27			Episcopal N=12			Catholic N=98			Seventh Day Adventist N=13		
	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable
More efficient operation of physical plant	47	47	0	18	65	12	33	44	4	50	42	0	39	36	7	38	23	0
Year round or evening operation of school	47	7	40	29	12	41	18	18	48	33	0	50	25	9	37	15	15	31
Increase in student-teacher ratio	47	20	27	47	6	29	37	26	30	25	0	58	46	21	11	38	0	23
Consortia with schools to share facilities	53	7	27	41	24	6	52	11	11	42	8	25	59	9	6	38	0	23
Expanded enrollment	53	7	33	65	24	0	56	7	22	50	17	17	26	21	26	62	0	8
Pruning curriculum	20	20	47	6	35	18	7	30	30	17	8	58	12	18	34	15	15	31
Cutting administrative costs	7	67	13	18	65	12	15	56	11	17	50	17	15	32	20	15	31	23
Cost-analysis survey	20	13	27	12	6	35	30	15	26	17	25	8	23	15	14	8	8	23
Bolder policies for investment	20	33	7	12	6	12	15	7	4	42	0	17	18	7	14	8	0	15
Greater use of mortgages or loans	33	7	33	6	24	12	4	22	4	42	0	25	12	4	16	0	8	46

Percentages do not total 100 because of missing data and/or rounding errors  
Potential category includes considerable potential and some potential.

TABLE X-2

REACTIONS OF SECONDARY SCHOOL HEADS TO POSSIBLE COURSES OF ACTION FOR FINANCIAL BENEFIT

	(Percentages)														
	Independent			Lutheran			Episcopal			Catholic			Seventh Day Adventist		
	N=104			N=10			N=16			N=92			N=13		
	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable
More efficient operation of physical plant	58	35	12	50	50	0	50	44	6	46	46	3	31	54	8
Year round or evening operation of school	53	22	17	40	20	40	44	19	25	39	8	42	23	77	0
Increase in student-teacher ratio	47	23	26	100	0	0	44	12	38	54	29	9	85	8	8
Consortia with schools to share facilities	62	9	12	60	20	20	56	12	19	73	14	5	23	0	23
Expanded enrollment	58	17	19	70	10	20	56	12	25	57	15	23	77	23	0
Pruning curriculum	34	28	31	60	30	10	19	56	19	28	37	24	15	23	39
Cutting administrative costs	37	45	14	40	50	0	31	62	0	21	60	11	15	77	8
Cost analysis survey	45	18	23	30	50	10	31	31	12	47	22	42	46	31	23
Bolder policies for investment	47	14	5	10	30	10	25	44	12	22	16	13	23	23	0
Greater use of mortgages or loans	24	31	25	0	30	40	25	44	25	13	15	17	23	15	15

A: 323

Percentages do not add to 100 because of missing data and/or rounding errors

Potential category includes considerable potential and some potential.

A:324

It should be noted that many school heads and governing board members did not respond to some of the items. This is particularly true of the last three items: cost-analysis survey, bolder policies for investment, and greater use of mortgages or loans. For this reason and because of the small sample sizes in some cases, the results are at best suggestive of the attitudes of school heads and governing board members.

The school head data will be discussed first. At both the elementary and secondary levels, a majority of school heads indicated that expanded enrollment would have potential as a course of action. With the exception of elementary Seventh Day Adventist school heads, a majority of elementary school heads and a plurality of secondary school heads considered the option, consortia with schools to share facilities and specialized equipment as having some financial potential. A plurality of elementary and secondary school heads, with the exception of elementary Episcopalian heads of schools, indicated that an increase in the student-teacher ratio would have potential. Fifty-eight percent of elementary Episcopal school heads indicated that this option would be unacceptable as a course of action.

More efficient operation of the physical plant is considered to be a potential course of action by a plurality of Episcopal, Catholic and Seventh Day Adventist elementary school heads. A plurality of Independent, Episcopal, and Catholic secondary school heads indicated that more efficient operation of the physical plant

TABLE X-3

REACTIONS OF ELEMENTARY SCHOOL BOARD MEMBERS TO COURSES OF ACTION FOR FINANCIAL BENEFIT

(Percentages)

	Type of School																	
	Independent N=33		Calvinist N=12		Lutheran N=34		Episcopal N=13		Catholic N=48		Seventh Day Adventist N=16							
	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable						
More efficient operation of physical plant	33	64	0	8	67	8	35	47	9	46	46	0	36	51	4	31	56	0
Year round or evening operation of school	70	18	6	17	33	25	32	18	35	46	15	23	45	15	28	44	19	6
Increase in student teacher ratio	27	36	30	33	33	17	29	38	29	23	54	15	43	21	17	38	38	6
Consortia with schools to share facilities	58	18	9	42	25	8	59	15	21	54	0	23	70	2	8	25	19	25
Expanded enrollment	58	15	27	75	8	0	76	12	9	46	38	15	17	26	40	69	12	0
Pruning curriculum	9	39	39	8	50	17	21	44	29	8	62	23	6	26	40	12	25	38
Cutting administrative costs	18	48	33	0	75	0	6	50	38	8	69	15	12	36	30	0	31	25
Cost analysis survey	24	36	27	0	33	25	15	12	53	8	46	31	23	17	26	19	25	12
Bolder policies for investment	39	21	6	17	25	8	21	6	32	31	15	23	21	17	13	12	19	25
Greater use of mortgages or loans	33	24	27	8	50	17	18	15	38	31	23	23	11	23	17	0	12	62

A: 325

Percentages do not add to 100 because of missing data and/or rounding errors  
Potential category includes considerable potential and some potential.



TABLE X-4

REACTIONS OF SECONDARY SCHOOL BOARD MEMBERS TO COURSES OF ACTION FOR FINANCIAL BENEFIT (Percentages)

	Independent N=129			Calvinist N=12			Lutheran N=21			Episcopal N=25			Catholic N=52			Seventh Day Adventist N=14		
	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable	Potential	Satisfactory	Unacceptable
More efficient operation of physical plant	40	54	2	33	67	0	38	57	0	48	44	4	33	56	2	21	71	0
Year round or evening operation of school	60	18	18	67	25	8	43	33	14	68	12	20	46	19	25	14	29	43
Increase in student-teacher ratio	40	23	29	75	25	0	52	24	14	28	36	32	58	21	17	57	36	7
Consortia with schools to share facilities	64	11	12	67	17	8	67	14	14	48	24	8	65	12	8	29	0	57
Expanded Enrollment	48	21	28	75	25	0	81	14	5	72	20	4	65	10	15	79	7	7
Pruning curriculum	20	34	36	58	17	25	33	43	24	28	42	24	17	44	25	7	57	36
Cutting administrative costs	16	50	30	33	42	25	29	57	10	48	40	12	10	44	27	7	86	7
Cost analysis survey	30	32	19	25	42	25	38	33	14	44	32	4	17	29	27	36	29	21
Bolder policies for investment	40	33	9	58	25	8	52	24	5	32	40	8	23	25	19	50	21	0
Greater use of mortgages or loans	23	38	24	17	50	25	24	19	43	12	44	20	13	19	38	28	7	36

A: 326

Percentages do not add to 100 because of missing data and/or rounding errors  
 Potential category includes considerable potential and some potential.



A:327

had potential as a course of action.

Forty-seven percent of Independent elementary school heads considered year round or evening operation of the school as having financial potential. Turning to the secondary level, year round or evening operation of the schools is considered by a plurality of Independent and Episcopal school heads as either having financial potential.

Forty-two percent of Episcopal elementary school heads indicated that bolder policies for investment and use of endowment funds as well as greater use of mortgages or loans had either considerable or some potential as a source of funds. Forty-seven percent of Independent secondary school heads indicated that bolder policies for investment and use of endowment funds was a potential course of action.

A plurality of Independent, Catholic and Seventh Day Adventist secondary school heads considered a cost-analysis survey by experts as a means of future financial benefit.

Pruning the curriculum to eliminate small, marginal or very expensive courses was considered a potential course of action by six out of ten Lutheran secondary school heads. Thirty-four percent of Independent secondary school heads felt the same way. However, for 21 percent of the Independent school heads this pruning was unacceptable.

The previous paragraphs have discussed those options that were considered to have considerable potential or some potential by school heads as possible courses of action for financial benefit. One item is of particular interest because school heads consistently felt it was satisfactory. That is, a plurality of school heads at both the elementary and secondary levels indicated that cutting or holding the line on administrative costs was already fully implemented or satisfactory.

We now look at the responses of governing board members on the same set of options. With the exception of the Seventh Day Adventists, a plurality of elementary and secondary governing board members indicated that a consortia with schools to share facilities and specialized equipment would have considerable potential or some potential as a possible course of action to accrue financial benefit. Twenty-five percent of elementary Seventh Day Adventist governing board members indicated that the option had potential while 25 percent considered it unacceptable. At the secondary level 57 percent of the Seventh Day Adventist governing board members also felt that the plan for consortia was unacceptable.

Between 46 and 81 percent of all governing board members with the exception of members of elementary Catholic governing boards considered expanded enrollment as having potential. Forty percent of the Catholic elementary governing board members indicated that

the option was unacceptable to them. This is understandable given the great effort made by Catholic elementary schools to reduce class size to a parity with the public schools.

A plurality of Catholic elementary governing board members (43 percent), indicated that an increase in the student-teacher ratio would be desirable as a way of cutting costs. Between 40 and 75 percent of secondary governing board members, with the exception of Episcopalian members, indicated that an increase in the student-teacher ratio would have either considerable potential or some potential.

Seventy percent of Independent, 40 percent of Episcopalian, 45 percent of Catholic, and 44 percent of Seventh Day Adventist elementary governing board members indicated that year round or evening use of the school plant offered either considerable or some potential as a course of action for financial benefit. At the secondary level, a plurality of governing board members, with the exception of Seventh Day Adventist members, indicated that year round or evening use of the school plant had potential. Forty-three percent of Seventh Day Adventist members considered this option unacceptable.

A majority of Calvinist, Lutheran and Seventh Day Adventist secondary governing board members indicated that there was potential for financial benefits in the use of bolder investment policies. Forty-four percent of Episcopalian secondary governing



board members considered a cost-analysis survey by experts as having potential financial benefit.

A plurality of governing board members with the exception of secondary Episcopalian indicated that their schools were satisfactory in cutting administrative costs. Forty-eight percent of the Episcopal secondary governing board members indicated that this option had potential for cutting costs. A plurality of elementary and secondary governing board members with the exception of Episcopal members, considered more efficient operation of the physical plant as already fully implemented or satisfactory.

CONCLUSIONS REGARDING ALTERNATIVE PLANS DESIGNED  
TO INCREASE FUNDS

1. Expanded enrollment was seen as a source of financial benefit by a majority of school administrators.
2. With the exception of elementary Seventh Day Adventist school heads, a majority of school heads considered the sharing of facilities and special equipment with other schools to have potential as a source of financial benefit.
3. A plurality of elementary and secondary school heads, with the exception of elementary Episcopalian heads of schools, indicated that an increase in the student-teacher ratio was a potential source of funds.

A:331

4. A plurality of school heads indicated that cutting or holding the line on administrative costs was already fully implemented or satisfactory.
5. With the exception of Seventh Day Adventist governing board members, a plurality of elementary and secondary governing board members indicated that a consortia with schools to share facilities and specialized equipment would have considerable potential as a course of action.
6. A plurality of governing board members, with the exception of the elementary Catholic group, considered expended enrollment as having potential for financial benefit.
7. A plurality of governing board members with the exception of secondary Episcopalians indicated that their schools were satisfactory in cutting administrative costs.
8. A plurality of elementary and secondary governing board members, with the exception of Episcopal members, considered more efficient operation of the physical plant as already fully implemented.

Faculty Position Regarding Tax Support  
For Nonpublic Schools

Faculty members in nonpublic schools were asked the following question:

In some states nonpublic schools are receiving federal or state tax support in various forms. What is your position regarding tax support for nonpublic schools?

Faculty members could choose one of five possible responses. These responses are given in Table 5 along with the percentages for each type of nonpublic school. Because missing data were not recorded the percentages in each column do not necessarily add to 100 percent.

At both the elementary and secondary levels a plurality of Calvinist, Lutheran, Episcopal and Catholic faculty members indicated that they are in favor of substantial tax support but only in certain carefully designed forms. Sixty-two percent of elementary Seventh Day Adventist faculty members and 67 percent of secondary faculty members are strongly opposed to tax support. Opinions are divided among Independent school faculty members. At the elementary level, 23 percent of the faculty are strongly opposed while 23 percent are uncertain, but tend to be opposed. On the other hand, 23 percent of Independent elementary faculty members are in favor of substantial tax support but only in certain carefully designed forms.

At the secondary level 27 percent of Independent faculty members are in favor of limited tax support while 26 percent are in favor of substantial tax support but again only in certain carefully designed forms.

#### Parental Views About Support of Nonpublic Education

The question asked of parents was different from that asked of teachers. However the idea underlying it was basically the same.

TABLE X-5  
FACULTY POSITION REGARDING TAX SUPPORT FOR NONPUBLIC SCHOOLS  
(Percentages)

	N=	Independent Elem. Sec.		Calvinist Elem. Sec.		Lutheran Elem. Sec.		Episcopal Elem. Sec.		Catholic Elem. Sec.		Seventh Day Adventist Elem. Sec.	
		48	132	17	17	30	22	16	38	134	175	13	12
Strongly opposed	23	14	6	0	9	12	8	2	2	62	67		
Uncertain, but tend to be opposed	23	19	6	6	17	9	6	13	3	0	25		
In favor of limited tax support	15	27	24	6	23	14	19	21	14	14	0	0	0
In favor of substantial tax support but only in certain carefully designed forms	23	26	41	59	37	54	50	45	40	53	8	8	8
In favor of substantial tax support in any form	12	10	24	29	3	14	6	10	35	27	0	0	0

A:333

Percentages do not add to 100 because of missing data and/or rounding errors

The following item appeared in the parent questionnaire:

In a number of states some form of tax support for nonpublic schools has either been legislated or is under active discussion. In general, what are your views about state or federal support of nonpublic education?

The response options were considerably different from those of the faculty questionnaire. These responses as well as the data for parents of both elementary and secondary students are included in Table X-6. The options 1) strongly opposed and 2) opposed, were combined to include within one category all of those who were in opposition.

Three groups have consistent results at both the elementary and secondary levels. First, a plurality (41 percent) of Independent elementary parents and a majority of secondary parents (57 percent) indicated that they were opposed to state or federal support of nonpublic education. However, it should be noted that 30 percent of Independent elementary parents and 22 percent of Independent secondary parents were in favor of public support.

Second, Catholic parents of both elementary and secondary school children were overwhelmingly in favor of public support. In contrast to this, the third group, the Seventh Day Adventist elementary and secondary parents were overwhelmingly opposed to such support.

The results for other groups are not as clear cut. A plurality of Calvinist elementary parents, 36 percent, were in favor of

TABLE X-6  
PARENTAL VIEW TOWARD STATE OR FEDERAL SUPPORT OF NONPUBLIC EDUCATION  
(Percentages)

View	Types of Schools											
	Independent		Calvinist		Lutheran		Episcopal		Catholic		Seventh Day Adventist	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
	N= 63	301	28	25	55	33	31	50	152	199	35	21
Opposed	41	57	32	16	44	27	58	34	11	6	77	86
Adopting a wait-and-see attitude	21	14	21	32	18	18	13	18	18	9	9	10
Favor public support	30	22	36	52	29	39	16	32	68	77	0	5
No opinion	8	5	7		9	15	10	16	5	5	11	0

Percentages do not total 100 because of missing data and/or rounding errors.  
Opposed category includes strongly opposed and opposed.

public support; however, 32 percent indicated that they were opposed. At the secondary level, a majority of Calvinist parents, 52 percent, indicated that they were in favor of public support. A plurality of Lutheran elementary parents, 44 percent, were opposed to state or federal support at the elementary level while at the secondary level, a plurality of 39 percent were in favor. Fifty-eight percent of elementary Episcopal parents indicated that they were opposed. Thirty-four percent at the secondary level were also opposed, while 32 percent were in favor of state or federal aid.

With the exception of Independent and Seventh Day Adventist parents, secondary parents were more apt to be in favor of public support from the state or federal government than were the elementary parents.

Clearly support for state aid is strongest in the Catholic sector. These are the schools most threatened and most in need of financial support.

#### CONCLUSIONS REGARDING STATE OR FEDERAL AID

1. Catholic parents and faculty members are overwhelmingly in favor of state and federal aid to nonpublic schools.
2. Independent school parents are more apt to be opposed to state and federal aid than they are to favor such intervention.

3. Seventh Day Adventist parents are strongly opposed to government aid.
4. Among the Calvinist, Lutheran and Episcopal parental groups the issue of government aid divided the respondents rather closely.
5. Among the faculties a plurality of the denominational teachers favored aid in certain carefully designed forms. The sole exception is the Seventh Day Adventist group who were solidly opposed to the aid suggestion.



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# Faculty Questionnaire

A Study  
of the  
American  
Independent  
School

6 Appian Way  
Cambridge  
Massachusetts  
02138



**A: 339**

**DIRECTOR: OTTO F. KRAUSHAAR**

**ASSISTANT DIRECTOR: A. D. AYRAULT, Jr.**

**TELEPHONE: (617) UN 8-7000 EXT. 4252**

**ABOUT THIS STUDY --**

This questionnaire is part of a national study of nonpublic (private, independent, parochial) schools. It does not attempt to evaluate individual institutions. Its purpose is, rather, to map and characterize the various types of nonpublic schools (elementary and secondary) in respect to their educational goals, constituencies, religious orientations, teaching methods, the values they espouse, and their prospects for the future.

The Study proceeds on the general assumption that there is no single goal of education, such as rigorous intellectual training, which should be accepted as a desirable outcome above all others. The Study is, therefore, not concerned with identifying a single type of institution which can serve as a model; it aims instead to trace the effects of voluntariness or choice in schooling and its implications for educational practice and theory.

Based at the Harvard University Graduate School of Education, the Study is supported by grants from the Danforth, the Independence, the Sloan and the Kettering Foundations. It embraces private schools of all religious denominations, as well as nonsectarian schools. The research is expected to issue in a book-length report directed to school heads, faculty, governing boards and the interested public, as well as to legislators, foundation officials and others who have a part in shaping educational policy.

The outcome can be no better than the volume of the response it elicits from those who have been selected to participate. Questionnaires can bear annoyance for they call for an investment of time and thought. And yet they are the best way to gather information extensively. We think you will find this one interesting, and we invite you to answer it to the best of your ability. It is not a test. Many of the questions concern attitudes, and regarding these there are no right or wrong answers.

**NOTE --**

Your answers to questions will be kept in strictest confidence. Under no circumstances will respondents or schools be identified.

**Advisory Commission**

John B. Coburn  
Street Academy Program of the  
Urban League, New York City

James S. Coleman  
Professor of Social Relations  
Johns Hopkins University

Hon. Edith Green  
Chairman: House Education  
Committee

Mrs. Livingston Hall  
Director: Simon's Rock

Fred M. Hechinger  
Education Editor:  
New York Times

James A. Linen  
President: Time, Inc.

Lloyd S. Michael  
Professor of School Administration  
Northwestern University

William L. Pressly  
President: Westminster Schools

Richard H. Sullivan  
President: Association of American Colleges

Rixford K. Snyder  
Dean of Admissions: Stanford University

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GENERAL INSTRUCTIONS

--"Nonpublic schools" as used in this questionnaire include privats, independent, parochial, or other church-related schools. By "school head" we mean that individual who has direct responsibility for the educational policies in this school (i.e., the chief educational officer of the school).

--We suggest that you do not spend too much time on any one item. For some questions none of the alternative responses listed will exactly reflect your opinion or circumstances, but we ask that you circle the answer which most closely approximates your situation or attitude.

--Most items are answered by choosing one of several possible responses and circling the appropriate number. For example:

My favorite professional football team is the:

- New York Jets . . . . . 1
- Dallas Cowboys . . . . . 2
- Baltimore Colts . . . . . ③

Occasionally there will be questions of a slightly different form for which special instructions will be given.

--The smaller numbers are added simply to aid in later analysis. The number at the bottom of this page is for the collation of information. Please do not sign your name to this questionnaire.

- |   |   |
|---|---|
| <p style="text-align: right;">Φ Ε Ψ Κ 2</p> <p>1. What is your sex? (Circle the number corresponding to your answer.)</p> <ul style="list-style-type: none"> <li>Male . . . . . 1</li> <li>Female . . . . . 2</li> </ul> <p style="text-align: right;">9</p> <p>2. What is your age? . . . . . _____</p> <p style="text-align: right;">10, 11</p> <p>3. What is your marital status?</p> <ul style="list-style-type: none"> <li>Single, never married . . . . . 1</li> <li>Married . . . . . 2</li> <li>Widow or widower . . . . . 3</li> <li>Divorced or legally separated. . . . . 4</li> </ul> <p style="text-align: right;">12</p> <p>4. In which geographical region did you live during the time you were growing up? If more than one, choose the <u>one</u> you think of first as the "home" of your youth.</p> <ul style="list-style-type: none"> <li>New England. . . . . 1</li> <li>Middle Atlantic . . . . . 2</li> <li>South. . . . . 3</li> <li>Central . . . . . 4</li> <li>West . . . . . 5</li> <li>Other. . . . . 6</li> </ul> <p style="text-align: right;">13</p> | <p>5. In what kind of setting was the "home" indicated in question 4?</p> <ul style="list-style-type: none"> <li>Rural or small town (i.e., less than 25,000) . . . . . 1</li> <li>Town of 25,000 to 50,000. . . . . 2</li> <li>Town of 50,000 to 100,000 . . . . . 3</li> <li>Suburb of city of 100,000 or more. . . . . 4</li> <li>City of 100,000 or more . . . . . 5</li> </ul> <p style="text-align: right;">14</p> <p>6. What is your religious preference?</p> <ul style="list-style-type: none"> <li>Roman Catholic. . . . . 1</li> <li>Protestant . . . . . 2</li> <li>Jewish . . . . . 3</li> <li>Other. . . . . 4</li> <li>None . . . . . 5</li> </ul> <p style="text-align: right;">15</p> <p>7. What is your estimate of the income bracket of your family when you were a child?</p> <ul style="list-style-type: none"> <li>Top 25 percent of the community . . . . . 1</li> <li>Second highest 25 per cent . . . . . 2</li> <li>Third highest 25 per cent . . . . . 3</li> <li>Lowest 25 per cent of the community . . . . . 4</li> </ul> <p style="text-align: right;">16</p> <p>8. What do you consider to be your party affiliation?</p> <ul style="list-style-type: none"> <li>Democrat. . . . . 1</li> <li>Independent. . . . . 2</li> <li>Republican . . . . . 3</li> <li>Other. . . . . 4</li> </ul> <p style="text-align: right;">17</p> |
|---|---|

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9. What was your father's major lifetime occupation? (Or mother's if she was head of household during most of your childhood.)

- Teacher or educational administrator . . . . . 1
- Professional (other than education) or scientific . . . . . 2
- Managerial, executive or proprietor of large business. . . . . 3
- Small business owner or manager. . . . . 4
- Farm owner or rentor . . . . . 5
- Clerical or sales . . . . . 6
- Skilled worker or foreman. . . . . 7
- Semi-skilled worker. . . . . 8
- Unskilled worker or farm laborer . . . . . 9
- Other . . . . . 10

18

10. If "teacher or educational administrator" was circled above, was the work primarily in:

- Public schools . . . . . 1
- Nonpublic schools . . . . . 2
- College or university . . . . . 3
- Other . . . . . 4

19

11. Indicate the highest level of schooling achieved by your father.

- Elementary school completed or less . . . . . 1
- Attended high school but no diploma . . . . . 2
- High school diploma. . . . . 3
- Business, trade or junior college . . . . . 4
- B.A. or equivalent . . . . . 5
- Doctorate or professional study or degree . . . . . 6

20

12. Place the number indicating type of elementary and secondary schools you attended in the blanks below. In each case choose a nonpublic category if majority of schooling was nonpublic.

- 1) Public
- 2) Predominantly public but some nonpublic
- 3) Nonpublic, not church related
- 4) Nonpublic, of same denomination as my present school
- 5) Nonpublic, church-related other than (4) above

- Elementary (K-8). . . . . \_\_\_\_\_ 21
- Secondary . . . . . \_\_\_\_\_ 22

13. How many of your family and close relatives (including in-laws) have attended nonpublic schools? Count those that immediately occur to you.

Total: \_\_\_\_\_ 23+24

14. Check below each statement descriptive of your educational background.

- No college degree . . . . . \_\_\_\_\_ 25
- B.A. or equivalent. . . . . \_\_\_\_\_ 26
- Master's in Education. . . . . \_\_\_\_\_ 27
- M.A.T. . . . . \_\_\_\_\_ 28
- Master's degree in field other than education . . . . . \_\_\_\_\_ 29
- Graduate work, doctorate or professional degree. . . . . \_\_\_\_\_ 30
- Ordained minister, priest, or other cleric . . . . . \_\_\_\_\_ 31

15. Approximately how many semesters or term courses (graduate or undergraduate) have you had in professional education? (i.e., methods of teaching, history and principles of education, etc.)

Total: \_\_\_\_\_ 32+33

16. Do you hold a state certificate for teaching?

- Yes. . . . . 1
- No . . . . . 2

34

17. Circle the number corresponding to the one category which applies to you.

- Religious teacher, full-time . . . . . 1
- Religious teacher, part-time . . . . . 2
- Lay teacher, full-time . . . . . 3
- Lay teacher, part-time . . . . . 4

35

18. What kinds of non-school full-time employment have you held for over one year. Indicate the number of years by circling the appropriate category:

- 1) Over a year but less than five years
- 2) Five to ten years
- 3) Over 10 years

- College teaching or administration . . . . . 1 2 3 36
- Business . . . . . 1 2 3 37
- Church work, social work or youth work . . . . . 1 2 3 38
- Military . . . . . 1 2 3 39
- Government or foundation work . . . . . 1 2 3 40
- Other (total years of all other). . . . . 1 2 3 41

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19. Was either elementary or secondary school work your first full-time employment (other than temporary military service) after college studies?

Yes . . . . . 1  
No . . . . . 2

20. Circle the highest grade level at which you teach at least one course.

1 2 3 4 5 6 7 8 9 10 11 12

21. What do you consider your primary teaching field?

Mathematics or natural science . . . 1  
Language or literature . . . . . 2  
History or social studies . . . . . 3  
Fine arts, music . . . . . 4  
Vocational, technical or business . . 5  
Religion and philosophy . . . . . 6  
None of the above, variety of elementary subjects . . . . . 7  
Other

43

44

22. How many years have you taught at this school? . . . . . yrs.

In other nonpublic schools? . . . . . yrs.

In public schools? . . . . . yrs.

45-46  
47-48  
49-50

23. Approximately how many hours a week, on the average, do you spend during the academic year

Coaching sports or working in extracurricular activities . . . . . hrs. 51-52

In supervisory duties (study hall, dormitory, recess, etc.) . . . . . hrs. 53-54

Teaching at this school (classroom work, lectures, tutoring or other student academic contact not including study or preparation) . . . . . hrs. 55-56

Working at a part-time remunerative job . . . . . hrs. 57-58

24. We would like to examine the intangibles of a school head's leadership, which appear to vary greatly in "style" according to the individual. Try to characterize as objectively as you can the kind of leadership your school head exerts by indicating for each of the following descriptions whether you consider it highly characteristic, somewhat characteristic, or relatively uncharacteristic of his style of administration.

	Highly characteristic	Somewhat characteristic	Relatively uncharacteristic	
A corporate head, giving general direction to school, delegating, leaving details to others or to committees . . . . .	1	2	3	59
A philosopher of education giving much attention to goals and the practical means of achieving them . . . . .	1	2	3	60
An expert in business leadership and financial affairs . . . . .	1	2	3	61
A paternalistic father (or mother) figure who looks after the needs and welfare of all . . . . .	1	2	3	62
One whose personal qualities, such as moral or spiritual values, serve as an example . . . . .	1	2	3	63
A conscientious, exacting administrator who operates the school efficiently and tidily . . . . .	1	2	3	64
An approachable, understanding head who works informally, first among equals . . . . .	1	2	3	65
One who commands respect by his academic scholarship and intellectual sophistication . . . . .	1	2	3	66
A symbol of the school's stature and image, possessing social and diplomatic graces . . . . .	1	2	3	67
One who clearly enjoys, understands and is interested in young people . . . . .	1	2	3	68
An inventive and imaginative head who stimulates, provokes and instills enthusiasm . . . . .	1	2	3	69

25. There are various opinions about the ideal length of tenure of a school head. Granting that each person and school situation is different, in the best interests of the school, and on the average, what would you say is the ideal length of a school head's tenure?

\_\_\_\_\_ years  
70-71

26. How would you rate your own strength as a teacher in respect to the qualities or functions listed below? Without being overly modest, please indicate your honest appraisal of yourself as a teacher by circling one of the following options.

	1) Very strong	2) Strong	3) Adequate	4) Weak	5) Very weak	6) Not applicable	Very strong	Strong	Adequate	Weak	Very Weak	Not applicable
Testing and measurement, evaluation . . . . .	1			2				2	3	4	5	6 72
Subject matter competence, keeping up with research and innovations in own teaching field . . . . .	1			2				2	3	4	5	6 73
Rapport and communication with students . . . . .	1			2				2	3	4	5	6 74
Effective use of teaching materials, instruction aids . . . . .	1			2				2	3	4	5	6 75
Listening to students, ability to lead discussions or teach without dominating . . . . .	1			2				2	3	4	5	6 76
Organization and direction of individual (or independent) student work . . . . .	1			2				2	3	4	5	6 77
Inspiring students . . . . .	1			2				2	3	4	5	6 78

27. Why do you choose to teach in a nonpublic school? Listed below are a number of possible reasons, although for any one person's decision it is likely that only a few reasons are important. After reading the entire list below, indicate the importance of each item in your own decision to come to this school or remain here by circling the appropriate number from the following options:

	1) Very important reason	2) Important reason	3) Minor reason	4) Not a reason	Very important	Important	Minor	Not a reason
Religious atmosphere or commitment of school . . . . .	1					2	3	4 9
High academic ability of students . . . . .	1					2	3	4 10
Freedom from classroom supervision, sanctity of own classroom . . . . .	1					2	3	4 11
Strong faculty voice in determining school policy and program . . . . .	1					2	3	4 12
Extensive financial aid program and/or racial, socio-economic diversity among students . . . . .	1					2	3	4 13
Salary based more on merit than on seniority or college credits . . . . .	1					2	3	4 14
Provisions for support and encouragement of additional graduate study . . . . .	1					2	3	4 15
The particular educational philosophy of this school . . . . .	1					2	3	4 16
School for boys only or girls only . . . . .	1					2	3	4 17
Quality of faculty . . . . .	1					2	3	4 18
Quality of school head . . . . .	1					2	3	4 19
Freedom to design and teach courses as I wish . . . . .	1					2	3	4 20
Greater sense of community, lack of impersonal bureaucracy . . . . .	1					2	3	4 21
More opportunity for own study and thorough class preparation . . . . .	1					2	3	4 22
Quality of library or other facilities . . . . .	1					2	3	4 23
Colleagues and school parents more my type; greater cultural or social compatibility . . . . .	1					2	3	4 24
Capacity of school to control the selection and/or rejection of students enrolled . . . . .	1					2	3	4 25
Prestige of private school compared to public school . . . . .	1					2	3	4 26
Fewer students per class . . . . .	1					2	3	4 27
Lack certificate to teach in a public school . . . . .	1					2	3	4 28
Other important reasons:								



28. Listed below are some steps which various schools are taking to invigorate teaching. Please give us your assessment of their worth in relation to your school's needs by choosing from the following options:

1) Of little value for this school 2) Valuable, but already satisfactorily implemented 3) Should do more at this school 4) Should do much more here	Of little value Valuable but satisfactory Should do more Should do much more	Faculty attendance at professional conferences, getting outside school to observe teaching, exchange ideas, etc. . . . . 1      2      3      4 30 Program of sabbatical leaves, leave of absence to study or pursue other work . . . . . 1      2      3      4 31 Class visits or supervision of <u>beginning</u> teachers by school head, department head, etc. . . . . 1      2      3      4 32 Class visits or supervision of <u>experienced</u> teachers by school head, department head, etc. . . . . 1      2      3      4 33 Voluntary exchange of class visits between teachers. . . . . 1      2      3      4 34 Faculty study of educational research results, professional journals and books on education. . . . . 1      2      3      4 35 Use of audio or video recordings for assessment or self-analysis of teaching . . . . . 1      2      3      4 36 Reduced teaching load for beginning teachers . . . . . 1      2      3      4 37 Use of team teaching techniques, teaching assistants or aides . . . . . 1      2      3      4 38 Variation in length, frequency or size of class meetings for different purposes. . . . . 1      2      3      4 39 College course work in professional education. . . . . 1      2      3      4 40 Encouragement for additional graduate study during summers . . . . . 1      2      3      4 41
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29. Listed below are a number of problems which some teachers face. Indicate the extent to which each has been a problem in your own experience by choosing from among the following options:

1) A serious problem 2) A problem 3) A minor problem 4) Not a problem	A serious problem A problem A minor problem Not a problem	Interference with freedom to teach and design courses as I wish . . . . . 1      2      3      4 42 Being asked to teach or work in area for which I am not prepared . . . . . 1      2      3      4 43 Amount of salary . . . . . 1      2      3      4 44 Excessive record keeping, clerical duties, supervisory chores (study hall, dormitory, etc.) . . . . . 1      2      3      4 45 Inadequate teaching materials . . . . . 1      2      3      4 46 Excessive class or student load . . . . . 1      2      3      4 47 Too little time for own study, research. . . . . 1      2      3      4 48 Reading and correction of student papers . . . . . 1      2      3      4 49 Poor communication with school head or other administrators . . . . . 1      2      3      4 50 Too little opportunity to help shape school policy . . . . . 1      2      3      4 51 Other serious problems (state briefly):
--	---	--

52

30. Indicate what you believe your school's salary policy for lay teachers should be, using the scale below. The far left represents schools basing salary almost entirely on merit. The far right represents schools basing salary primarily on years of teaching experience. Circle the number which best represents your opinion of the relative weight each factor should be given.

Merit teaching skill	1	2	3	4	5	6	Years of teaching experience	53
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A: 345

31. For the following list of statements, indicate the degree to which they apply to your school by choosing from the following alternatives:

	1) Not nearly enough	4) Too much						
	2) Not enough	5) Far too much						
	3) About right							
			Not nearly enough	Not enough	About right	Too much	Far too much	
The amount of time spent on athletics . . . . .	1		2	3	4	5	54	
The number of financially poor students who are enrolled, generally requiring large scholarships. . . . .	1		2	3	4	5	55	
The number of racial or ethnic minority students enrolled . . . . .	1		2	3	4	5	56	
Discipline at this school . . . . .	1		2	3	4	5	57	
The amount of freedom for students to choose their own program of study. . . . .	1		2	3	4	5	58	
The extent to which you are informed by the school about policies and practice regarding salary, promotion and tenure . . . . .	1		2	3	4	5	59	
The voice your faculty has in determining policy for teachers' salaries . . . . .	1		2	3	4	5	60	
The voice your faculty has in determining educational policies for the school . . . . .	1		2	3	4	5	61	

32. Classify your school's philosophy of student learning, as it is currently practiced by the faculty, on the following scale: at one end primary concern for solid grounding in the basic subjects and training for rigorous, disciplined work; and at the other end, primary concern for student initiative, discovery and spontaneous learning. For many schools both considerations play a part. Circle the point on the scale that represents, in your judgment, the relative weight given the two sets of goals.

Solid grounding, basic subjects disciplined work	1	2	3	4	5	6	Student initiative, discovery, spontaneity	62
--	---	---	---	---	---	---	--	----

Using the same scale indicate where you think your school's educational emphasis should be.

1	2	3	4	5	6	63
---	---	---	---	---	---	----

33. Identify your school's teaching methods, in practice, on the following scale. The left end represents schools that employ predominantly the lecture-recitation method and a clearly specified curriculum. The right end represents schools wherein the teacher is primarily a guide and resource for students who pursue and choose their work to a large extent independently.

Lecture-recitation, specified curriculum	1	2	3	4	5	6	Teacher as resource and guide for students working independently	64
---	---	---	---	---	---	---	--	----

Using the same scale, indicate the teaching methods you think should be practiced.

1	2	3	4	5	6	65
---	---	---	---	---	---	----

34. Some schools take as a primary purpose the transmission and preservation of values and standards that are part of a received tradition, culture or religion, while other schools emphasize a critical examination of established and evolving values and development of a student's capacity to formulate his own values. Circle below the number which best represents the relative emphasis your school places, in practice, on the two goals.

Transmit values of culture or religion	1	2	3	4	5	6	Critically examine, develop own values	66
---	---	---	---	---	---	---	---	----

Using the same scale indicate where you think the relative emphasis should be placed.

1	2	3	4	5	6	67
---	---	---	---	---	---	----





35. How would you rate the following aspects of education at this school, using the options listed below?

	1) Excellent	2) Good	3) Satisfactory	4) Unsatisfactory	5) Very unsatisfactory	6) Not applicable, no opinion	
	Excellent	Good	Satisfactory	Unsatisfactory	Very unsatisfactory	Not applicable, no opinion	φ ε ψ κ 4
Math and science instruction . . . . .	1	2	3	4	5	6	9
English or language arts instruction . . . . .	1	2	3	4	5	6	10
Foreign language instruction . . . . .	1	2	3	4	5	6	11
Social studies instruction . . . . .	1	2	3	4	5	6	12
Vocational, technical or business training . . . . .	1	2	3	4	5	6	13
Library facilities, materials and program . . . . .	1	2	3	4	5	6	14
Guidance or counselling . . . . .	1	2	3	4	5	6	15
Moral or value education . . . . .	1	2	3	4	5	6	16
Religious program . . . . .	1	2	3	4	5	6	17
Program in arts, studio or creative work . . . . .	1	2	3	4	5	6	18
Program in sex education . . . . .	1	2	3	4	5	6	19
Extra-curricular activities and opportunities	1	2	3	4	5	6	20
The school's success in challenging and stimulating its students . . . . .	1	2	3	4	5	6	21
The school's success in helping students gain confidence and a sense of importance as individuals . . . . .	1	2	3	4	5	6	22
The encouragement and opportunity this school gives its students to become independent and think for themselves . . . . .	1	2	3	4	5	6	23
The school's success in giving students an understanding of and exposure to the larger world outside the school . . . . .	1	2	3	4	5	6	24

36. Some people believe that today's students appear more inclined than earlier generations to express dissatisfaction with aspects of their school. To your knowledge, how frequently are the general "grievances" listed below voiced by students in your school? Circle the appropriate number on the scale below.

	Very frequently	Frequently	Occasionally	Rarely or never	
A. Lack of student voice or influence in shaping school rules and policy . . . . .	1	2	3	4	25
B. Poor communication between students and faculty (including administration); students not "listened to" . . . . .	1	2	3	4	26
C. Lack of relevance of education to "the real world" . . . . .	1	2	3	4	27
D. Overly strict regulations of dress codes and hair styles . . . . .	1	2	3	4	28
E. School life too tightly scheduled and regimented; too little time for oneself . . . . .	1	2	3	4	29
F. Compulsory attendance at religious services . . . . .	1	2	3	4	30
G. Compulsory athletics . . . . .	1	2	3	4	31
H. Boredom . . . . .	1	2	3	4	32
I. Too much pressure for grades . . . . .	1	2	3	4	33
J. Being bullied or harassed by other students . . . . .	1	2	3	4	34
K. Unfair grading practices . . . . .	1	2	3	4	35
L. Too much emphasis by the school on getting into college . . . . .	1	2	3	4	36
M. Other grievances frequently voiced (state briefly):					

37

37. Which of the grievances listed in the question above do you think are justified and should be corrected by the school? Circle below the letter corresponding to each item you think justified.

A	B	C	D	E	F	G	H	I	J	K	L	M
38	39	40	41	42	43	44	45	46	47	48	49	50

38. We are interested in your opinions about a variety of issues. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number. The alternatives are:

- 1) Strongly agree
- 2) Tend to agree
- 3) Tend to disagree
- 4) Strongly disagree
- 5) No opinion

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	No opinion	
Establishment of "due process" procedure for student dismissals or cases of serious discipline is important . . .	1	2	3	4	5	51
Finances aside, schools should admit socially disadvantaged students who appear to have high potential, even when such students do not meet normal entrance requirements. . . .	1	2	3	4	5	52
In this school the faculty has as much voice or influence in determining school policy as does the school head or administration . . . . .	1	2	3	4	5	53
College admission requirements hinder us from developing a better educational program . . . . .	1	2	3	4	5	54
Policies of our governing board or denominational authorities hinder us from developing a better educational program . . .	1	2	3	4	5	55
Pressure or resistance from the school's parents or alumni (ae) hinders us from developing a better educational program. . .	1	2	3	4	5	56
I feel a stronger identification with and allegiance to my professional teaching field or specialty than to this school as such . . . . .	1	2	3	4	5	57
Nonpublic schools have been a significant force in educational innovation and experimentation in the last decade. . .	1	2	3	4	5	58
Faculty members should have the right to express their opinions about any issue they wish in the classroom, student newspaper, etc. . . . .	1	2	3	4	5	59
This school has as much responsibility for the moral development as for the intellectual growth of its students . . .	1	2	3	4	5	60
The best way to cope with the growing trend of student unrest is to apply firm discipline. . . . .	1	2	3	4	5	61
Schools should abolish the practice of assigning students an academic rank in class. . . . .	1	2	3	4	5	62
Getting something changed, or introducing a new procedure or program, is difficult at this school . . . . .	1	2	3	4	5	63
Students should be governed by an honor code rather than have examinations or other work proctored . . . . .	1	2	3	4	5	64
The faculty or school head should have the formal power, even though seldom exercised, to disapprove selection of particular student leaders . . . . .	1	2	3	4	5	65
Student participation in school policy formulation is a privilege granted by the school rather than a matter of student rights . . . . .	1	2	3	4	5	66
Increase of class size or student-teacher ratio would impair the educational effectiveness of this school . . . . .	1	2	3	4	5	67
Unionization of nonpublic school teachers would be a harmful development . . . . .	1	2	3	4	5	68
One of this school's problems is the amount of "deadwood" (i.e., teachers who are no longer effective) . . . . .	1	2	3	4	5	69
There should be a coordinated effort to secure accreditation and teacher certification procedures that are nationally consistent and appropriate for nonpublic schools . . . . .	1	2	3	4	5	70
A year-round regular school program (with possible student option for sessions off occasionally) would be a desirable development . . . . .	1	2	3	4	5	71
Student involvement with drugs is a problem at this school . . .	1	2	3	4	5	72
Secondary school students should be able to interrupt the steady, year after year sequence of academic study for employment or other non-school experience . . . . .	1	2	3	4	5	73
A school without controversy and questioning of its current practices lacks vitality . . . . .	1	2	3	4	5	74
The school has a responsibility for the emotional development of its students . . . . .	1	2	3	4	5	75

39. Below is a selection of policy matters which, from time to time, require reappraisal. We are interested in which group or groups at your school you think should have a significant voice or influence in reaching decisions regarding them. For each item circle as many numbers as necessary to indicate which of the groups listed below you think should have a significant voice or influence.

- 1) Students or student representatives
- 2) Full faculty
- 3) Faculty committees or representatives
- 4) Administrators
- 5) Governing board
- 6) Parents

	Students	Full Faculty	Faculty Committees	Administrators	Governing Board	Parents
A significant change in admission policies . . . . .	1	2	3	4	5	6 9+14
Introduction of new subjects in curriculum . . . . .	1	2	3	4	5	6 15+20
Selection, approval of outside campus speakers . . . . .	1	2	3	4	5	6 21+26
Serious disciplinary action against a student . . . . .	1	2	3	4	5	6 27+32
Selection of a new school head . . . . .	1	2	3	4	5	6 33+38
General policy regarding faculty salaries . . . . .	1	2	3	4	5	6 39+44
A change in regulations or policy governing						
student dress or grooming . . . . .	1	2	3	4	5	6 45+50
The daily schedule and school calendar . . . . .	1	2	3	4	5	6 51+56
Students' total work load . . . . .	1	2	3	4	5	6 57+62

40. In some states nonpublic schools are receiving federal or state tax support in various forms. What is your position regarding tax support for nonpublic schools?

Strongly opposed . . . . .	1	
Uncertain, but tend to be opposed. . . . .	2	
In favor of limited tax support . . . . .	3	
In favor of substantial tax support but only in carefully designed forms . . . . .	4	
In favor of substantial tax support in any form . . . . .	5	63

41. Leaders in the religious hierarchy should have the final word in selecting a new school head.

Yes . . . . .	1	
No . . . . .	2	64

42. Does religion influence the secular subjects taught in your school?

Quite a bit . . . . .	1	
To some extent . . . . .	2	
Not significantly . . . . .	3	65

43. What kind of grading system would or do you prefer?

Regular letter (or numerical) grades . . . . .	1	
"Honors, pass, fail" for some courses . . . . .	2	
"Honors, pass, fail" for all or most courses . . . . .	3	
No grades, teacher's comments alone . . . . .	4	66

44. Are you satisfied with the boy-girl composition of this school, or would you prefer, if it were possible, that the school change to single sex or to some form of coeducation?

Am satisfied with present boy-girl composition . . . . .	1	
Would prefer change to boys only or girls only . . . . .	2	
Would prefer change to some form of coeducation . . . . .	3	67

A: 349

45. Some people have proposed that nonpublic schools set aside a certain percentage of their enrollment for state or federal scholarship students selected by public authorities. What would be your reaction to such a program?

- Opposed . . . . . 1
- Favor within limits . . . . . 2
- Favor with no particular limits . . . . . 3
- No opinion . . . . . 4

68

46. What do you think the faculty tenure policy in your school should be?

- Formal written tenure policy. . . . . 1
- Informal tradition or presumption of tenure. . . . . 2
- No formal policy, but teachers should be dismissed after three or more years only if teaching or conduct deteriorates seriously . . . . . 3
- No tenure; but school should be free to dismiss teachers if work becomes unsatisfactory even after three or more years of service. . . . . 4

69

47. If you were employed this past summer, approximately what were your earnings?

- Less than \$500. . . . . 1
- \$500-\$1,500. . . . . 2
- \$1,500-\$2,500 . . . . . 3
- \$2,500-\$3,500 . . . . . 4
- Over \$3,500. . . . . 5

70

Was this employment:

- In teaching or youth work at this school . . . . . 1
- In teaching, youth or social work elsewhere . . . . . 2
- Work other than above . . . . . 3

71

48. What is your salary (not including fringe benefits) paid by the school?

- |                               |                               |
|-------------------------------|-------------------------------|
| Less than \$3,000 . . . . . 1 | \$6,000-\$7,999 . . . . . 5   |
| \$3,000-\$3,999 . . . . . 2   | \$8,000-\$9,999 . . . . . 6   |
| \$4,000-\$4,999 . . . . . 3   | \$10,000-\$14,999 . . . . . 7 |
| \$5,000-\$5,999 . . . . . 4   | \$15,000 or over . . . . . 8  |

72

49. Which two of the following aims of secondary education do you regard as most important?

- To help students:
- Develop basic skills of language and mathematics. . . . . 1
  - Learn to think clearly and independently . . . . . 2
  - Learn how to become good citizens in a democratic society. . . . . 3
  - Gain an understanding of the main areas of knowledge . . . . . 4
  - Develop sound moral standards and values . . . . . 5
  - Become interesting individual people. . . . . 6
  - Learn how to make friends and get along with other people. . . . . 7
  - Develop the skills necessary to earn a good living and "compete". . . . . 8
  - Prepare to work for the improvement of society and the benefit of other people . . . . . 9
  - Develop a lifetime love of learning . . . . . 10

73-74

Indicate the one or two items from above that you consider least important.

\_\_\_\_\_

\_\_\_\_\_

75-76

THANK YOU FOR GIVING US THIS INFORMATION AND YOUR OPINIONS. WE SHALL BE GRATEFUL FOR THE PROMPT RETURN OF THE COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED.

3578



A: 350

# Parent Questionnaire

A Study  
of the  
American  
Independent  
School

6 Appian Way  
Cambridge  
Massachusetts  
02138



A: 351

DIRECTOR: OTTO F. KRAUSHAAR

ASSISTANT DIRECTOR: A. D. AYRAULT, Jr.

TELEPHONE: (617) UN 8-7600 EXT. 4252

### ABOUT THIS STUDY --

This questionnaire is part of a national study of nonpublic (private, independent, parochial) schools. It does not attempt to evaluate individual institutions. Its purpose is, rather, to map and characterize the various types of nonpublic schools (elementary and secondary) in respect to their educational goals, constituencies, religious orientations, teaching methods, the values they espouse, and their prospects for the future.

The Study proceeds on the general assumption that there is no single goal of education, such as rigorous intellectual training, which should be accepted as a desirable outcome above all others. The Study is, therefore, not concerned with identifying a single type of institution which can serve as a model; it aims instead to trace the effects of voluntariness or choice in schooling and its implications for educational practice and theory.

Based at the Harvard University Graduate School of Education, the Study is supported by grants from the Danforth, the Independence, the Sloan and the Kettering Foundations. It embraces private schools of all religious denominations, as well as nonsectarian schools. The research is expected to issue in a book-length report directed to school heads, faculty, governing boards and the interested public, as well as to legislators, foundation officials and others who have a part in shaping educational policy.

The outcome can be no better than the volume of the response it elicits from those who have been selected to participate. Questionnaires can be an annoyance for they call for an investment of time and thought. And yet they are the best way to gather information extensively. We think you will find this one interesting, and we invite you to answer it to the best of your ability. It is not a test. Many of the questions concern attitudes, and regarding these there are no right or wrong answers.

### NOTE --

Your answers to questions will be kept in strictest confidence. Under no circumstances will respondents or schools be identified.

#### Advisory Commission

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Street Academy Program of the  
Urban League, New York City

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Johns Hopkins University

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Chairman: House Education  
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Education Editor:  
New York Times

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President: Association of American Colleges

Rixford K. Snyder  
Dean of Admissions: Stanford University

GENERAL INSTRUCTIONS

— "Nonpublic schools" as used in this questionnaire include private, independent, parochial, or other church-related schools. By "school head" we mean that individual who has direct responsibility for the educational policies in this school (i.e., the chief educational officer of the school).

— We suggest that you do not spend a great deal of time on any one item. For some questions none of the alternative responses listed will exactly reflect your opinion or circumstances, but we ask that you circle the answer which most clearly approximates your situation or attitude.

— Most items are answered by choosing one of several possible responses and circling the appropriate number. For example:

My favorite professional football team is the

- New York Jets . . . . 1
- Dallas Cowboys . . . . 2
- Baltimore Colts . . . . ③

Occasionally there will be questions of a slightly different form for which special instructions will be given.

— The smaller numbers are added simply to aid in later analysis. The number at the bottom of this page is for the collation of information.

Please print your name in this blank. \_\_\_\_\_  
Your answers to all questions will be kept in strictest confidence.

— Throughout the questionnaire we refer to "this", "the", or "your" school, meaning that school, also participating in this study, in which your child is enrolled.

- |   |  |      |         |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
|---|--|------|---------|------|--|----------------------------|---|---|--|-------------------------------|---|---|--|-----------------------------------|---|---|--|-------------------|---|---|----|--|----------|-----|--|---------------------|---|---|----|------------------|---|---|----|
| <p>1. What is your sex? <span style="float: right;">φεψκ 2</span></p> <p>Male . . . . . 1</p> <p>Female . . . . . 2 <span style="float: right;">9</span></p> <p>2. What is your religious preference?</p> <p>Roman Catholic . . . . . 1</p> <p>Protestant . . . . . 2</p> <p>Jewish . . . . . 3</p> <p>Other . . . . . 4</p> <p>None . . . . . 5 <span style="float: right;">10</span></p> <p>3. What is the occupation of the husband of the family?</p> <p>Teacher or educational administrator 1</p> <p>Professional (other than education) or scientific . . . . . 2</p> <p>Manager, executive or proprietor of large business . . . . . 3</p> <p>Small business owner or manager . . . . . 4</p> <p>Farm owner or rentor . . . . . 5</p> <p>Clerical or sales . . . . . 6</p> <p>Skilled worker or foreman . . . . . 7</p> <p>Semi-skilled worker . . . . . 8</p> <p>Unskilled worker or farm laborer . . . . . 9</p> <p>Other . . . . . 10 <span style="float: right;">11</span></p> <p>4. What is the occupation of the wife of the family, if other than housewife? Place an appropriate number from #3 in the blank.</p> <p>_____ 12</p> | <p>5. In connection with questions 3 and 4 are either you or your spouse a member of a labor union?</p> <p>Yes . . . . . 1</p> <p>No . . . . . 2 <span style="float: right;">13</span></p> <p>6. If "teacher or educational administrator" was indicated in questions 3 and 4, is the work in:</p> <table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Husband</td> <td style="text-align: center;">Wife</td> <td></td> </tr> <tr> <td>Public schools . . . . . 1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Nonpublic schools . . . . . 2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td>College or university . . . . . 3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td>Other . . . . . 4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="float: right;">15</td> </tr> </table> <p>7. What is the sex and grade level of the oldest child you have enrolled in this school?</p> <p>Male . . . . . 1</p> <p>Female . . . . . 2 <span style="float: right;">16</span></p> <p>Grade level _____ <span style="float: right;">17, 18</span></p> <p>8. How many of your family and close relatives (including in-laws) have attended nonpublic schools? Count those that immediately occur to you.</p> <p>Total number: . . . . . _____ <span style="float: right;">19, 20</span></p> <p>9. If you or your spouse <u>did</u> attend a nonpublic secondary school, was it boarding or day?</p> <table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Boarding</td> <td style="text-align: center;">Day</td> <td></td> </tr> <tr> <td>Husband . . . . . 1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="float: right;">21</td> </tr> <tr> <td>Wife . . . . . 1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="float: right;">22</td> </tr> </table> |      | Husband | Wife |  | Public schools . . . . . 1 | 1 | 1 |  | Nonpublic schools . . . . . 2 | 2 | 2 |  | College or university . . . . . 3 | 3 | 3 |  | Other . . . . . 4 | 4 | 4 | 15 |  | Boarding | Day |  | Husband . . . . . 1 | 1 | 2 | 21 | Wife . . . . . 1 | 1 | 2 | 22 |
|   | Husband  | Wife |         |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
| Public schools . . . . . 1  | 1  | 1    |         |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
| Nonpublic schools . . . . . 2   | 2  | 2    |         |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
| College or university . . . . . 3   | 3  | 3    |         |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
| Other . . . . . 4   | 4  | 4    | 15      |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
|   | Boarding   | Day  |         |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
| Husband . . . . . 1   | 1  | 2    | 21      |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |
| Wife . . . . . 1  | 1  | 2    | 22      |      |  |                            |   |   |  |                               |   |   |  |                                   |   |   |  |                   |   |   |    |  |          |     |  |                     |   |   |    |                  |   |   |    |



10. Using the categories below, indicate the highest level of schooling achieved by you and your spouse.

	Husband	Wife
Elementary school completed or less . . . . .	1	1
Attended high school but no diploma . . . . .	2	2
High school diploma . . . . .	3	3
Business, trade school or junior college degree . . . . .	4	4
B.A. or equivalent . . . . .	5	5
Graduate or professional study or degree . . . . .	6 23	6 24

12. Indicate the type of elementary and secondary schools attended by you and your spouse by placing the appropriate numbers from the list below in the blanks at the right. Use a nonpublic category if half or more of schooling at a given level was nonpublic.

- 1 Public
- 2 Predominantly public but some nonpublic
- 3 Nonpublic, not church-related
- 4 Church-related of same denomination as your child's present school
- 5 Other church-related
- 6 Don't know

11. What do you consider to be your party affiliation?

Democrat . . . . .	1
Independent . . . . .	2
Republican . . . . .	3
Other . . . . .	4 25

	Elementary K-8	Secondary 9-12
Husband . . . . .	26	27
Wife . . . . .	28	29

13. Circle the highest level of schooling you think your child should have.

He should go to work now . . . . .	1
A high school diploma . . . . .	2
Some training beyond high school other than college . . . . .	3
Some college experience . . . . .	4
A Bachelor's degree . . . . .	5
Graduate, professional, or other advanced study . . . . .	6

30

14. What is the source of funds to meet the costs of your child's schooling? Circle the number which indicates the proportion of schooling costs met by each source listed below.

	None	Some but less than 10%	10-25%	25-50%	50-75%	Over 75%
Your (or spouse's) income . . . . .	1	2	3	4	5	6 31
Your (or spouse's) savings, trust fund, etc. . . . .	1	2	3	4	5	6 32
Loans . . . . .	1	2	3	4	5	6 33
Scholarships . . . . .	1	2	3	4	5	6 34
Your child's earnings . . . . .	1	2	3	4	5	6 35
Grandparents or other relatives . . . . .	1	2	3	4	5	6 36

15. Please indicate for each of the following groups or persons your estimate of the point at which they fall, in general, on a scale running from liberal to conservative.

	Liberal						Conservative					
Yourself . . . . .	1	2	3	4	5	6	37					
The school's teachers . . . . .	1	2	3	4	5	6	38					

16. What is your and your spouse's combined income from all sources?

Less than \$3500 . . . . .	1	\$20,000 - 29,999 . . . . .	6
\$3500 - 5,999 . . . . .	2	\$30,000 - 49,999 . . . . .	7
\$6,000 - 9,999 . . . . .	3	\$50,000 - 99,999 . . . . .	8
\$10,000 - 14,999 . . . . .	4	\$100,000 or over . . . . .	9 39
\$15,000 - 19,999 . . . . .	5		



17. We are interested in the extent of your satisfaction, as a parent, with various aspects of your child's education in this school. Please indicate the degree of satisfaction or dissatisfaction you feel by choosing from the following options:

How satisfied are you with:	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	No opinion	
The progress your child is making in his studies? . . .	1	2	3	4	5	40
The way your child is getting along in other activities? . . .	1	2	3	4	5	41
The friends that your child has made in school? . . .	1	2	3	4	5	42
The amount of voice and influence you as a parent have in determining school policies and programs? . . .	1	2	3	4	5	43
The school's effectiveness in giving your child confidence and a sense of his importance as an individual? . . . . .	1	2	3	4	5	44
The grading or evaluating policies and practice? . . .	1	2	3	4	5	45
The general communication between school and parent about your child's education? . . . . .	1	2	3	4	5	46
Your child's opportunity to develop independence and autonomy while at this school? . . . . .	1	2	3	4	5	47
The guidance and counselling which your child receives? . . .	1	2	3	4	5	48
The influence of the school on your child's character and moral values? . . . . .	1	2	3	4	5	49
The extent to which your child is challenged and stimulated by the school? . . . . .	1	2	3	4	5	50
The math and science instruction? . . . . .	1	2	3	4	5	51
The English or language arts instruction? . . . . .	1	2	3	4	5	52
The foreign language instruction? . . . . .	1	2	3	4	5	53
The social studies instruction? . . . . .	1	2	3	4	5	54
The vocational, technical or business training? . . .	1	2	3	4	5	55
The teaching skills of your child's teachers? . . .	1	2	3	4	5	56
The program in the arts, studio or creative work? . . .	1	2	3	4	5	57
The school's capacity to give your child an exposure to and understanding of the larger world outside school? . . . . .	1	2	3	4	5	58

18. Indicate on the scale below what you believe would be the best philosophy of student learning for this school. The far left of the scale represents primary concern for solid grounding in the basic subjects and training for rigorous, disciplined work; the far right represents primary concern for student initiative, discovery and spontaneous learning. Many people believe both considerations should play a part. Circle the point on the scale that best represents the relative weight you believe should be given the two goals.

Solid grounding, basic subjects, disciplined work	1	2	3	4	5	6	Student initiative, discovery, spontaneity	59
---	---	---	---	---	---	---	--	----

19. Indicate below the relative weight you think this school should give the two following aims: The left side of the scale represents primary emphasis on the transmission and preservation of values and standards that are part of a received tradition, culture or religion; the right side represents emphasis on a critical examination of established and evolving values, and development of a student's capacity to formulate his own values.

Transmit values of culture or religion	1	2	3	4	5	6	Critically examine, develop own values	60
---	---	---	---	---	---	---	---	----

20. Are you satisfied with the boy-girl composition of this school, or would you prefer, if it were possible, that the school change to single sex or coeducation?

Am satisfied with present boy-girl composition . . . . .	1	
Would prefer change to boys only or girls only . . . . .	2	
Would prefer change to coeducation of some type . . . . .	3	61

21. For the statements that follow please indicate how strongly you agree or disagree by circling the appropriate number.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	No opinion	
Students here should have more time for independent reading or study and less formal classwork . . . . .	1	2	3	4	5	62
This school should sponsor more activities that contribute to a student's growth in areas other than academic excellence . . . . .	1	2	3	4	5	63
The best way to cope with the growing trend of student militancy and protest is to apply firm discipline. . . . .	1	2	3	4	5	64
Secondary school students should be able to interrupt the steady, year after year sequence of academic study for periods of employment or other non-school experience. . . . .	1	2	3	4	5	65
There is too much emphasis on or concern about college admission at this school . . . . .	1	2	3	4	5	66
Student use of drugs is a problem in this school. . . . .	1	2	3	4	5	67
Students should be governed by an honor code rather than have examinations or other work proctored. . . . .	1	2	3	4	5	68
Except for a basic program of physical fitness, participation in varsity or intramural athletics should be voluntary . . . . .	1	2	3	4	5	69
There is too much emphasis on grades at this school. . . . .	1	2	3	4	5	70
Salaries of lay teachers at this school are based primarily on merit rather than on years of teaching experience . . . . .	1	2	3	4	5	71
Increase of class size or student-teacher ratio would impair the educational effectiveness of this school . . . . .	1	2	3	4	5	72
Unionization of nonpublic school teachers would be a harmful development . . . . .	1	2	3	4	5	73
A year-round regular school program (with student option for an occasional session off) would be desirable . . . . .	1	2	3	4	5	74

22. Indicate your position on the policies and actions listed below by circling one of the following four alternatives for each item.

	1 Strongly opposed	2 Mildly opposed	3 Favor, within limits	4 Favor, with no particular limits	Strongly opposed	Mildly opposed	Favor within limits	Favor, no limits	
Liberal or nonrestrictive policy on student dress, hair style or length, etc. . . . .	1	2	3	4					9
Enrollment of: Students from very poor families . . . . .	1	2	3	4					10
Protestant students . . . . .	1	2	3	4					11
Jewish students . . . . .	1	2	3	4					12
Roman Catholic students . . . . .	1	2	3	4					13
Black students . . . . .	1	2	3	4					14
Employment of: Protestant teachers . . . . .	1	2	3	4					15
Jewish teachers . . . . .	1	2	3	4					16
Roman Catholic teachers . . . . .	1	2	3	4					17
Black teachers . . . . .	1	2	3	4					18

23. If you had the choice to make again, would you:

Enroll your child in this school . . . . .	1			
Enroll child in some other nonpublic school . . . . .	2			
Enroll child in a public school . . . . .	3			19

24. If you circled "3" above, move to the next question. If not, we are interested in your primary reasons for choosing a nonpublic school. Listed below are some possible reasons for such a choice. It is probable that only a few reasons are important in one family's decision. After reading the entire list, rate the importance of each item in your own decision on the following scale:

Choose nonpublic school because it offers:	Very important reason	Important reason	Minor reason	Not a reason	
Religious education or program . . . . .	1	2	3	4	20
Smaller classes . . . . .	1	2	3	4	21
Better teachers . . . . .	1	2	3	4	22
Greater likelihood of admission to college of choice. . . . .	1	2	3	4	23
More academically challenging curriculum . . . . .	1	2	3	4	24
Better training in diligence, study habits . . . . .	1	2	3	4	25
Greater parental influence or participation in determining school policies and program . . . . .	1	2	3	4	26
Stronger feeling of community, less impersonal bureaucracy	1	2	3	4	27
Stricter discipline . . . . .	1	2	3	4	28
Remedial or tutoring programs . . . . .	1	2	3	4	29
Special programs for exceptional children (i.e., handicapped, retarded, disturbed, etc.) . . . . .	1	2	3	4	30
Special courses not available in public school . . . . .	1	2	3	4	31
Values, attitudes or customs closer to those in home. . . . .	1	2	3	4	32
Boarding facilities and program. . . . .	1	2	3	4	33
Tradition of past family association with school . . . . .	1	2	3	4	34
More opportunity for student participation in athletics, activities, etc. . . . .	1	2	3	4	35
Social advantages . . . . .	1	2	3	4	36
More opportunities in arts or creative work . . . . .	1	2	3	4	37
Greater cultural (or academic) sophistication . . . . .	1	2	3	4	38
School for boys or girls alone . . . . .	1	2	3	4	39
Brighter, competitively selected fellow students . . . . .	1	2	3	4	40
Freedom from racial or disrupting social mixture . . . . .	1	2	3	4	41
Atmosphere free from problems of drugs, delinquency, turmoil . . . . .	1	2	3	4	42
More diverse student body . . . . .	1	2	3	4	43
Less emphasis on social cliques or high-powered athletics	1	2	3	4	44
More traditional approach to education . . . . .	1	2	3	4	45
More liberal, innovative educational philosophy . . . . .	1	2	3	4	46
Child's friends in same school . . . . .	1	2	3	4	47
Better educational buildings or equipment . . . . .	1	2	3	4	48
Less emphasis on grades, academic competition . . . . .	1	2	3	4	49
More male teachers than public school . . . . .	1	2	3	4	50
Other important reasons: (state briefly)					51

25. It is possible for parents to choose a nonpublic school for their child and still believe that a public school would be better in some respects. Indicate below whether you think this school or your local public school is better in terms of the following considerations:

	Public School		Schools about equal	Nonpublic School		
	Much better	Slightly better		Slightly better	Much better	
Breadth of curriculum, variety of courses . . . . .	1	2	3	4	5	52
Putting student in best position for college admission . . . . .	1	2	3	4	5	53
Developing democratic attitudes and values. . . . .	1	2	3	4	5	54
Providing all-around development . . . . .	1	2	3	4	5	55
Rubbing shoulders with a variety of classmates	1	2	3	4	5	56
Opportunity for student to develop independence and autonomy . . . . .	1	2	3	4	5	57
Stimulating a long-range motivation for learning	1	2	3	4	5	58
Absence of divisive social cliques . . . . .	2	2	3	4	5	59

26. Some people believe that today's students appear more inclined than earlier generations to express dissatisfaction with aspects of their school. To your knowledge, how frequently are the general "grievances" listed below voiced by your child or his classmates?

	Very frequently	Frequently	Occasionally	Rarely or never	Don't know	
A) Lack of voice or influence in shaping school rules and policy . . . . .	1	2	3	4	5	60
B) Poor communication with faculty and administrators, not "listened to". . .	1	2	3	4	5	61
C) Lack of relevance of their education to "the real world" . . . . .	1	2	3	4	5	62
D) Overly strict regulations of dress codes and hair styles. . . . .	1	2	3	4	5	63
E) Regimentation: Life too tightly scheduled, too little time for oneself. . . . .	1	2	3	4	5	64
F) Discipline too strict . . . . .	1	2	3	4	5	65
G) Compulsory attendance at religious services	1	2	3	4	5	66
H) Compulsory athletics. . . . .	1	2	3	4	5	67
I) Boredom . . . . .	1	2	3	4	5	68
J) Not understood by teachers. . . . .	1	2	3	4	5	69
K) Too much pressure for grades . . . . .	1	2	3	4	5	70
L) Being bullied or harrassed by other students	1	2	3	4	5	71
M) Unfair grading practices . . . . .	1	2	3	4	5	72
N) Too much emphasis on getting into college rather than on what is learned. . . . .	1	2	3	4	5	73
O) Other grievances frequently or very frequently voiced: (briefly describe)						74

27. Which of the grievances listed in the question above do you think are justified and should be corrected by the school? Circle below the letter corresponding to each item you think justified. φ ε ψ κ 4

A B C D E F G H I J K L M N O 9-23

28. What is your impression of the degree of emphasis given to religion or instruction about religion in your school?

Major emphasis of school . . . . .	1	
Religious and secular academic programs receive about equal emphasis . . . . .	2	
Substantial religious emphasis here, but more emphasis on secular academic program. . . . .	3	
Attention to religious program about equal to one secular course such as history or math . . . . .	4	
Little or no religious program at school . . . . .	5	24

29. Using the same alternatives, how much attention do you believe the religious program should receive? (Fill in appropriate number from above.) . . . . . \_\_\_\_\_ 25

30. In a number of states some form of tax support for nonpublic schools has either been legislated or is under active discussion. In general, what are your views about state or federal support of nonpublic education?

Strongly opposed . . . . .	1	
Opposed . . . . .	2	
Adopting a wait-and-see attitude. . . . .	3	
Favor public support. . . . .	4	
No opinion . . . . .	5	26

THANK YOU FOR GIVING US THIS INFORMATION AND YOUR OPINIONS.  
WE SHALL BE GRATEFUL FOR THE PROMPT RETURN OF THE  
COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED.



A: 358

# School Head Questionnaire

A Study  
of the  
American  
Independent  
School

6 Appian Way  
Cambridge  
Massachusetts  
02138



DIRECTOR: OTTO F. KRAUSHAAR

A: 359

ASSISTANT DIRECTOR: A. D. AYRAULT, Jr.

TELEPHONE: (617) UN 8-7600 EXT. 4252

### ABOUT THIS STUDY --

This questionnaire is part of a national study of nonpublic (private, independent, parochial) schools. It does not attempt to evaluate individual institutions. Its purpose is, rather, to map and characterize the various types of nonpublic schools (elementary and secondary) in respect to their educational goals, constituencies, religious orientations, teaching methods, the values they espouse, and their prospects for the future.

The Study proceeds on the general assumption that there is no single goal of education, such as rigorous intellectual training, which should be accepted as a desirable outcome above all others. The Study is, therefore, not concerned with identifying a single type of institution which can serve as a model; it aims instead to trace the effects of voluntariness or choice in schooling and its implications for educational practice and theory.

Based at the Harvard University Graduate School of Education, the Study is supported by grants from the Danforth, the Independence, the Sloan and the Kettering Foundations. It embraces private schools of all religious denominations, as well as nonsectarian schools. The research is expected to issue in a book-length report directed to school heads, faculty, governing boards and the interested public, as well as to legislators, foundation officials and others who have a part in shaping educational policy.

The outcome can be no better than the volume of the response it elicits from those who have been selected to participate. Questionnaires can be an annoyance for they call for an investment of time and thought. And yet they are the best way to gather information extensively. We think you will find this one interesting, and we invite you to answer it to the best of your ability. It is not a test. Many of the questions concern attitudes, and regarding these there are no right or wrong answers.

### NOTE --

Your answers to questions will be kept in strictest confidence. Under no circumstances will respondents or schools be identified.

#### Advisory Commission

John B. Coburn  
Street Academy Program of the  
Urban League, New York City

James S. Coleman  
Professor of Social Relations  
Johns Hopkins University

Hon. Edith Green  
Chairman: House Education  
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Mrs. Livingston Hall  
Director: Simon's Rock

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Education Editor:  
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Lloyd S. Michael  
Professor of School Administration  
Northwestern University

William L. Pressly  
President: Westminster Schools

Richard H. Sullivan  
President: Association of American Colleges

Rixford K. Snyder  
Dean of Admissions: Stanford University

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GENERAL INSTRUCTIONS

--This questionnaire should be completed by the individual who has direct responsibility for the educational policies in this school (i.e., the chief educational officer of the school).

--"Nonpublic schools" as used in this questionnaire include private, independent and parochial schools.

--We suggest that you do not spend a great deal of time on any one item. In some cases none of the alternative responses listed will exactly reflect your opinion or circumstances, but we ask that you circle the answer which most closely approximates your situation or attitude.

--Most items are answered by choosing one of several possible responses and circling the appropriate number. For example:

My favorite professional football team is the:

- New York Jets . . . . . 1
- Dallas Cowboys . . . . . 2
- Baltimore Colts . . . . . 3

Occasionally there will be questions of a slightly different form for which special instructions will be given.

--The smaller numbers are added simply to aid in later analysis. The number at the bottom of this page is for the collation of information from similar schools. To insure that your answers are strictly confidential do not sign your name to this questionnaire.

- Φ Ε Ψ Κ 2
1. What is your sex? (Circle the number corresponding to your answer.)
    - Male . . . . . 1
    - Female . . . . . 2

9
  2. What is your age? . . . . . \_\_\_\_\_
 

10-11
  3. Are you married?
    - Yes . . . . . 1
    - No . . . . . 2

12
  4. In which geographical region did you live during the time you were growing up? If more than one, choose the one you think of first as the "home" of primary influence on your life.
    - New England . . . . . 1
    - Middle Atlantic . . . . . 2
    - South . . . . . 3
    - Central . . . . . 4
    - West . . . . . 5
    - Other . . . . . 6

13
  5. In what kind of setting was the "home" indicated above?
    - Rural or small town (i.e., less than 25,000) . . . . . 1
    - Town of 25,000 to 50,000 . . . . . 2
    - Town of 50,000 to 100,000 . . . . . 3
    - Suburb of city of 100,000 or more. . . . . 4
    - City of 100,000 or more . . . . . 5

14
  6. What is your religious preference?
    - Roman Catholic . . . . . 1
    - Protestant . . . . . 2
    - Jewish . . . . . 3
    - Other . . . . . 4
    - None . . . . . 5

15
  7. What is your estimate of the income bracket of your family when you were a child?
    - Top 25 per cent of the community . . . . . 1
    - Second highest 25 per cent . . . . . 2
    - Third highest 25 per cent . . . . . 3
    - Lowest 25 per cent of the community . . . . . 4

16



8. What was your father's major life-time occupation? (Or mother's if she was head of household during most of your childhood.)

- Teacher or educational administrator . . . . . 1
- Professional (other than education) or scientific . . . . . 2
- Managerial, executive or proprietor of large business . . . . . 3
- Small business owner or manager . . . . . 4
- Farm owner or rentor . . . . . 5
- Clerical or sales . . . . . 6
- Skilled worker or foreman . . . . . 7
- Semi-skilled worker . . . . . 8
- Unskilled worker or farm laborer . . . . . 9
- Other . . . . . 0

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9. If "teacher or educational administrator" was circled above, was the work primarily in:

- Public schools . . . . . 1
- Nonpublic schools . . . . . 2
- College or university . . . . . 3
- Other . . . . . 4

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10. Indicate the highest level of schooling achieved by your father.

- Elementary school completed or less 1
- Attended high school but no diploma 2
- High school diploma . . . . . 3
- Business, trade or junior college 4
- B.A. or equivalent . . . . . 5
- Doctorate or professional degree. 6

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11. Place the number indicating type of elementary and secondary schools you attended in the blanks below. In each case choose a nonpublic category if majority of schooling was nonpublic.

- 1) Public
- 2) Predominantly public but some nonpublic
- 3) Nonpublic, not church related
- 4) Nonpublic, of same denomination as my present school
- 5) Nonpublic, church related other than (4) above

Elementary (K-8) . . . . . \_\_\_\_\_ 20

Secondary . . . . . \_\_\_\_\_ 21

12. How many of your family and close relatives (including in-laws) have attended nonpublic schools? Count those that immediately occur to you.

Total: \_\_\_\_\_ 22-23

13. Check below each statement descriptive of your educational background.

- No college degree . . . . . \_\_\_\_\_ 24
- B.A. or equivalent . . . . . \_\_\_\_\_ 2
- Master's in Education . . . . . \_\_\_\_\_ 26
- M.A.T. . . . . \_\_\_\_\_ 27
- Master's degree in field other than education . . . . . \_\_\_\_\_ 28
- Professional degree (e.g., LL.B., M.D., B.D.) . . . . . \_\_\_\_\_ 29
- Graduate work beyond Master's level but no additional degree . . . . . \_\_\_\_\_ 30
- Doctor of Education . . . . . \_\_\_\_\_ 31
- Other doctorate (non-medical) \_\_\_\_\_ 32
- Ordained minister, priest, or other cleric . . . . . \_\_\_\_\_ 33

14. Do you hold a state certificate for teaching or administration? (If you have one certificate which covers both areas, circle "yes" for both.)

- For teaching? Yes . . . . . 1
- No . . . . . 2
- For administration? Yes . . . . . 1
- No . . . . . 2

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35

15. What kinds of non-school full-time employment have you held for over one year? Indicate the number of years by circling the appropriate category:

- 1) Over a year but less than five years
- 2) Five to ten years
- 3) Over 10 years

- College teaching or administration . . . . . 1 2 3 36
- Business . . . . . 1 2 3 37
- Church work, social work, or youth work . . . . . 1 2 3 38
- Military . . . . . 1 2 3 39
- Government or foundation work . . . . . 1 2 3 40
- Other (total years of all other). . . . . 1 2 3 41

16. Was elementary or secondary school work your first full-time employment (other than temporary military service) after college studies?

- Yes . . . . . 1
- No . . . . . 2

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17. How many years will you have been head of this school as of June 1969? \_\_\_\_\_ 43-44
18. How many other schools have you headed? \_\_\_\_\_ 52-53
19. How many years did your predecessor serve as head of this school? \_\_\_\_\_ 45
20. His or her predecessor? \_\_\_\_\_ 46-47
21. What was your age at the time you first became head of a school? \_\_\_\_\_ 48-49
22. How many years of teaching experience did you have prior to the first time you were appointed to be head of a school? \_\_\_\_\_ 54-55
23. Currently there are various opinions about the average tenure of a school head as compared with 20 or 30 years ago. Granting that each person and school situation is different, in the best interests of the school and on the average, what would you say is the ideal length of a school head's tenure? \_\_\_\_\_ 54-55

24. The responsibilities of a school head are so varied they are not easily summarized. But try to describe below how you distribute your working time, on the average, among the functions listed below in the course of a typical month, even though a "typical" month does not really exist. (The list is not meant to be exhaustive.)

	None	Less than 5 hours	5-10 hours	10-25 hours	25-50 hours	Over 50 hours	
Direct contact with students, e.g., teaching, meetings, advising, counseling . . . . .	1	2	3	4	5	6	56
Direct contact with faculty, e.g., visiting classes, counseling, hiring and interviewing, committee or faculty meetings . . . . .	1	2	3	4	5	6	57
Meeting and staff work with your administrative officers and supervisors . . . . .	1	2	3	4	5	6	58
Work and meetings with members of your governing or advisory board . . . . .	1	2	3	4	5	6	59
Admissions work: meetings, interviews, travel . . . . .	1	2	3	4	5	6	60
Talking to or corresponding with parents. . . . .	1	2	3	4	5	6	61
Civic affairs, community work . . . . .	1	2	3	4	5	6	62
Fund raising (including public relations or alumni/ae work connected with this). . . . .	1	2	3	4	5	6	63
Off-campus professional conferences, working for professional organizations, off-campus speaking (other than for fund raising). . . . .	1	2	3	4	5	6	64
Own reading, research and scholarly writing. . . . .	1	2	3	4	5	6	65
Long-range financial, architectural or academic planning. . . . .	1	2	3	4	5	6	66
Other activities on which you spend over 25 hrs. per month. Briefly describe:							
					5	6	67
					5	6	68

25. In practice, how do you rate the following potential sources of information, ideas or inspiration as aids to you in shaping your school's philosophy or bringing change to its methods:

- 1) Major source
- 2) Secondary source
- 3) Little or no use

	Major Source	Secondary Source	Little or No Use	
Conventions, association meetings, conferences . . . . .	1	2	3	9
Educational journals, research reports . . . . .	1	2	3	10
Books on education . . . . .	1	2	3	11
College course work in education . . . . .	1	2	3	12
Other college course work . . . . .	1	2	3	13
Consultants . . . . .	1	2	3	14
Student suggestions or criticism . . . . .	1	2	3	15
Governing board (collectively or individually) . . . . .	1	2	3	16
Reports and investigations of internal school committees . . . . .	1	2	3	17
Individual dynamic faculty members . . . . .	1	2	3	18
Public school personnel or practices . . . . .	1	2	3	19
Parent suggestions or criticism . . . . .	1	2	3	20
Alumni suggestions or criticism . . . . .	1	2	3	21
School evaluations by regional or state accrediting bodies . . . . .	1	2	3	22
Recommendations or guidelines from denominational offices or publications. . . . .		2	3	23
Other major sources:				

26. Listed below are a number of programs, techniques and teaching aids. We are interested in the extent of their use in your school. Choose from the following options:

- 1) School makes little or no use of this
- 2) Some use in our school
- 3) Extensive use in our school

	Little or No Use	Some Use	Extensive Use	
Language lab (audio tapes, feedback, etc.) . . . . .	1	2	3	24
Individual study carrels . . . . .	1	2	3	25
Computer-assisted instruction . . . . .	1	2	3	26
A computer for general educational use . . . . .	1	2	3	27
Microfilm readers and files . . . . .	1	2	3	28
Instructional TV . . . . .	1	2	3	29
Team teaching . . . . .	1	2	3	30
Employment of teaching assistants or teaching aides . . . . .	1	2	3	31
Instructional films and film strips . . . . .	1	2	3	32
Sensitivity training, T-groups, study or training in personal relations . . . . .	1	2	3	33
Modular scheduling or other system of varying length and frequency of class meetings . . . . .	1	2	3	34

27. Please indicate for each of the following groups or persons your estimate of their basic political orientation by circling the point at which they fall, in general, on a scale running from liberal to conservative.

	Liberal						Conservative					
Yourself . . . . .	1	2	3	4	5	6	7	8	9	10	11	12
The teachers presently in your school . . . . .	1	2	3	4	5	6	7	8	9	10	11	12
Governing board of the school . . . . .	1	2	3	4	5	6	7	8	9	10	11	12
Parents of students enrolled in your school . . . . .	1	2	3	4	5	6	7	8	9	10	11	12



28. Listed below are some steps which various schools are taking to invigorate teaching. Please give us your assessment of their worth in relation to your school's needs by choosing from the following options:

- 1) Of little value for this school
- 2) Valuable, but already satisfactorily implemented
- 3) Should do more at this school
- 4) Should do much more here

	Of little value	Valuable but satisfactory	Should do more	Should do much more	
Faculty attendance at professional conferences, getting outside school to observe teaching, exchange ideas, etc. . . . .	1	2	3	4	39
Program of sabbatical leaves, leave of absence to study or pursue other work . . . . .	1	2	3	4	40
Class visits or supervision of <u>beginning</u> teachers by school head, department head, etc. . . . .	1	2	3	4	41
Class visits or supervision of <u>experienced</u> teachers by school head, department head, etc. . . . .	1	2	3	4	42
Voluntary exchange of class visits between teachers. . . . .	1	2	3	4	43
Faculty study of educational research results and professional journals . . . . .	1	2	3	4	44
Use of audio or video recordings for assessment or self-analysis of teaching. . . . .	1	2	3	4	45
Reduced teaching load for beginning teachers . . . . .	1	2	3	4	46

29. Indicate your impression of the prevailing position of the groups indicated on the policies and actions listed below. Select from the following four alternatives and place the appropriate number in the blanks at the right.

- 1) Strongly opposed
- 2) Mildly opposed
- 3) Favor, within limits
- 4) Favor, with no particular limits

	Governing Board	School Head	Parents
Liberal or nonrestrictive policy on student dress, grooming, etc. . . . .	47	48	49
Enrollment of Protestant students. . . . .	50	51	52
Enrollment of Jewish students . . . . .	53	54	55
Enrollment of Roman Catholic students . . . . .	56	57	58
Enrollment of Black students . . . . .	59	60	61
Employment of Protestant teachers . . . . .	62	63	64
Employment of Jewish teachers . . . . .	65	66	67
Employment of Roman Catholic teachers . . . . .	68	69	70
Employment of Black teachers . . . . .	71	72	73

30. Below is a selection of policy matters which, from time to time, require reappraisal. We are interested in which group or groups at your school would have a significant voice or influence in reaching decisions regarding them. For each item circle as many numbers as necessary to indicate which of the groups listed below would have a significant voice or influence.

- 1) Students or student representatives
- 2) Full faculty
- 3) Faculty committees or representatives
- 4) Administrators
- 5) Governing board
- 6) Parents

	Students	Full Faculty	Faculty Committees	Administrators	Governing Board	Parents	
A significant change in admission policies . . . . .	1	2	3	4	5	6	74
Introduction of a new subject in the curriculum . . . . .	1	2	3	4	5	6	-
Selection and approval of outside speakers to appear on campus . . . . .	1	2	3	4	5	6	76
Serious disciplinary action against a student. . . . .	1	2	3	4	5	6	77
General policy regarding faculty salaries . . . . .	1	2	3		5	6	
A change in regulations or policy governing student dress or grooming . . . . .	1	2	3	4	5	6	79

ΦΕΨκ 4

31. There appears to be greater student interest today than formerly in having a voice in shaping the kind and quality of education they are receiving. We are interested in gathering some facts about this. How much student interest is there in your school in achieving any of the following ends listed below. Please choose from among the following alternatives:

- 1) Strong interest
- 2) Considerable interest but not first priority
- 3) Some interest
- 4) Negligible interest

	Strong interest	Considerable interest	Some interest	Negligible interest	
A larger share of influence in shaping school rules and policy . . . . .	1	2	3	4	9
Improved communication (or relations) with faculty and administration . . . . .	1	2	3	4	10
A course of study more relevant to the concerns of the "real world" . . . . .	1	2	3	4	11
More elective opportunity . . . . .	1	2	3	4	12
More interesting and vital teaching . . . . .	1	2	3	4	13
More personal freedom in choice of dress and hair styles . . . . .	1	2	3	4	14
A less regimented, crowded daily schedule (i.e., more time for oneself) . . . . .	1	2	3	4	15
Abolition of compulsory attendance at religious services . . . . .	1	2	3	4	16
Other student "demands" frequently voiced: (briefly describe)					

32. With the cost of education rising steadily in schools of every kind, the financing of nonpublic schools is a crucial issue. Apart from the possibility of increased tuition, more philanthropy or tax support, please indicate, using the following options, your judgment about the potential financial benefit for your school of possible courses of action listed below:

- 1) Considerable potential
- 2) Some potential
- 3) Already fully implemented or satisfactory
- 4) Unacceptable or unwise
- 5) No opinion, not applicable

	Considerable potential	Some potential	Satisfactory	Unacceptable	No opinion	
More efficient operation of physical plant . . . . .	1	2	3	4	5	17
Year-round or evening operation of school. . . . .	1	2	3	4	5	18
Increase in student-teacher ratio (possibly requiring new teaching methods, aids, devices) . . . . .	1	2	3	4	5	19
Consortia with schools to share facilities, specialized equipment (e.g., computer, outside lectures, group insurance programs, etc.) . . . . .	1	2	3	4	5	20
Expanded enrollment to produce a more efficient operating unit. . . . .	1	2	3	4	5	21
Pruning curriculum to eliminate small, marginal or very expensive courses . . . . .	1	2	3	4	5	22
Cutting or holding the line on administrative costs . . . . .	1	2	3	4	5	23
Cost-analysis survey by experts . . . . .	1	2	3	4	5	24
Bolder policies for investment and use of endowment funds . . . . .	1	2	3	4	5	25
Greater use of mortgages or loans . . . . .	1	2	3	4	5	26

33. If you are opposed in principle to any form of tax support for nonpublic schools, check here and skip the next question . . . . . \_\_\_\_\_ 27

34. If not totally opposed, suppose the various specific forms of tax support listed below were all possible. Indicate your reaction to each form, and which forms you think would be most beneficial, taking into account the interests of the general public as well as your school's. Read through the entire list before you begin answering.

- 1) Excellent form of support
- 2) Good form of support
- 3) Acceptable, but with reservations
- 4) Opposed to this form of support
- 5) No opinion

	Excellent	Good	Acceptable	Opposed	No opinion	
Scholarships to individuals . . . . .	1	2	3	4	5	28
Loans to individuals . . . . .	1	2	3	4	5	29
Tuition vouchers or educational allowances redeemable at private schools . . . . .	1	2	3	4	5	30
Matching grants or loans for construction. . . . .	1	2	3	4	5	31
Unrestricted direct grants . . . . .	1	2	3	4	5	32
"Shared time" or "dual enrollment" programs (i.e., students take some of their courses in public school) . . . . .	1	2	3	4	5	33
Funds for teacher salaries and materials in specific secular subjects . . . . .	1	2	3	4	5	34
Purchase of textbooks, transportation services . . . . .	1	2	3	4	5	35
Contract with public authorities for provision of specific educational services . . . . .	1	2	3	4	5	36
Parental income tax credit for tuition costs . . . . .	1	2	3	4	5	37
Other "excellent" forms of tax support which you would favor:						

35. We are interested in your opinions about a variety of issues. For the following please indicate how strongly you agree or disagree with the statement by circling the appropriate number. The alternatives are:

- 1) Strongly agree
- 2) Agree
- 3) Disagree
- 4) Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	
Establishment of "due process" procedure for student dismissals or cases of serious discipline is important	1	2	3	4	39
My school should be engaged in more educational research or experimentation of its own . . . . .	1	2	3	4	40
College admission requirements hinder us from developing a better educational program . . . . .	1	2	3	4	41
Policies of our governing board or denominational authorities hinder us from developing a better educational program . . . . .	1	2	3	4	42
Pressure or resistance from the school's parents or alumni (ae) hinders us from developing a better educational program . . . . .	1	2	3	4	43
There should be less pressure on students here for good grades . . . . .	1	2	3	4	44
Intellectual ability should be given greatest weight in making admission decisions for this school. . . . .	1	2	3	4	45
Nonpublic schools have been a significant force in educational innovation and experimentation in the last decade . . . . .	1	2	3	4	46
Faculty members should have the right to express their opinions about any issue they wish in the classroom, student newspaper, etc., without fear of reprisal . . . . .	1	2	3	4	47
This school has as much responsibility for the moral development as it does the intellectual growth of its students. . . . .	1	2	3	4	48
The best way to cope with the growing trend of student unrest is to apply firm discipline . . . . .	1	2	3	4	49
In this school, procedures and rules for faculty and students alike are clearly spelled out . . . . .	1	2	3	4	50
Getting something changed, or introducing a new procedure or program, is difficult at this school . . . . .	1	2	3	4	51
Students should be governed by an honor code rather than have examinations or other work proctored . . . . .	1	2	3	4	52
The faculty or school head should have the formal power, even though seldom exercised, to disapprove selection of particular student leaders . . . . .	1	2	3	4	53
Except for a basic program of physical fitness, participation in varsity or intramural athletics should be voluntary. . . . .	1	2	3	4	54
Increase of class size or student-teacher ratio would impair the educational effectiveness of this school. . . . .	1	2	3	4	55
Unionization of nonpublic school teachers would be a harmful development . . . . .	1	2	3	4	56
This school does not receive sufficient information about political developments regarding state or federal legislation affecting education . . . . .	1	2	3	4	57
Nonpublic schools should make a coordinated effort to secure accreditation and teacher certification procedures that are nationally consistent and appropriate for nonpublic schools . . . . .	1	2	3	4	58
A year-round regular school program (with possible student option for sessions off occasionally) would be a desirable development . . . . .	1	2	3	4	59
Student involvement with drugs is a problem at this school . . . . .	1	2	3	4	60

36. Classify your school's philosophy of student learning, as it is currently practiced by the faculty, on the following scale: at one end primary concern for solid grounding in the basic subjects and training for rigorous, disciplined work; and at the other end, primary concern for student initiative, discovery and spontaneous learning. For many schools both considerations play a part. Circle the point on the scale that represents, in your judgment, the relative weight given the two sets of goals.

Solid grounding, basic subjects disciplined work	1	2	3	4	5	6	Student initiative, discovery, spontaneity	61
--	---	---	---	---	---	---	--	----

Using the same scale indicate where you think your school's educational emphasis should be.

1	2	3	4	5	6	62
---	---	---	---	---	---	----

37. Identify your school's teaching methods, in practice, on the following scale. The left end represents schools that employ predominantly the lecture-recitation method and a clearly specified curriculum. The right end represents schools wherein the teacher is primarily a guide and resource for students who pursue and choose their work to a large extent independently.

Lecture-recitation, specified curriculum	1	2	3	4	5	6	Teacher as resource and guide for students working independently	63
---	---	---	---	---	---	---	--	----

Using the same scale, indicate the teaching methods you think should be practiced.

1	2	3	4	5	6	64
---	---	---	---	---	---	----

38. Some schools take as a primary purpose the transmission and preservation of values and standards that are part of a received tradition, culture or religion, while other schools emphasize a critical examination of established and evolving values and development of a student's capacity to formulate his own values. Circle below the number which best represents the relative emphasis your school places, in practice, on the two goals.

Transmit values of culture or religion	1	2	3	4	5	6	Critically examine, develop own values	65
---	---	---	---	---	---	---	---	----

Using the same scale indicate where you think the relative emphasis should be placed.

1	2	3	4	5	6	66
---	---	---	---	---	---	----

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39. FOR CHURCH RELATED SCHOOLS ONLY:

A. Does your school give instruction in the religious tenets of the school's denomination?

Yes . . . 1  
No . . . 2

B. If "yes" above, indicate how many hours per month on the average are devoted to this: \_\_\_\_\_ hrs.

C. Is this instruction:

Required for all students . . . 1  
Required for all students of school's denomination, voluntary for other students . . . 2  
Voluntary for all students . . . 3

40. FOR ALL SCHOOLS:

A. Does your school conduct services of worship or formal prayer as part of the school program (other than brief prayer before class)?

None, rarely, or only on special occasions, e.g., Christmas, Baccalaureate, etc. 1  
On Saturdays or Sundays only or primarily . . . 2  
Regular services or prayer during the school week. . . 3

9

10-12

13

14

40. FOR ALL SCHOOLS (continued)

B. If your answer to part A is "2" or "3", is attendance at these services:

- Required for all students (or its equivalent in a local church) . . . . . 1
- Required for all students of school's denomination, voluntary for other students . . . . . 2
- Voluntary for all students . . . . . 3

15

How many hours per month are devoted to these services on the average?

\_\_\_\_\_ hrs.

16-18

C. Do you generally have brief prayers or other devotional exercises in class?

- Yes . . . . . 1
- No . . . . . 2

19

41. Does your school offer instruction about religions (other than your school's denomination, if church related, e.g., comparative religions or religious history)?

- No . . . . . 1
- Yes, but only about Christian denominations . . . . . 2
- Yes, about a number of religions . . . . . 3

20

42. What degree of emphasis is given to religion or instruction about religion in your school?

- Major emphasis of school . . . . . 1
- Religious and secular academic programs receive about equal emphasis
- Substantial religious emphasis here, but more emphasis on secular academic program . . . . . 3
- Attention to religious program about equal to single secular course such as history or math . . . . . 4
- Little or no religious program at school . . . . . 5

21

43. A. Does religion influence the secular subjects taught in your school?

- Quite a bit . . . . . 1
- To some extent . . . . . 2
- Not significantly . . . . . 3

22

43. B. If you circled "1" or "2" in #43A, indicate below each secular subject area in which the influence of religion is apparent.

- Physical sciences . . . . . 1 23
- Psychology . . . . . 2 24
- Biological sciences . . . . . 3 25
- Social studies . . . . . 4 26
- Humanities, including history . . . . . 5 27
- Art and music . . . . . 6 28

44. A. What is your best guess about the size of your school five years from now? (1973-'74)

- Will be smaller . . . . . 1
- Will be approximately the same size . . . . . 2
- Will be larger, adding about \_\_\_\_\_ more students . . . . . 3

29  
30-32

B. What is your best guess about the boy-girl composition of your school five years from now? (1973-'74)

- Will remain essentially the same . . . . . 1
- Will change to coeducation . . . . . 2
- Will change to coordinate education . . . . . 3
- Will change to single sex education . . . . . 4

33

45. Does your school have a written salary scale for lay teachers that is distributed or available to the teachers?

- Yes, but only in very general terms . . . . . 1
- Yes, in some detail . . . . . 2
- No . . . . . 3

34

46. Are your individual faculty salaries responsive to the competitive market for teachers (e.g., higher pay for math teacher if in very short supply than to English teacher of comparable quality and training)?

- Yes . . . . . 1
- No . . . . . 2

35



47. Indicate your school's salary policy for lay teachers using the scale below. The far left represents schools basing salary almost entirely on merit. The far right represents schools basing salary primarily on years of teaching experience. Circle the number which best represents the relative weight of each factor in the determination of salaries.

Merit, teaching skill	1	2	3	4	5	6	Years of teaching experience	36
--------------------------	---	---	---	---	---	---	---------------------------------	----

Using the same scale, indicate the weight you believe each factor should be given.

1	2	3	4	5	6	37
---	---	---	---	---	---	----

48. How would you compare your average lay teacher's annual cash salary plus fringe benefits with that of teachers in public school systems with which you feel you compete?

My school's cash salaries plus benefits are approximately:

\$2000 or more below . . . . .	1
\$1000-\$2000 below . . . . .	2
\$500-\$1000 below . . . . .	3
\$100-\$500 below . . . . .	4
About the same . . . . .	5
\$100-\$500 above . . . . .	6
\$500-\$1000 above . . . . .	7
\$1000-\$2000 above . . . . .	8
Over \$2000 above . . . . .	9

38

49. What is the actual situation regarding faculty tenure in your school, and what do you think it should be? (Circle one number in each column.)

	Actual	Should be
Formal written tenure policy . . . . .	1	1
Informal tradition or presumption of tenure . . . . .	2	2
No formal policy, but teachers dismissed after three or more years only if teaching or conduct deteriorates very seriously . . . . .	3	3
No tenure; teachers not re-hired if work becomes unsatisfactory even after three or more years of service . . . . .	4	4
	39	40

50. In the past five years how many teachers with more than four years' service in your school have been dismissed (or resigned at your suggestion) due to unsatisfactory performance? . . . . .

41-42

51. Which statement comes closest to describing your personal view about the education of boys and girls together or separately?

I favor co-ordinate or co-education at all grade levels . . . . .	1
I favor co-ordinate or co-education at most grade levels, but not all . . . . .	2
I favor separation of the sexes for most schooling, but co-ordinate or co-education at some levels . . . . .	3
I favor separation of the sexes at all school levels . . . . .	4

43

52. What do you consider to be your party affiliation?

Democrat . . . . .	1
Independent . . . . .	2
Republican . . . . .	3
Other . . . . .	4

44

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53. Some people have proposed that nonpublic schools set aside a certain percentage of their enrollment for state or federal scholarship students selected by public authorities. What would be your reaction to such a program?

Opposed . . . . .	1
Favor within limits . . . . .	2
Favor with no particular limits . . . . .	3
No opinion . . . . .	4

45

54. What is the cash salary of the school head for the current year? Circle the appropriate number.

Less than \$5,000 . . . . .	1	\$15,000 - \$17,999 . . . . .	6
\$5,000 - \$7,999 . . . . .	2	\$18,000 - \$20,999 . . . . .	7
\$8,000 - \$9,999 . . . . .	3	\$21,000 - \$24,999 . . . . .	8
\$10,000 - \$11,999 . . . . .	4	\$25,000 - \$29,999 . . . . .	9
\$12,000 - \$14,999 . . . . .	5	Over \$30,000 . . . . .	10

46

55. What is your estimate of the total annual cash value of any perquisites (e.g., housing, housing allowances, school car for own use, etc.) furnished the school head (to the nearest hundred)?

Less than \$500 . . . . .	1
\$500 - \$1,000 . . . . .	2
\$1,000 - \$3,000 . . . . .	3
\$3,000 - \$5,000 . . . . .	4
\$5,000 - \$8,000 . . . . .	5
Over \$8,000 . . . . .	6

47

56. Do you read, or is your school on the mailing list for newspapers, newsletters or other publications of the local or state public school departments?

Yes . . . . .	1
No . . . . .	2

48

57. In reflecting on your life and work in nonpublic schools, what aspects of their independence or freedom do you consider most valuable personally and/or educationally? Please give us your hard-headed judgment by condensing your thoughts into not more than three or four brief points, ranking them, as far as possible, in the order of importance.

1. _____	49
2. _____	50
3. _____	51
4. _____	52

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# General Questionnaire

A Study  
of the  
American  
Independent  
School

6 Appian Way  
Cambridge  
Massachusetts  
02138



DIRECTOR: OTTO F. KRAUSHAAR

A: 373

ASSISTANT DIRECTOR: A. D. AYRAULT, Jr.

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### ABOUT THIS STUDY --

This questionnaire is part of a national study of nonpublic (private, independent, parochial) schools. It does not attempt to evaluate individual institutions. Its purpose is, rather, to map and characterize the various types of nonpublic schools (elementary and secondary) in respect to their educational goals, constituencies, religious orientations, teaching methods, the values they espouse, and their prospects for the future.

The Study proceeds on the general assumption that there is no single goal of education, such as rigorous intellectual training, which should be accepted as a desirable outcome above all others. The Study is, therefore, not concerned with identifying a single type of institution which can serve as a model; it aims instead to trace the effects of voluntariness or choice in schooling and its implications for educational practice and theory.

Based at the Harvard University Graduate School of Education, the Study is supported by grants from the Danforth, the Independence, the Sloan and the Kettering Foundations. It embraces private schools of all religious denominations, as well as nonsectarian schools. The research is expected to issue in a book-length report directed to school heads, faculty, governing boards and the interested public, as well as to legislators, foundation officials and others who have a part in shaping educational policy.

The outcome can be no better than the volume of the response it elicits from those who have been selected to participate. Questionnaires can be an annoyance for they call for an investment of time and thought. And yet they are the best way to gather information extensively. We think you will find this one interesting, and we invite you to answer it to the best of your ability. It is not a test. Many of the questions concern attitudes, and regarding these there are no right or wrong answers.

### NOTE --

Your answers to questions will be kept in strictest confidence.  
Under no circumstances will respondents or schools be identified.

#### Advisory Commission

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President: Westminster Schools

Richard M. Sullivan  
President: Association of American Colleges

Rixford K. Snyder  
Dean of Admissions: Stanford University

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GENERAL INSTRUCTIONS

—"Nonpublic schools" as used in this questionnaire include private, independent and parochial schools.

- We suggest that you do not spend a great deal of time on any one item.

- Many items are answered by choosing one of several possible responses and circling the number. For example:

My favorite professional football team is the:

- New York Jets . . . . . 1
- Dallas Cowboys . . . . . 2
- Baltimore Colts . . . . . 3

In some places there will be questions of a slightly different form for which special instructions will be given.

- The smaller numbers are added simply to aid in later analysis. The number at the bottom of this page is for the collation of information from similar schools. To insure that your answers are strictly confidential do not sign your name to this questionnaire.

BASIC INFORMATION

1. Indicate below (by circling the appropriate number) whether or not your school is affiliated with a religious denomination:

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- |                                 |   |    |
|---------------------------------|---|----|
| No religious affiliation--      | Jewish . . . . .                              | 11 |
| public school . . . . . 1       | Lutheran . . . . .                            | 12 |
| No religious affiliation--      | Methodist . . . . .                           | 13 |
| nonpublic school . . . . . 2    | Mennonite . . . . .                           | 14 |
| Amish . . . . . 3               | Pillar of Fire . . . . .                      | 15 |
| Assembly of God . . . . . 4     | Presbyterian . . . . .                        | 16 |
| Baptist . . . . . 5             | Protestant Episcopal . . . . .                | 17 |
| Christian Reformed . . . . . 6  | Roman Catholic . . . . .                      | 18 |
| Christian Scientist . . . . . 7 | Seventh-day Adventist . . . . .               | 19 |
| Congregational . . . . . 8      | Other affiliation: (identify below) . . . . . | 20 |
| Friends . . . . . 9             |   |    |
| Greek Orthodox . . . . . 10     |   |    |

30-31

2. Circle below the type of ownership or control of your school:

- Parochial . . . . . 1
- Diocesan or inter-diocesan . . . . . 2
- Religious teaching order control; name of order: \_\_\_\_\_ 3
- Neither parochial nor diocesan; primary control by central or regional office of denomination . . . . . 4
- Proprietary . . . . . 5
- Lay control by parent association or parent owned . . . . . 6
- Lay control by governing board not exclusively parental . . . . . 7
- Other: (describe below) \_\_\_\_\_ 8

32



3. If your school has a governing or advisory board,

- How many members does it have? . . . . . \_\_\_\_\_ 33 → 34
- How many members are:
  - Parents of students now enrolled? . . . . . \_\_\_\_\_ 35 → 36
  - Former students of this school? . . . . . \_\_\_\_\_ 37 → 38
  - Ordained clergymen? . . . . . \_\_\_\_\_ 39 → 40

4. Circle the curricula offered by your school:

- College preparatory . . . . . 1
- Vocational (other than business) . . . . . 2
- Business vocational . . . . . 3
- General . . . . . 4
- Elementary . . . . . 5
- A substantial remedial or tutoring program . . . . . 6
- Special program for exceptional children (retarded, handicapped, disturbed, etc.). . . . . 7
- None . . . . . 8
- Other: (specify) . . . . . 9 41

5. About how many books does your school have in its library, libraries or resource centers?

\_\_\_\_\_ 42 → 46

6. Check below the form (or forms) of accreditation or approval held by your school:

- Middle States Association of Colleges and Secondary Schools . . . . . \_\_\_\_\_ 47
- North Central Association of Colleges and Secondary Schools . . . . . \_\_\_\_\_ 48
- New England Association of Colleges and Secondary Schools . . . . . \_\_\_\_\_ 49
- Northwest Association of Secondary and High Schools . . . . . \_\_\_\_\_ 50
- Southern Association of Colleges and Schools . . . . . \_\_\_\_\_ 51
- Western Association of Schools and Colleges . . . . . \_\_\_\_\_ 52
- State approval, license or accreditation . . . . . \_\_\_\_\_ 53
- Other: (specify) \_\_\_\_\_ 54

7. If your school is not accredited by a state or regional accrediting association, check below each reason.

- School too new . . . . . \_\_\_\_\_ 55
- Have not applied for or been required to have state certification . . . . . \_\_\_\_\_ 56
- Buildings or grounds do not meet state specifications . . . . . \_\_\_\_\_ 57
- Too many teachers uncertified Curriculum does not meet state specifications. . . . . \_\_\_\_\_ 58
- Other: (list briefly) . . . . . \_\_\_\_\_ 59
- \_\_\_\_\_ 60

8. Check below each educational association of which your school is a member.

- National Association of Independent Schools \_\_\_\_\_ 61
- Educational Records Bureau . . . . . \_\_\_\_\_ 62
- National Registration Office . . . . . \_\_\_\_\_ 63
- National Catholic Education Association . . . . . \_\_\_\_\_ 64
- National Union of Christian Schools . . . . . \_\_\_\_\_ 65
- National Association of Christian Schools . . . . . \_\_\_\_\_ 66
- Council for Religion in Independent Schools \_\_\_\_\_ 67
- Religious Education Association . . . . . \_\_\_\_\_ 68
- Other associations: (specify) \_\_\_\_\_ 69

9. A. What is the setting of your school?

- Farm or open country . . . . . 1
- Small city (50,000 or less) not connected with large metropolitan area . . . . . 2
- Suburb in a metropolitan area (i.e. central city is 50,000 or more) . . . . . 3
- Central city of 50,000 or more . . . . . 4

B. If you circled '3' or '4' above, what is the size of the central city?

- 50,000 to 100,000 . . . . . 1
- 100,000 to 500,000 . . . . . 2
- 500,000 to 1,000,000 . . . . . 3
- One to two million . . . . . 4
- Greater than two million . . . . . 5

10. A. Circle lowest and highest grade offered by your school to boys and to girls. If you have either no boys or no girls enrolled, circle "none" for appropriate category.

- Boys:           None, N, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, PG           72→7
- Girls:           None, N, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, PG           76→7

B. Indicate the total enrollment of your school in appropriate blanks below:  
(Do not include enrollment below the kindergarten level.)

- October 1, 1968 . . . . . \_\_\_\_\_ 9→1
- October 1, 1963 . . . . . \_\_\_\_\_ 13→1

C. If your school has boarders, indicate boarding enrollment as of:

- October 1, 1968 . . . . . \_\_\_\_\_ 17→2
- October 1, 1963 . . . . . \_\_\_\_\_ 21→2

11. Has your school changed in type or purpose significantly in any of the following ways since its opening? Circle each appropriate number, and indicate the year change took place in the blank at right.

		<u>Year of Change</u>	
Single sex to coeducation (or coordinate) . . . . . 1	_____		25→2
Primarily boarding to primarily day . . . . . 2	_____		28→3
Military to non-military . . . . . 3	_____		31→3
Strong religious affiliation to loose religious affiliation . . 4	_____		34→3
Religious affiliation to no religious affiliation . . . . . 5	_____		37→3
Vocational or comprehensive to primarily college preparatory . 6	_____		40→4
Other: (briefly describe) . . . . . 7	_____		43



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12. Has ownership, guardianship or control changed since the school was first opened?

	<u>Year of Change</u>	
From public to private . . . . . 1	_____	44 → 46
From religious to lay, or reverse . . . . . 2	_____	47 → 49
From proprietary to non-profit . . . . . 3	_____	50 → 52
Other: (briefly describe) . . . . . 4	_____	53

14. Education of faculty: Indicate below the total number of academic and vocational faculty (lay and religious) for each category, counting each teacher only once in the category representing his highest degree.

	<u>Number full-time teachers</u>
Less than Bachelor's degree . . . . .	_____ 71 → 72
Bachelor's degree or equivalent . . . . .	_____ 73 → 74
More than Bachelor's degree . . . . .	_____ 75 → 76

13. A. How many of your present academic and vocational teaching staff (lay and religious) are:

Full-time teachers . . . . .	_____ 54 → 56
Part-time teachers . . . . .	_____ 57 → 59

B. If yours is a denominational school, how many:

Full-time lay teachers do you employ? . . . . .	_____ 60 → 62
Part-time lay teachers do you employ? . . . . .	_____ 63 → 65

C. How many of your teachers are certified, licensed, or approved to teach in your state? If you do not know the exact number, please give your best estimate. Include those holding an emergency or provisional certification.

Full-time teachers . . . . .	_____ 66 → 68
Part-time teachers . . . . .	_____ 69 → 70

15. Age of faculty: How many of your full-time academic and vocational (lay and religious) teachers are:

Less than 30 years old . . . . .	_____ 77 → 78
Over 50 years old . . . . .	_____ 79 → 80



A: 378

FINANCE

— Some questions in this section call for dollar amounts. In all cases round off to the nearest hundred dollars. The procedure which we recommend is illustrated below:

\$749 becomes \$700  
\$750 becomes \$800

1. What was the school's annual budget for the regular 1967-68 academic year, and, if records are available, for 1962-63? ΦΕΨΚ 3

	<u>'67 - '68</u>	<u>'62 - '63</u>
<b>A. Total Annual Operating Income</b> (including gifts, grants or endowment income for <u>current</u> use) . . . . .	\$ _____ 9+13	\$ _____ 49+53
<b>B. How much of this operating income was from:</b>		
Tuition and fees (excluding any government aid) . . . . .	_____ 14+18	_____ 54+58
Church contributions from parish, Diocesan or central church . . . . .	_____ 19+23	_____ 59+63
Individual or corporate donations for current use . . . . .	_____ 24+28	_____ 64+68
Income from endowment, reserve funds, and other investments . . . . .	_____ 29+33	_____ 69+73
Government grants, scholarships or contracts (federal, state, or municipal). . . . .	_____ 34+38	_____ 74+78
Other sources: (briefly identify)		ΦΕΨΚ 4
_____	_____ 39+43	_____ 9+13
<b>C. Total Annual Operating Expenditures</b> (excluding depreciation reserve for buildings) . . . . .	\$ _____ 44+48	\$ _____ 14+18
<b>D. How much of your total operational expenditure in 1967-68 was spent on:</b>		
<u>Administration</u> . . . . . Total amount	\$ _____	19+22
<u>Instruction:</u> . . . . . Total amount	\$ _____	23+26
Faculty salaries, grants, benefits and leaves (including library staff salaries) . . . . .	\$ _____	27+30
Educational materials, supplies & equipment . . . . .	\$ _____	31+34
Library operation (excluding salaries) . . . . .	\$ _____	35+38
<u>Athletic Program</u> (including salaries) . . . . .	\$ _____	39+42

E. What was the school's average annual operating expenditure per student for 1967-68?

Boarding: \$ \_\_\_\_\_ Day: Elementary(K-8) \$ \_\_\_\_\_; Secondary(9-12) \$ \_\_\_\_\_

43+44 45+46 47+48



A: 379

2. What is the grand total of capital gifts (for new buildings, endowment or purchase of real estate, etc.) your school has received during the past five school years (1963-1968) from all sources?

\$ \_\_\_\_\_ 49 → 54

3. What was the school's net worth at the end of the fiscal year '67-'68? (Total value of all assets owned by school, including land, present value of buildings, equipment, endowment and reserve funds, pre-paid expenses and cash.)

\$ \_\_\_\_\_ 55 → 60

4. Current faculty salary information for full-time regular lay teachers:

Annual Cash Salary - current year 1968-69

Highest salary paid . . . . . \$ \_\_\_\_\_ 61 → 63

Median salary paid . . . . . \$ \_\_\_\_\_ 64 → 66

Annual Fringe Benefits\* (see below)  
provided for individual receiving  
median cash salary . . . . . \$ \_\_\_\_\_ 67 → 68

\*Include only: retirement; social security; family allowance; life, disability or medical insurance and any other benefits of definite, fixed value paid by school. Do not include housing, meals, faculty children scholarships or grants for education or services provided by school, etc., which are covered by other questions.

5. In addition to the fringe benefits of specific dollar value reported above, what is your estimate of the average total annual value per teacher of other benefits, such as housing, meals, free medical services, etc., furnished your lay teachers this year (1968-69)?

\$ \_\_\_\_\_ 69 → 70

6. What are your school's tuition and/or fees for 1968-69? (If your school has different tuition rates for those who are not members of the school's denomination or parish, check here \_\_\_\_\_ and report below rates for members only.)

	Annual Tuition	Fees* (see below)	Suggested Donation in lieu of Tuition (if any)
<b>DAY STUDENT</b>			
Grade 6 (if applicable) . . . . .	\$ _____ 71 → 72	\$ _____ 73 → 74	\$ _____ 75 → 76
Grade 12 (or school's highest grade if other than 6). . . . .	\$ _____ 9 → 10	\$ _____ 11 → 12	\$ _____ 13 → 14
<b>BOARDING STUDENT</b>			
Grade 12 (or school's highest grade) . . . . .	\$ _____ 15 → 16	\$ _____ 17 → 18	\$ _____ 19 → 20

\*Any expenses such as lab fees, books, dues, activity fees, etc., that normally have to be expended by most of your students.

7. Please report the total dollar value of scholarship aid (whether budgeted or not) provided by your school this year (1968-69), excluding aid to children of faculty.

\$ \_\_\_\_\_ 21 → 24

A:380

8. What is the number of non-faculty children receiving scholarship aid amounting to:

More than 2/3 of tuition and fees	_____	25 → 27
1/3 to 2/3 of tuition and fees	_____	28 → 31
Less than 1/3 of tuition and fees	_____	32 → 34
Total number of non-faculty children receiving scholarship aid	_____	35 → 37

9. What is your school's policy on financial aid for faculty children?

All faculty children (or all who qualify academically) receive aid . . . . .	1
Scholarships for faculty children are based on financial need . . . . .	2
Faculty children are not ordinarily given scholarships . . . . .	3
	38

10. A. Does your school itself grant loans to help parents meet tuition costs?

Yes . . . . .	1
No . . . . .	2
	39

B. If "yes," what was the total amount of loans advanced for 1967-68? \$ \_\_\_\_\_

40 → 42

C. Does your school cooperate with any bank or other agency to provide loans to help parents meet tuition costs?

No . . . . .	1
Yes . . . . .	2
	43

D. Approximately what percentage of your parents do you estimate take advantage of all loan programs indicated in A and C above?

0% . . . . .	1
Less than 10% . . . . .	2
10-25% . . . . .	3
25-50% . . . . .	4
50-75% . . . . .	5
75-100% . . . . .	6
	44

11. A. How much money, materials or services (excluding loans) did your school, its students and teachers receive from public funds or programs in 1967-68? Answer in the following categories, giving your best estimate of dollar value for materials or services received by placing the corresponding number in the blank.

- |                      |                      |
|----------------------|----------------------|
| 1 None               | 4 \$5,000 to \$9,999 |
| 2 Less than \$1,000  | 5 Over \$10,000      |
| 3 \$1,000 to \$4,999 |                      |

Federal: . . . . . ESEA Title I, II, and III . . . . . \_\_\_\_\_ 45

Teacher training programs or fellowships . . . . . \_\_\_\_\_ 46

Other, e.g., food programs, transportation, etc.: (Specify and place the number corresponding to the total amount in the blank.) \_\_\_\_\_ 47

\_\_\_\_\_ 48



11. A. (continued)

<u>State or Municipal:</u> . . . . .	Scholarships or student tuition aid . . . . .	_____	49
	Teacher training programs or fellowships . . . . .	_____	50
	Shared time or dual enrollment . . . . .	_____	51
	Textbooks or teaching materials . . . . .	_____	52
	Other: (Specify and place the number corresponding to the total amount in the blank.)	_____	53

B. What is your estimate of the <u>total</u> amount indicated above . . . . .	from all federal sources . . . \$	_____	54-56
	from all state sources . . . \$	_____	57-59

12. What is the total amount of the school's mortgages, loans, or other significant indebtedness? . . . . . \$ \_\_\_\_\_ 60-63

13. Did your school pay any taxes or make a voluntary contribution in lieu of taxes in 1967-68?

Yes . . . . .	1
No . . . . .	2

64

14. If "yes," what amount was paid as:

A voluntary contribution rather than regular taxation on assessed value? . \$ \_\_\_\_\_ 65-67

Assessed tax on buildings and grounds used for educational purposes, excluding facilities for student or faculty housing and school-owned business or investment operations? . . . . . \$ \_\_\_\_\_ 68-70

15. If your school has endowment funds or other investments, what was the market value and yield of the total at the end of the following fiscal years? (If unable to report or estimate market value, use book value where necessary.)

	'67-'68 value		'62-'63 value
Market value . . . . .	\$ _____	71-73	\$ _____ 74-76
Percentage of yield or income . . . . .	_____ %	77-78	

ADMISSIONS AND DESTINATIONS OF GRADUATES

1. How would you characterize your school's enrollment in relation to capacity for the academic years below:

	Full	91-99% of capacity	70-90% of capacity	Less than 70% of capacity	φ ε ψ κ 6
This year (1968-69) . . . . .	1	2	3	4	9
1962-63 . . . . .	1	2	3	4	10

2. If your school has boarding students, have you observed any change in demand or application for one or two-year boarding places over the last decade?

Yes, a <u>great increase</u> in applications recently for last, or last two, years only, rather than three or four-year boarding sequences . . . . .	1
Yes, <u>some increase</u> in applications recently for last year or last two years only . . . . .	2
Yes, <u>fewer</u> applications recently for last year or last two years only . . . . .	3
No significant change in last decade . . . . .	4
	11

3. (SECONDARY SCHOOLS ONLY)  
What is your estimate of the average score received by a senior in your school on the College Board SAT?

SAT Verbal . . . . .	12 → 14
SAT Mathematical . . . . .	15 → 17

4. The following four questions concern the religious, racial, ethnic or national background of your students and staff. Many schools do not have records for some or all of this information. If so, please give your best estimate in each case.

A. Approximately how many of your students are:

Roman Catholic . . . . .	18 → 21
Protestant . . . . .	22 → 25
Jewish . . . . .	26 → 29

B. Approximately how many of your faculty are:

Roman Catholic . . . . .	30 → 32
Protestant . . . . .	33 → 35
Jewish . . . . .	36 → 38

C. Approximately how many of your students belong to each of the following ethnic or racial groups:

Black American . . . . .	39 → 41
American Indian . . . . .	42 → 44
Mexican American . . . . .	45 → 47
Puerto Rican American . . . . .	48 → 50
Oriental American . . . . .	51 → 53
Of foreign citizenship . . . . .	54 → 56

D. Approximately how many of your faculty belong to each of the following ethnic or racial groups:

Black American . . . . .	57 → 59
American Indian . . . . .	60 → 62
Mexican American . . . . .	63 → 65
Puerto Rican American . . . . .	66 → 68
Oriental American . . . . .	69 → 71
Of foreign citizenship . . . . .	72 → 74

5. On the whole, how would you characterize the socio-economic level of the students in your school?

Upper Class . . . . .	1
Upper Middle . . . . .	2
Middle . . . . .	3
Working . . . . .	4
Lower . . . . .	5
	φ ε ψ κ 7

6. Approximately how many students in your school are from families below the poverty line? (Defined by the Federal Government as \$3500 for a family of four.) If you do not have this information on record, please estimate:

Number of students from families known or estimated to be below poverty line.

\_\_\_\_\_ 10-13 \_\_\_\_\_

7. Does your school use some standard guide or formula to award financial aid to parents according to need?

- No . . . . . 1
- Yes, use the School Scholarship Service . . . . . 2
- Yes, use guidelines from denominational organization . . . . . 3
- Yes, other: (identify) . . . . . 4

14

8. Regarding the socio-economic composition of your students, is there:

- A great mixture . . . . . 1
- A fair mixture, but the majority of students are from the social class indicated above . . . . . 2
- Little or no mixture—almost all students are from the same social class . . . . . 3

15

9. If your school does not offer the 12th grade, approximately what percentage of the students from your highest class last year went on to the destinations listed below? For each destination choose from among the following options:

	Nons	Less than 10%	10-25%	25-50%	50-75%	Over 75%
Other nonpublic schools of same religious affiliation . . . . .	1	2	3	4	5	6 16
Other nonpublic schools . . . . .	1	2	3	4	5	6 17
Public schools . . . . .	1	2	3	4	5	6 18
Military service . . . . .	1	2	3	4	5	6 19
Vocational, technical, business or nursing schools . . . . .	1	2	3	4	5	6 20
Employment . . . . .	1	2	3	4	5	6 21
College or university . . . . .	1	2	3	4	5	6 22

10. If you offer a 12th grade, approximately what percentage of your last year's 12th graders went to the destinations listed below? Use the same options as above.

Vocational, technical, business or nursing schools . . . . .	1	2	3	4	5	6 23
Community or two-year college . . . . .	1	2	3	4	5	6 24
Public four-year college or university . . . . .	1	2	3	4	5	6 25
Church-related four-year college or university . . . . .	1	2	3	4	5	6 26
Private (not church-related) four-year college or university . . . . .	1	2	3	4	5	6 27
Military service . . . . .	1	2	3	4	5	6 28
Employment . . . . .	1	2	3	4	5	6 29

A: 384

# Governing Board Questionnaire

A Study  
of the  
American  
Independent  
School

6 Appian Way  
Cambridge  
Massachusetts  
02138



DIRECTOR: OTTO F. KRAUSHAAR

ASSISTANT DIRECTOR: A. D. AYRAULT, Jr.

TELEPHONE: (617) UN 8-7600 EXT. 4252

A: 385

### ABOUT THIS STUDY — —

This questionnaire is part of a national study of nonpublic (private, independent, parochial) schools. It does not attempt to evaluate individual institutions. Its purpose is, rather, to map and characterize the various types of nonpublic schools (elementary and secondary) in respect to their educational goals, constituencies, religious orientations, teaching methods, the values they espouse, and their prospects for the future.

The Study proceeds on the general assumption that there is no single goal of education, such as rigorous intellectual training, which should be accepted as a desirable outcome above all others. The Study is, therefore, not concerned with identifying a single type of institution which can serve as a model; it aims instead to trace the effects of voluntariness or choice in schooling and its implications for educational practice and theory.

Based at the Harvard University Graduate School of Education, the Study is supported by grants from the Danforth, the Independence, the Sloan and the Kettering Foundations. It embraces private schools of all religious denominations, as well as nonsectarian schools. The research is expected to issue in a book-length report directed to school heads, faculty, governing boards and the interested public, as well as to legislators, foundation officials and others who have a part in shaping educational policy.

The outcome can be no better than the volume of the response it elicits from those who have been selected to participate. Questionnaires can be an annoyance for they call for an investment of time and thought. And yet they are the best way to gather information extensively. We think you will find this one interesting, and we invite you to answer it to the best of your ability. It is not a test. Many of the questions concern attitudes, and regarding these there are no right or wrong answers.

### NOTE — —

Your answers to questions will be kept in strictest confidence. Under no circumstances will respondents or schools be identified.

#### Advisory Commission

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Dean of Admissions: Stanford University



GENERAL INSTRUCTIONS

--"Nonpublic schools" as used in this questionnaire include private, independent, parochial, or other church-related schools. By "school head" we mean that individual who has direct responsibility for the educational policies in this school (i.e., the chief educational officer of the school).

--We suggest that you do not spend too much time on any one item. For some questions none of the alternative responses listed will exactly reflect your opinion or circumstances, but we ask that you circle the answer which most closely approximates your situation or attitude.

--Most items are answered by choosing one of several possible responses and circling the appropriate number. For example:

My favorite professional football team is the:

- New York Jets . . . . . 1
- Dallas Cowboys . . . . . 2
- Baltimore Colts . . . . . 3

Occasionally there will be questions of a slightly different form for which special instructions will be given.

--The smaller numbers are added simply to aid in later analysis. The number at the bottom of this page is for the collation of information. Please do not sign your name to this questionnaire.

--Throughout the questionnaire we refer to "this", "the", or "your" school, meaning that school participating in this study, of whose governing or advisory board you are a member.

φεψκ 2

1. What is your sex? (Circle the number corresponding to your answer.)

- Male . . . . . 1
- Female . . . . . 2

2. What is your age? . . . . . \_\_\_\_\_

3. What is your religious preference?

- Roman Catholic . . . . . 1
- Protestant . . . . . 2
- Jewish . . . . . 3
- Other . . . . . 4
- None . . . . . 5

4. Using the categories below indicate the highest level of schooling you have achieved.

- Elementary school completed or less . . . . . 1
- Attended high school but no diploma . . . . . 2
- High school diploma . . . . . 3
- Business, trade school, or junior college degree . . . . . 4
- B.A. or equivalent . . . . . 5
- Graduate or professional study . . . . . 6

5. What is your marital status?

- Single, never married . . . . . 1
- Married . . . . . 2
- Widow or widower . . . . . 3
- Divorced or legally separated . . . . . 4

6. What is your occupation?

- Teacher or educational administrator . . . . . 1
- Professional (other than education) or scientific . . . . . 2
- Executive, manager or proprietor of large business . . . . . 3
- Small business owner or manager . . . . . 4
- Farm owner or rentor . . . . . 5
- Clerical or sales . . . . . 6
- Skilled worker or foreman . . . . . 7
- Semi-skilled worker . . . . . 8
- Unskilled worker or farm laborer . . . . . 9
- Housewife . . . . . 10
- Other . . . . . 11

7. If you indicated "housewife" above, what is the occupation of your husband? (Place appropriate number from above in the blank.)

8. What do you consider to be your party affiliation?

- Democrat . . . . . 1
- Independent . . . . . 2
- Republican . . . . . 3
- Other . . . . . 4

9. How many years of your own elementary and secondary schooling were in nonpublic schools?

14

Total . . . . . \_\_\_\_\_ yrs.

20, 21

A: 387

10. There are various opinions about the ideal length of tenure of a school head. Granting that each person and school situation is different, in the best interests of the school, and on the average, what would you say is the ideal length of a school head's tenure?

\_\_\_\_\_ Years  
22, 23

11. Using the same criterion, what would you say is the ideal length of tenure for the chairman or head of the governing board?

\_\_\_\_\_ Years

24, 25

12. In the course of the year, approximately how much time do you spend on each of the following board-related activities?

	Little or none	Less than 10 hrs.	10-25 hrs.	25-50 hrs.	50-100 hrs.	Over 100 hrs.	
In full board meetings . . . . .	. 1	2	3	4	5	6	26
In committee meetings . . . . .	. 1	2	3	4	5	6	27
Visiting school, meeting with school groups . . . . .	. 1	2	3	4	5	6	28
Making speeches on behalf of the school . . . . .	. 1	2	3	4	5	6	29
Soliciting contributions, fund raising work . . . . .	. 1	2	3	4	5	6	30
Making "contacts" for the school. . . . .	. 1	2	3	4	5	6	31
Personal conferences with school personnel . . . . .	. 1	2	3	4	5	6	32
Study, preparation or individual work other than fund raising . . . . .	. 1	2	3	4	5	6	33
Talking with students of this school . . . . .	. 1	2	3	4	5	6	34
Other (explain) . . . . .	. 1	2	3	4	5	6	35

13. Indicate on the scale below what you believe would be the best philosophy of student learning for this school. The far left of the scale represents primary concern for solid grounding in the basic subjects and training for rigorous, disciplined work; the far right represents primary concern for student initiative, discovery and spontaneous learning. Many people believe both considerations should play a part. Circle the point on the scale that best represents the relative weight you believe should be given the two goals.

Solid grounding, basic subjects disciplined work	1	2	3	4	5	6	Student initiative, discovery, spontaneity	36
--	---	---	---	---	---	---	--	----

14. Indicate below the relative weight you think this school should give the two following aims: the left side of the scale represents primary emphasis on the transmission and preservation of values and standards that are part of a received tradition, culture or religion; the right side represents emphasis on a critical examination of established and evolving values, and development of a student's capacity to formulate his own values.

Transmit values of culture or religion	1	2	3	4	5	6	Critically examine, develop own values	37
---	---	---	---	---	---	---	---	----

15. Indicate what you believe your school's salary policy for lay teachers should be, using the scale below. The far left represents schools basing salary almost entirely on merit. The far right represents schools basing salary primarily on years of teaching experience. Circle the number which best represents your opinion of the relative weight these factors should be given.

Merit, teaching skill	1	2	3	4	5	6	Years of teaching experience	38
--------------------------	---	---	---	---	---	---	---------------------------------	----

16. Are you satisfied with the boy-girl composition of this school, or would you prefer, if it were possible, that the school change to single sex or some form of coeducation?

Am satisfied with present boy-girl composition. . . . .	1
Would prefer change to boys only or girls only. . . . .	2
Would prefer change to some form of coeducation . . . . .	3

39

17. With the cost of education rising steadily in schools of every kind, the financing of non-public schools is a crucial issue. Apart from the possibility of increased tuition, more philanthropy or tax support, please indicate, using the following options, your judgment about the potential financial benefit for your school of possible courses of action listed below:

	Considerable potential	Some potential	Satisfactory	Unacceptable	No Opinion	
1) Considerable potential						
2) Some potential						
3) Already fully implemented or satisfactory						
4) Unacceptable or unwise						
5) No opinion, not applicable						
More efficient operation of physical plant . . . . .	1	2	3	4	5	40
Year-round or evening use of school plant . . . . .	1	2	3	4	5	41
Increase in student-teacher ratio (possibly requiring new teaching methods, devices) . . . . .	1	2	3	4	5	42
Consortia with schools to share facilities, specialized equipment (e.g., computer, outside lectures, group insurance programs, etc.) . . . . .	1	2	3	4	5	43
Expanded enrollment to produce a more efficient operating unit . . . . .	1	2	3	4	5	44
Pruning curriculum to eliminate small, marginal or very expensive courses . . . . .	1	2	3	4	5	45
Cutting administrative costs . . . . .	1	2	3	4	5	46
Cost-analysis survey by experts . . . . .	1	2	3	4	5	47
Bolder policies survey for investment and use of endowment funds . . . . .	1	2	3	4	5	48
Greater use of mortgages or loans . . . . .	1	2	3	4	5	49

18. If you are opposed in principle to any form of tax support for nonpublic schools, check here and skip the next question . . . . . 50

19. If not opposed in principle, suppose the various specific forms of tax support listed below were all possible. Indicate your reaction to each form, and which forms you think would be most beneficial, taking into account the interests of the general public as well as your school's. Read through the entire list before you begin answering.

	Excellent	Good	Acceptable	Opposed	No Opinion	
1) Excellent form of support						
2) Good form of support						
3) Acceptable, but with reservations						
4) Opposed to this form of support						
5) No opinion						
Scholarships to individuals . . . . .	1	2	3	4	5	51
Loans to individuals . . . . .	1	2	3	4	5	52
Tuition vouchers or educational allowances redeemable at private schools . . . . .	1	2	3	4	5	53
Matching grants or loans for construction . . . . .	1	2	3	4	5	54
Unrestricted direct grants . . . . .	1	2	3	4	5	55
"Shared time" or "dual enrollment" programs (i.e., students take some of their courses in public schools) . . . . .	1	2	3	4	5	56
Public funds for teacher salaries and materials in specific secular subjects . . . . .	1	2	3	4	5	57
Purchase of textbooks, transportation services . . . . .	1	2	3	4	5	58
Having school provide secular educational services for community under contract . . . . .	1	2	3	4	5	59
Parental income tax credit for tuition costs . . . . .	1	2	3	4	5	60
Other "excellent" forms of tax support which you would favor:						61

20. What is your realistic assessment of the relative potential to meet the financial problems facing nonpublic schools from the sources listed below?

	Major source	Secondary source	Minor source	Little or no potential	
1) Major source					
2) Secondary source					
3) Minor source					
4) Little or no potential					
Greater economies in operation of schools. . . . .	1	2	3	4	62
Progressive increases in tuition. . . . .	1	2	3	4	63
Increased giving by parents, individually or through church bodies. . . . .	1	2	3	4	64
Increased giving by alumni(ae) . . . . .	1	2	3	4	65
Increased giving by corporations and foundations . . . . .	1	2	3	4	66
Federal and/or state aid for all nonpublic schools. . . . .	1	2	3	4	67
More bequests, annuities and other forms of deferred giving. . . . .	1	2	3	4	68

21. For the following please indicate how strongly you agree or disagree with the statement by circling the appropriate number on the scale below.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	No opinion	Σ
Nonpublic schools have been a significant force in educational innovation and experimentation in the last decade . . . . .	1	2	3	4	5	9
Faculty members should have the right to express their opinions about any issue they wish in the classroom, student newspaper, etc. . . . .	21	2	3	4	5	10
This school has as much responsibility for the moral development as for the intellectual growth of its students. . . . .	31	2	3	4	5	11
The best way to cope with the growing trend of student militancy and protest is to apply firm discipline . . . . .	41	2	3	4	5	12
The faculty or school head should have the formal power, even though seldom exercised, to disapprove selection of particular student leaders. . . . .	51	2	3	4	5	13
Intellectual ability should be given greatest weight in making admission decisions for this school. . . . .	61	2	3	4	5	14
Increase of class size or student-teacher ratio would impair the educational effectiveness of this school. . . . .	71	2	3	4	5	15
Unionization of nonpublic school teachers would be a harmful development. . . . .	81	2	3	4	5	16
There should be a coordinated effort to secure accreditation and teacher certification procedures that are nationally consistent and appropriate for nonpublic schools . . . . .	91	2	3	4	5	17
A year-round regular school program (with possible student option for sessions off occasionally) would be a desirable development . . . . .	101	2	3	4	5	18
Finance aside, schools should admit socially disadvantaged students who appear to have high potential, even when such students do not meet normal entrance requirements . . . . .	111	2	3	4	5	19
It would be desirable to have one national organization to represent the interests of all nonpublic schools in state or federal legislation affecting their interests. . . . .	121	2	3	4	5	20
Student participation in school policy formulation is a privilege granted by the school rather than a matter of student rights . . . . .	131	2	3	4	5	21
Secondary school students should be able to interrupt the steady, year after year sequence of academic study for employment or other non-school experience. . . . .	141	2	3	4	5	22
One of this school's problems is the amount of "deadwood" (i.e., teachers who are no longer effective) on the faculty . . . . .	151	2	3	4	5	23



22. In respect to the following list of statements, indicate the degree to which they apply to your school by choosing from the following alternatives:

- 1) Not nearly enough
- 2) Not enough
- 3) About right
- 4) Too much
- 5) Far too much

	Not nearly enough	Not enough	About right	Too much	Far too much	
The pressure on students here for good grades. . . . .	1	2	3	4	5	24
The amount of information this school receives about the course of state or federal legislation affecting education . . . . .	1	2	3	4	5	25
The voice the school's faculty have in the direction and operation of the school . . . . .	1	2	3	4	5	26
The voice the school's students have in the direction and operation of the school . . . . .	1	2	3	4	5	27
The participation and influence of parents and alumni(ae) in the direction and operation of the school . . . . .	1	2	3	4	5	28
The amount of faculty or administrative review or censorship of student publications. . . . .	1	2	3	4	5	29
The supervision of teaching, or other programs for the improvement of teaching . . . . .	1	2	3	4	5	30
The amount of contact with the world outside the school--students in off-campus projects or activities, etc. . . . .	1	2	3	4	5	31
Discipline at this school . . . . .	1	2	3	4	5	32
The number of financially poor students who receive large scholarships . . . . .	1	2	3	4	5	33
The number of students from racial or ethnic minorities who are enrolled . . . . .	1	2	3	4	5	34

23. We would like to examine the intangibles of a school head's leadership, which appear to vary greatly in "style" according to the individual. Try to characterize as objectively as you can the kind of leadership your school head exerts by indicating for each of the following descriptions whether you consider it highly characteristic, somewhat characteristic, or relatively uncharacteristic of his style of administration.

	Highly characteristic	Somewhat characteristic	Relatively uncharacteristic	
A corporate head, giving general direction to school, delegating, leaving details to others or to committees. . . . .	1	2	3	35
A philosopher of education giving much attention to goals and the practical means of achieving them. . . . .	1	2	3	36
An expert in business leadership and financial affairs . . . . .	1	2	3	37
A paternalistic father (or mother) figure who looks after the needs and welfare of all. . . . .	1	2	3	38
One whose personal qualities, moral or spiritual values serve as an example . . . . .	1	2	3	39
A conscientious, exacting administrator who operates the school efficiently and tidily . . . . .	1	2	3	40
An approachable, understanding head who works informally, first among equals. . . . .	1	2	3	41
One who commands respect by his academic scholarship and intellectual sophistication . . . . .	1	2	3	42
A symbol of the school's stature and image, possessing social and diplomatic graces . . . . .	1	2	3	43
One who clearly enjoys, understands and is interested in young people . . . . .	1	2	3	44
An inventive and imaginative head who stimulates, provokes and instills enthusiasm . . . . .	1	2	3	45

24. Below is a selection of policy matters which, from time to time, require reappraisal. We are interested in which group or groups at your school you think should have a significant voice or influence in reaching decisions regarding them. For each item circle as many numbers as necessary to indicate which of the groups listed below you think should have a significant voice or influence.

- 1) Students or student representatives
- 2) Full faculty
- 3) Faculty committees or representatives
- 4) Administrators
- 5) Governing board
- 6) Parents

	Students	Full Faculty	Faculty Committees	Administrators	Governing Board	Parents	Σ
A significant change in admission policies. . . . .	1	2	3	4	5	6	9+14
Introduction of new subjects in curriculum. . . . .	1	2	3	4	5	6	15+20
Selection, approval of outside campus speakers . . . . .	1	2	3	4	5	6	21+26
Serious disciplinary action against a student. . . . .	1	2	3	4	5	6	27+32
Selection of a new school head. . . . .	1	2	3	4	5	6	33+38
General policy regarding faculty salaries . . . . .	1	2	3	4	5	6	39+44
A change in regulations or policy governing student dress or grooming. . . . .	1	2	3	4	5	6	45+50

25. Indicate your position on the policies and actions listed below by circling one of the following four alternatives for each item.

- 1) Strongly opposed
- 2) Mildly opposed
- 3) Favor, within limits
- 4) Favor, with no particular limits

	Strongly opposed	Mildly opposed	Favor, w/in limits	Favor, w/no particular limits	Σ
Liberal or nonrestrictive policy on student dress, hair style or length, etc. . . . .	1	2	3	4	51
Enrollment of: Students from very poor families. . . . .	1	2	3	4	52
Protestant students . . . . .	1	2	3	4	53
Jewish students . . . . .	1	2	3	4	54
Roman Catholic students. . . . .	1	2	3	4	55
Black students. . . . .	1	2	3	4	56
Employment of: Protestant teachers . . . . .	1	2	3	4	57
Jewish teachers . . . . .	1	2	3	4	58
Roman Catholic teachers. . . . .	1	2	3	4	59
Black teachers. . . . .	1	2	3	4	60

26. What degree of emphasis do you believe should be given to religion or instruction about religion in this school?

- Should be major emphasis of school . . . . . 1
- Religious and secular academic programs should receive about equal emphasis . . . . . 2
- Should be substantial religious emphasis, but more emphasis on secular academic program. . . . . 3
- Attention to religious program should be about equal to one secular course such as history or math . . . . . 4
- There should be little or no religious program at this school . . . . . 5

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27. What is the combined income from all sources of you and your spouse? (Circle one.)

Less than \$6,000 . . . . . 1	\$30,000-\$49,999 . . . . . 6
\$6,000-\$9,999 . . . . . 2	\$50,000-\$74,999 . . . . . 7
\$10,000-\$14,999 . . . . . 3	\$75,000-\$99,999 . . . . . 8
\$15,000-\$19,999 . . . . . 4	\$100,000 or over . . . . . 9
\$20,000-\$29,999 . . . . . 5	

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THANK YOU FOR GIVING US THIS INFORMATION AND YOUR OPINIONS.  
WE SHALL BE GRATEFUL FOR THE PROMPT RETURN OF THE COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED.

**APPENDIX B**

**PUBLIC SCHOOL, PAROCHIAL SCHOOL:  
A COMPARATIVE ANALYSIS OF GOVERNMENTAL  
AND CATHOLIC ELEMENTARY SCHOOLING  
IN A LARGE CITY**

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PUBLIC SCHOOL, PAROCHIAL SCHOOL: A COMPARATIVE ANALYSIS  
OF GOVERNMENTAL AND CATHOLIC ELEMENTARY SCHOOLING  
IN A LARGE CITY

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## CHAPTER I

### INTRODUCTION

#### The Task

Urban educational systems are in trouble. Plagued with limited resources and damned by questionable performance, big-city schoolmen are increasingly being held responsible for their actions by their clients. Under the banner of "accountability" myriad proposals are assembled for the succor of education. A feature common to these strategems is an orientation towards outcomes. This study attempts an empirical underpinning with respect to the planning, financing, and administration of the major elementary school systems<sup>1</sup> of a large urban center (Chicago) by examining the way in which educational services are provided within the public and parochial sectors.<sup>2</sup> Specifically, an estimate is made of the contributions of particular in-school and out-of-school inputs to cognitive achievement in a sample of schools within each system. Then the distribution throughout the city of these educational receipts is traced, with special attention being paid to selected community characteristics which could influence the manner of resource allocation.

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<sup>1</sup>Both systems are bureaucracies: the public school enrolled 370,000 pupils in more than 500 schools and the parochial sector served 133,000 pupils in some 260 schools for the 1969-70 academic year.

<sup>2</sup>For stylistic purposes, the terms "public" and "governmental" will be used by synonymously, as will "parochial" and "Catholic."

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### Schooling Troubles

Institutionalized schooling is commonly charged these days with ineffectiveness, inefficiency, irrelevancy, retardation of socio-economic mobility, and even psychic murder.<sup>3</sup> Critics lash out at the rigid structure of our knowledge, skill, and value-dispensing agencies; controversies rage over costs versus benefits; questions arise over local-state-federal collaboration; schisms between organizational and professional loyalties occur; the pros and cons of various revenue generating and allocating mechanisms are debated; and souls search for some redress.

Today's abundance and change differ greatly from yesterday's scarcity and stability that conditioned the formulation of this society's education systems. The application of cognitive skills is now widespread in the world of work. Indeed, the nature of work has altered so dramatically that people now stay on at school to earn the right to work, not vice versa. Time used to be when one could drop out of school and obtain a secure job; when it was believed that if the economy were buoyant there were jobs for all; when education was popularly regarded more as a consumptive good than an investment good. But over the last decade, occupations for workers without a high school diploma decreased by ten percent, and unemployment for youths with only an elementary education is now four times the national average. Leadership positions are being turned over gradually to the educated rather than to the wealthy, physically strong, or religiously sophisticated, as in days gone by. Even the wise selection and consumption of goods and services,

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<sup>3</sup>For example: Jonathon Kožel, Death at an Early Age (New York: Houghton-Mifflin, 1967); Ronald B. Gross, Radical School Reform (New York: Swain and Schuster, 1969); C. H. Silberman, Crisis in the Classroom (New York: Random House, 1970).

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let alone their production, require decision makers steeped in education.

Formal education is widely hailed as the prime institutional change agent in this society. But to members of minority subcultures, to the poverty-ridden, to advocates of de-schooling, and to many students, the educational establishment has become a symbol of intransigent status and power structures, a barrier rather than an avenue to mobility.<sup>4</sup> Many liberals see the schools as mechanisms for preserving the present by making pupils uncritical proponents of existing society and as tools of the politically and economically powerful. From the other side, many social conservatives assail formal education because it is not sufficiently academic,<sup>5</sup> or because it fails to develop respect for law and order. Sometimes the sad plight of the schools become a grand rationalization to account for some of the thorniest social problems. Then schooling serves as whipping boy for many woes. Of course, the situation is not endemic to urban school systems, but the general difficulties of cities--demographic,<sup>6</sup> financial,<sup>7</sup> administrative<sup>8</sup>--have

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<sup>4</sup>Ivan Illich, Celebration of Awareness (Garden City, New York: Doubleday and Company, 1970).

<sup>5</sup>Jacques Barzun, The House of Intellect (Garden City, New York: Doubleday and Company, 1959).

<sup>6</sup>In-migration of the rural poor, the unskilled, and disadvantaged ethnic-racial minorities, and a consequent exodus to suburbia of financially stable, educated, economically more productive families, has aggravated the situation.

<sup>7</sup>Municipal overburden (i.e., the financial load borne by city dwellers to provide services for downtown workers who reside in and pay tribute to "bedroom" communities, and are not directly taxed for the use of city facilities) the loss of income from tax exempt governmental, educational, and religious institutions, high public service and welfare outlays, and erosion of the commercial tax base by the flight of industry to the suburbs, result in the traditionally inelastic city revenue system, which is incapable of generating a higher tax yield to meet increased demands, rapidly becoming an untenable mode of financing services within the public sector.

<sup>8</sup>Interest groups have demanded a voice in decision-making, which has placed the established order on the defensive.

aggravated the situation and induced what amounts to a crisis there.

#### Investment in Schooling

Implicit in any intelligent consideration of schooling in its social context is the idea that an allocative decision about education is an investment in human potential, and consequently a catalyst for industrial productivity, political acumen, and cultural awareness. Skills, knowledge, and attitudes are inventory stocks that may be construed as human capital--sources of future satisfaction which are an integral part of an individual. This "human capital" approach to educational decision-making pivots on the notion that both cumulative costs and benefits derive from inputs to schooling. If the stream of benefits exceeds the stream of costs, then an investment should be made; and vice versa. Of course many factors complicate this decision mode, for costs and benefits are both monetary and psychic, individual and social. Human capital becomes obsolete and payoffs vary according to type of institution, kind of curricula, and the abilities, attitudes, needs, preferences, and aspirations of clients. Thus, decisions that are wise in the long run may be unwise in the short term; private rates of return to an investment are different from social rates, and competing needs and rising costs limit the resources available for education.

Education is both a social and a merit good.<sup>9</sup> The economic case for public financing of education is rooted in spillover effects, deliberate

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<sup>9</sup>Social goods cannot be withheld from members of society, whether or not they pay; merit goods can be withheld from individuals, but society's value system requires that a specified minimum be distributed to everybody despite personal preferences or ability to pay. These concepts are developed in R. A. Musgrave, The Theory of Public Finance (New York: McGraw Hill, 1959).

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alteration of consumer preferences, and income redistribution. But huge non-tax contributions are made to all schools. Both governmental and private, by students, their families, and the general citizenry, if school related personal expenses (such as tuition, books, and transportation), and foregone earnings are taken into account. Such items are said to reflect the benefits that will ultimately accrue to students directly. Hence the argument that public financing of education should cover only social benefits.

Transfer payments, categorically earmarked for schooling, to individuals and/or to non-governmentally operated schools would satisfy the "merit good," "externalities,"<sup>10</sup> and "income redistribution"<sup>11</sup> arguments favoring some degree of public investment in every child's education. Proponents of this approach draw moral support from non-economic motives such as individual freedom of choice, for the government's role in schooling would be reduced to regulatory and supervisory functions. Similarly, the supporters of publicly operated schools generally take a non-economic stance in extolling the virtues of the nationalist unity in diversity promoted by the public schools.

Partisanship notwithstanding, a prime criticism of the current system of offering government schooling, supported by general taxation, alongside non-government schooling, available at close to cost, is its inefficiency with respect to the economy's general productivity and to clients' consumption preferences.

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<sup>10</sup>An "externality" is defined as an effect on one or more persons that emanates from the action of another. There is a clear economic case for a subsidy whenever an external economy creates a divergence between private (marginal) cost and true social (marginal) cost, as is the case with schooling.

<sup>11</sup>A general principle of the good society is that there should be a proper (e.g., maximum total utility) and equitable distribution of market-determined incomes. "Income redistribution" can be achieved by taxation and/or by the provision of opportunity to acquire human capital generating power (e.g., education).



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An Empirical Perspective

Mounting pressure for the state to render financial support to non-public schools makes it imperative that a solid data base be established to aid in determining whether to fund or not to fund.<sup>12</sup> The research must take into account both the economic criterion of relative effectiveness in producing defined benefits and the social criterion of the manner of distribution of these educational receipts. For even though it is generally agreed nowadays that plans for the financing of educational services should be determined by the criteria of efficiency, productivity, and equity, sound decisions as to the appropriate level and type of investment in education can only flow from society's setting of priorities. Nonetheless, the economic dimension of the commonweal is of concern in this study.

"What and for Whom?": The bipartite socio-economic question asked of public and parochial education is set in a context of quasi-marketable school services.<sup>13</sup> The intent of this study is to define a particular school

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<sup>12</sup> Hopefully, such information will encourage the asking of questions more fruitful to the public interest than those phrased in the dichotomous "aid versus no aid" vein.

<sup>13</sup> In this situation, neither the price-mechanism nor an inputs-distribution characterization is appropriate. Analyzing the distribution of a service provided in the marketplace, say barbering, is a difficult enough task, owing to the problem of defining and measuring the service. What is the benefit of having a hair-cut? What is the fee buying? The barber's time, or loss of one's hair? Usually, the price mechanism is said to distribute inputs (the barber's skill for example), for independent output criteria are hard to find. With respect to virtually non-marketable services, the factors underlying the distribution of benefits are even more confounded, since units of the service, however defined, cannot be purchased by individual consumers. For all practical purposes, general elementary schooling (of both a public and Catholic parochial kind) is subject to non-market influences, because parochial school patrons are precluded, along with their public school counterparts, from purchasing X units of Y dollars more or less of the standard schooling menu offered. That is, while it is possible to buy the services of a music teacher or a math tutor in addition to the general curricular offerings, it is not possible for an individual to purchase ten percent "more" of what goes on in school

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service in terms of selected resources actually used in its production, and to investigate the apportionment, among the clients of the public and Catholic elementary school systems of Chicago, of the effect of the educational benefit so produced.

Although the investigation is essentially exploratory, there are several interdependent expectations with regard to comparative production and distribution/characteristics of public and parochial schooling about which confirmation is sought:

1. The parochial system is relatively more productive than the public. Because of the local control and commitment of Catholic school patrons and faculties, parochial school resources are transformed into outputs more efficiently than are public school resources.
2. Resources within both systems are distributed with a bias in favor of neighborhoods whose members are wealthy, white, or disposed towards parochial education. Political pressure exerted by communities with a power-base would account for the socio-demographic influence. Institutional traditions and the interaction of differential supplies of and demands for public and parochial schooling would explain the operation of the schooling preference factor.
3. There is greater equality of resource allocation within the public than within the parochial school system. The more centralized revenue-gathering and decision-making mechanism of the public school organization is less open to idiosyncratic local lobbies than the parochial.
4. Receipts (school effects) within each system are not distributed in the same way as resources (school inputs), because of the differential effect of neighborhood traits on resource productivity.

## CHAPTER II

### PUBLIC AND PAROCHIAL SCHOOLING

#### THE STATE OF KNOWLEDGE

##### Schooling as a System

The educational-social planner is concerned with the schooling process from two viewpoints:

Productivity: excess of outputs over inputs

Distribution: who gets what.

This is especially so when there are several systems<sup>14</sup> vying for scarce resources.

Schooling and education<sup>15</sup> have something in common, yet obviously not all school products are educational, nor is education confined to schooling. In fact, there is much ado about the small amount of, and minimal variation in, educational development that is attributable to schooling. Two alternatives present themselves as means of redress: to restructure society fundamentally so that not only the institutions that a child has to contend with, but his whole environment is altered; or, to maximize the effectiveness of

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<sup>14</sup>A system can be construed as possessing three analytical components: inputs (human and/or material resources), throughputs (methods), and outputs (changes). Schooling is an "open" system which takes inputs from a wide environmental context, acts on them in a somewhat controlled fashion, and feeds outputs back to the environment.

<sup>15</sup>Institutionalized and general learning, respectively.

the present system by operating it in an efficient<sup>16</sup> manner. As simple as the latter proposition sounds, lack of discretionary power within a bureaucracy, absence of knowledge about relative prices of input combinations and consequent accretion to outputs, and paucity of managerial incentives, may well militate against the efficient operation of schools.

Of the various components that constitute a school, which ones influence what is learned?<sup>17</sup> And how? These questions are obviously conceptual, and in the absence of viable theories of learning and instruction,<sup>18</sup> it remains for researchers to employ the heuristic strategem of ordering empirically measurable school resource inputs in some logical fashion, as a proxy for the complex inter-relationships that occur in the teaching-learning process.

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<sup>16</sup>The concept of efficiency may be typologized as technical and allocative. A process is said to be technically efficient when a given set of physical resources is combined so that more output of a given kind is produced than under any alternative input organization. Insofar as systemic schools are provided with already purchased resources rather than dollars, decision-makers within each school can strive only for the proper placement of resources (i.e., strive for technical efficiency). Allocative efficiency is attained by the utilization of purchasing power to obtain that set of physical resources which may be combined to yield most output for a given budget. Complete allocative (or economic) efficiency within schools may not be desirable and certainly is not practicable, given the vagaries of personnel and the unknowns of the educative process, but even granting this, a more rational application of resources would not be amiss, given the probably low level of efficiency of institutionalized schooling.

<sup>17</sup>For an exposition on the difficulty of determining the influences of schools on learning, see Charles E. Werts and Robert L. Linn, "Analyzing School Effects: How to Use the same Data to Support Different Hypotheses," American Educational Research Journal, VI, 3 (May 1969), pp. 439-47.

<sup>18</sup>The potential usefulness of such theories is explicated in Nathan L. Gage, "Theories of Teaching," in Theories of Learning and Instruction, Sixty-Third Yearbook, National Society for the Study of Education (Chicago: University of Chicago Press, 1964), pp. 268-85.

## Input-Output Relationships

Research on the input-output approach to determinations of school productivity ranges from Mort, et al.'s "cost-quality" investigations, through studies growing out of Project TALENT, to Coleman's Equality of Educational Opportunity survey. There are also manifold secondary analyses of these data, a continuum studded with independent studies of no small import.<sup>19</sup> This dimension may be construed as having two strands. The first consists of studies which strive to relate gross dollar expenditures to schooling processes and outcomes. Early research can tell us little about productivity because aggregate dollar resources were not translated into actual inputs, price level and accounting procedure differences were not accommodated, outcome measures were vague, and non-school variables were not controlled.<sup>20</sup> The more recent work in this area has been considerably tighter but it still cannot determine which resources are significant and whether observed differences could be obtained less expensively, because the context (i.e., the organization of resources) of the input-output connections is unexamined.<sup>21</sup>

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<sup>19</sup>Comprehensive reviews of this research corpus are to be found in William E. Barron, "Measurement of Educational Productivity," in The Theory and Practice of School Finance, ed. by W. E. Gauerke and J. R. Childress (Chicago: Rand McNally Company, 1967), pp. 279-308; Jerolyn R. Lyle, "Research on Achievement Determinants in Educational Systems: A Survey," in Socio-Economic Planning Science, I (1967), pp. 143-55; James W. Guthrie, "A Survey of School Effectiveness Studies," in Do Teachers Make A Difference? (Washington, D.C.: United States Office of Education, 1970).

<sup>20</sup>For examples, see Paul Mort, "Cost Quality Relationships in Education," in Problems and Issues in School Finance, ed. by R. L. Johns and E. L. Morphet (New York: National Conference of Professors of Educational Administration, 1951).

<sup>21</sup>See for example, Thomas I. Ribich, Education and Poverty (Washington, D. C.: Brookings, 1968); Herbert J. Kiesling, "Measuring a Local Government Service: A Study of School Districts in New York State," Review of Economics and Statistics, XLIX, 3 (August 1967), pp. 356-367.

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The second strand of input-output type analyses defines the relationships between resources and school outputs. Some studies break down total dollar inputs into components which are calibrated in physical rather than monetary terms, in order to uncover associations between specific resources and changes in schooling outcomes, and to investigate relative yields of alternative investments.<sup>22</sup>

Other studies have incorporated simplistic but specific models of the educational process into their multivariate statistical treatment of large-scale school and pupil characteristics surveys.<sup>23</sup>

Despite the limitations of naive models of school learning, relatively crude measurement, and the fact that findings are based on the average, real-world (i.e., technically inefficient) state-of-the-art, such research comes closest to estimating educational production functions.<sup>24</sup> Criticisms of

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<sup>22</sup>See for example, Jesse Burkhead, et al., Input and Output in Large City High Schools (Syracuse: Syracuse University Press, 1967); Charles S. Benson, et al., State and Local Relationship in Public Education in California (Sacramento: State of California, 1965); Richard Raymonds, "Determinants of the Quality of Primary and Secondary Education in West Virginia," Journal of Human Resources, III, 4 (Fall 1968), 450-70.

<sup>23</sup>See for example, J. Alan Thomas, "Efficiency in Education" (unpublished Ph.D. dissertation, Stanford University, 1962); Erick Hamushek, "The Education of Negroes and White" (unpublished Ph.D. dissertation, Massachusetts Institute of Technology, 1963); Henry M. Levin, "A New Model of School Effectiveness," in Do Teachers make a Difference? (Washington, D. C.: United States Office of Education, 1970).

<sup>24</sup>For a discussion of educational production functions--the mathematical relationship between every school-student input combination and resultant specified outcome--see Samuel S. Bowles, "Towards an Educational Production Function," in Education, Income and Human Capital, ed. by W. Lee Hansen (New York: National Bureau of Economic Research, Columbia University Press, 1970).

this line of inquiry are legion: they tend to cluster around specification inadequacies and improper statistical treatment.<sup>25</sup>

#### Distribution of Education Services

Work on the distribution of school services qua services is scant. But if proxies for services are entertained, then related bodies of literature can be brought to bear on the topic. Sexton has described the distribution characteristics of high school resource inputs for one city.<sup>26</sup> And Michelson demonstrated that a particular type of school in Washington, D. C. is favored with respect to positive "resourceness" at the expense of the rest of the city.<sup>27</sup>

Per-pupil expenditure is one indirect measure of service. The expenditure-determination studies fall into two categories: cross-sectional and longitudinal.<sup>28</sup> The designs usually account for the three major components that occur in private sector models (price, ability to pay, social predictors of demand), as well as governmental variables (such as amount of state aid)

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<sup>25</sup> For example, Samuel S. Bowles and Henry M. Levin, "The Determinants of Scholastic Achievement: An Appraisal of Some Recent Findings," Journal of Human Resources, III, 1 (Winter 1968), 3-24; by same authors, "More on Multi-collinearity and the Effectiveness of Schools," Journal of Human Resources, III 3 (Summer 1968), 393-400; Glen Cain and Harold W. Watts, "Problems in Making Policy Inferences from the Coleman Report" (Madison: University of Wisconsin, Institute for Research on Poverty, 1968). (Mimeographed.)

<sup>26</sup> Patricia Cayo Sexton, Education and Income: Inequalities of Opportunities in Our Public Schools (New York: Viking, 1969).

<sup>27</sup> Stephan Michelson, A Research Report for Plaintiffs: Hobson v. Hansen, District Court for the District of Columbia, December, 1970 (Boston: Harvard University, Centers for Law and Education and Educational Policy Research, 1970).

<sup>28</sup> For a recent review of this literature, see G. Alan Hickrod, "Local Demand for Education," Review of Educational Research, 41, 1 (1971), 35-50.

which are thought to intervene between preferences and consumption. Another way to define service is via fiscal effort, as in the comparative cross-sectional work of Johns and Kimborough.<sup>29</sup> So far, the only study concerned simultaneously with the production and distribution aspects of schooling is one by Katzman.<sup>30</sup> But, like all the work mentioned previously, this research was confined to the public sector.

The modal statistical technique for these studies is linear regression, and the findings have shown consistently that the quality and quantity of school services received are primarily a function of wealth and wealth-related variables, and that as a predictor of type of services, income is as good as, if not better than property valuation per pupil, although other status and human resource variables are positively associated with level of service. The normative implications of these studies depend, of course, on whether one takes an egalitarian or libertarian stance.

Now, with trends in the "input-output" and "distribution" literature in perspective via a systems framework, the same approach will focus on aspects of both governmental and Catholic schooling, for the thrust of the present study is one of comparative analysis.

#### Public and Catholic Schooling Compared

##### Inputs

A fundamental input to the production of education is raw or partially-

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<sup>29</sup>R. L. Johns and R. B. Kimborough, The Relationship of Socio-Economic Factors to Local School Fiscal Policy, (United States Office of Education, 1968), Project 2842.

<sup>30</sup>Martin T. Katzman, "Distribution and Production in a Big City Elementary School System," Yale Economic Essays, 8, 1 (Spring 1968), 201-260.



worked human capital,<sup>31</sup> upon which the schooling process operates. It is known that human capital embodiment is highly and positively associated with student background characteristics. The socio-economic status of clients, then, is a prime input consideration. A recent statewide ten percent stratified sample survey<sup>32</sup> of schools indicated that, in Chicago, clients of the parochial system rate similarly on global socio-economic indices to patrons of the public system.

Just as the socio-economic background of clients is related to human capital embodiment and formation and hence is of paramount importance in a comparative analysis of school types, so it is tied to the quantity and quality of school services available because of the correspondence between power and social status.<sup>33</sup> A simplistic model of the conceptual structure is as follows:

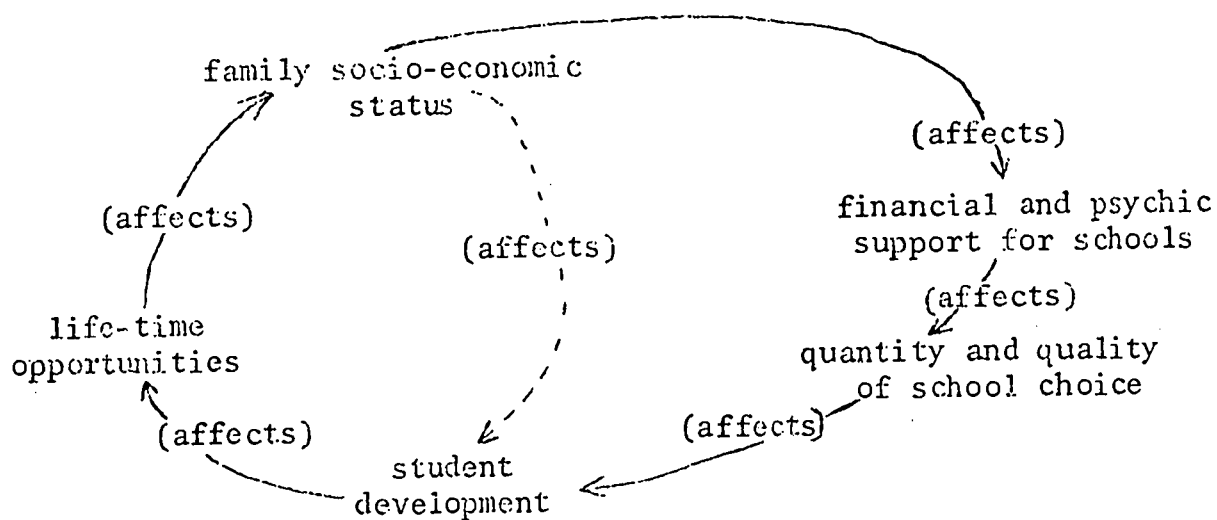


Fig. 1. Student-home-background-schooling inter-relationships.

<sup>31</sup> Genetically inherited and environmentally nurtured.

<sup>32</sup> See Donald A. Erickson, Crisis in Illinois Non-public Schools (Springfield: State of Illinois, 1970), Appendix D.

<sup>33</sup> See the previous discussion on the "Distribution of Education Services."

An obvious caveat is that, in the real world, the process is exceedingly complex. Nevertheless, the essence of the model is valid: namely, the condition of each component is a significant determinant of the condition of its successor in the cycle of human events. The indisputable conclusion to be drawn from an examination of relevant research is that characteristics of school services (across systems and schools) are causally related to patrons' social and economic situations. Low status children can almost be assured of being the victims of discrimination.<sup>34</sup>

The most expensive inputs, in a budgetary sense, to the production of education are teacher resources. Here there are significant differences between government and parochial schools.<sup>35</sup> Also, there is much concern about the effectiveness of public school teachers compared with their nonpublic school colleagues, but the linkages between teacher attributes and successful teaching are as yet untraced.<sup>36</sup>

#### Throughouts

Curricular programs and teaching methods may be designated as the

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<sup>34</sup> Sexton's analysis revealed a systematic bias against lower income groups. Patricia Sexton, Education and Income.

<sup>35</sup> Catholic school teachers are generally less qualified (both academically and professionally) and receive lower salaries than their public school colleagues. The reasons for this have to do with the traditional role of parochial schools (see Footnote 42), the "contributed" services of both religious and lay personnel (i.e., the substitution of psychic for monetary returns), the absence of vigorous union activity, and the allegedly waning fiscal base for Catholic schooling.

<sup>36</sup> The traditional criteria for selecting "good" teachers have been academic competence, experience, and training in pedagogy. Lately, verbal facility has become fashionable. Recent evidence points up the fact that these measures are at best tangentially related to pupil performance and may be proxies for whatever phenomena really count. See: U. S. Office of Education, Do Teachers Make a Difference?

physical throughputs of the educational enterprise.<sup>37</sup> While most Catholic schools devote somewhat shorter periods to the academic strand of their offerings<sup>38</sup> than do the public schools, in order to allow time for religious instruction, it would appear that the variance between systems is no greater than the variance within them, with respect to what goes on overtly in the classroom.<sup>39</sup>

### Outputs

It is well known that a student's background (neighborhood and community, family, innate biological attributes) affects his school performance.<sup>40</sup> After examining the complex array of influences (e.g., mode of selection of

<sup>37</sup>Psychic phenomena, such as "organizational climate," may also be important agents in the transformation of inputs to outputs.

<sup>38</sup>This feature should be remembered when school system outputs are compared, for it seems that secular learning does not suffer. Perhaps time as it is presently allocated in schools, is not sacrosanct.

<sup>39</sup>Throughputs, the mechanisms for the transformation of inputs to outputs, are of concern to the present study only insofar as the observable ones seem to be generally similar in both systems. Hence, any differences found in productivity from the public to the parochial sector cannot be simply attributed to discrepancies in physical throughput, as the schools surveyed were sampled from the universe allegedly employing conventional production techniques.

<sup>40</sup>For example, M. Deutsch, "Minority Groups and Class Status as Related to Social and Personality Factors in Scholastic Achievement," Applied Anthropology Monograph, 2 (Ithaca, New York, 1960); R. T. Osborne, "Racial Differences in Mental Growth and School Achievement: A Longitudinal Study," Psychological Review, 7 (1960), 233-39; W. F. Brazziel and M. Farrell, "An Experiment in the Development of Reading Readiness in Culturally Disadvantaged Children," Journal of Negro Education, 35 (1962), 31-47; D. C. Montague, "Arithmetic Concepts of Kindergarten Children in Contrasting Socio-economic Areas," Elementary School Journal, 64 (1964), 393-397; Arlene Payne, "Early Prediction of Achievement," Administrator's Notebook, XIII, 7 (March 1964); J. S. Coleman, Equality of Educational Opportunity (Washington, D. C: U. S. Government Printing Office, 1966); G. Lesser and S. Stodolsky, "Learning Patterns in the Disadvantaged," Harvard Educational Review, 37 (1967), 546-93.

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pupils into nonpublic schools;<sup>41</sup> the changing face of parochial education;<sup>42</sup> and varying levels of resources<sup>43</sup>) only the most foolish proselyte would dare to assert that there is a unilateral academic superiority of public over Catholic schools or vice versa. What then is the evidence with respect to the comparable academic achievement levels?

The reported research is conflicting,<sup>44</sup> and often of mediocre quality especially in respect of sampling procedures<sup>45</sup> and variables control.<sup>46</sup>

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<sup>41</sup>See D. Levine, et al., "The Home Environment of Children in a Highly Praised Inner City School and Nearby Public School" (Kansas City: University of Missouri, 1970). (Mimeographed.)

<sup>42</sup>The Catholic school system in Chicago (as in many other cities in the United States) was developed during the nineteenth century as a religious and ethnic bulwark against mainstream society. Substandard conditions (traditionally, if not factually, regarded as having a deleterious effect on educational outcomes) such as high pupil-teacher ratios, crude plant, and unqualified teachers were accepted by patrons, until an increasingly large proportion of parishioners assumed self-determinative socio-economic roles. In the light of the acquisition by Catholics of social status and political representation, and of revamped (Vatican II) ecclesiastical stances, parochial school patrons placed increased emphasis on the pursuit of excellence in the secular domain. See, for example, M. O'Neill, "How Good are Catholic Schools?," NCEA Papers Washington, D. C., 1968; F. Parkham, "Independent Schools," Encyclopedia of Educational Research (New York: Macmillan, 1970); James W. Sanders, The Education of Chicago Catholics: An Urban History (unpublished Ph.D. dissertation, University of Chicago, 1970); Donald A. Erickson, "The Devil and Catholic Education" (paper presented at meeting of Academy for Studies in Church-Related Education, New York, 1971).

<sup>43</sup>See Chapter IV of this study.

<sup>44</sup>Sometimes because the research is dated, as with L. Koos, Private and Public Secondary Education (Chicago: University of Chicago Press, 1931); and R. Lennon, "A Comparison of the Educational Achievement of Public and Parochial Elementary School Pupils," Catholic Education Review, 46 (1948), 647-52.

<sup>45</sup>For instance, R. Bauernfeind and W. Blumenfeld, "A Comparison of Achievement Scores of Public and School and Catholic School Pupils," Educational and Psychological Measurement, 23 (1963), 331-36.

<sup>46</sup>Examples are: R. Hill, "An Investigation of the Educational Development of Selected Iowa Secondary Schools Pupils from Varied Elementary School Environments," Fourteenth Yearbook of National Council on Measurement in Education (1957), 28-36; and R. Newien, ed., Catholic Schools in Action (University of Notre Dame, 1966).

Standardized commercial test results<sup>47</sup> indicate that Catholic sub-sample norms run higher than those of the national samples. This phenomenon holds up (to the extent that statistical improprieties can be condoned) in city-wide public-parochial comparisons of both achievement and ability.<sup>48</sup> Most researchers recognize, of course, that valid comparisons can only be made after controlling for the effects of possibly confounding variables introduced by the samples having been drawn from different universes or populations. Unfortunately, the time-honored techniques of matching and covarying to control for initial differences have been poorly used, and regression analysis has been employed to substantiate what now seem to be dubious interpretations of causal connections among data.<sup>49</sup>

Despite the ubiquitous inadequacies of research designs and methodologies, the weight of evidence tilts the scales in favor of Catholic school pupils' performing better on generally accepted tests of academic achievement than their public school peers;<sup>50</sup> although how far this superiority can be attributed to Catholic schooling, per se, is not at all clear.

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<sup>47</sup>The Iowa Tests of Basic Skills, "Manual Percentile Norms for Catholic Schools" (Boston: Houghton-Mifflin, 1965); California Test of Academic Achievement, Technical Manual, "Catholic School Norms" (Monterey, California: McGraw-Hill, 1968).

<sup>48</sup>See, R. Neuwein, The Denver Metropolitan Area Catholic Schools of the Archdiocese of Denver (University of Notre Dame, 1968); J. Welch, et al., Education in the Archdiocese of Boston: Educational Achievement (Boston: Boston College, New England Catholic Education Center, 1969); E. J. Bartell, et al., Catholic Education in the Archdiocese of St. Louis: Allocation and Distribution of Human and Fiscal Resources (University of Notre, 1970). (Mimeographed.)

<sup>49</sup>George F. Madaus and Roger Linnan, "Research on Catholic Schools: The Learned Ignorance of Learned Research" (meeting of Academy for Studies in Church Related Education, New York, 1971).

<sup>50</sup>It should be noted that this conclusion differs from Lee's pronouncement

Untapped "home resources" (e.g., attitudes, values) rather than school characteristics may well be responsible for differential performance among schools and school systems. There may be attitudinal or motivational differences between patrons of urban parochial and public schools that current research techniques cannot identify and yet which influence scholastic achievement. Hence, if they are not controlled for in data analysis, causation which rightly should be attached to the home may spuriously be attributed to the school. A recently completed study<sup>51</sup> in Kansas City confirms suspicions in this direction. The investigators found that although global sociometric indices did not reveal differences among Catholic and public elementary school enrollees,<sup>52</sup> in-depth interviews with parents showed that the parochial students came from home environments which were more supportive of education in

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that ". . . the overwhelming evidence of research has indicated that . . . government schools as a group at every level perform a total educative function superior to that of Catholic schools," J. M. Lee, ed., Catholic Education in the Western World (Notre Dame: University of Notre Dame, 1967). This assertion cannot be substantiated by a balanced examination of American evidence.

<sup>51</sup>D. Levine, et al., "The Home Environment of Students in a Highly Praised Inner City Parochial School and the Nearby Public School."

<sup>52</sup>This finding is somewhat different from Greeley and Rossi, who contended in 1966 that ". . . it was the poor and the poorly educated who disproportionately did not send their children to Catholic schools." A. Greeley and P. Rossi, The Education of Catholic Americans (Chicago: Aldine Press, 1966), p. 43. A resolution to these apparently conflicting data could be that Levine's population was restricted to one social stratum (inner-city poor) while Greeley and Rossi sampled across all socio-economic levels. Perhaps the 1966 data are no longer relevant owing to the rapidly changing relationship between the public and nonpublic sectors (e.g., growing subsidization of parochial education by the church and, in some instances, the state; widespread distress about the condition of inner-city public schooling). Recent state sponsored investigations also dispute the Greeley and Rossi finding (e.g., Donald A. Erickson, "Non-public Schools in Michigan," in J. Alan Thomas, School Finance and Educational Opportunity in Michigan (Lansing, Michigan: Department of Education, 1968).

subtle ways. Common sense supports this empirical fact: parochial school patrons may well be more concerned with schooling generally than are their public school neighbors, as evidenced by their decision to pay more, monetarily and psychically, to have children receive what are perceived to be the benefits of a particular type of schooling (especially since faithful Catholics are only entreated, rather than enjoined as in pre-Vatican II days, to patronize Catholic schools).

Since what is learned in school purportedly has some influence on adult behavior, it is instructive to examine the literature on post-school activities,<sup>53</sup> and affective outcomes of Catholic vis-a-vis public schooling, such

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<sup>53</sup>R. Neuwein, ed., Catholic Schools in Action, op.cit., Donald Erickson, Crisis in Illinois Non-public Schools, op.cit., L. A. Darniedes, A Profile of Catholic Education in the State of Wisconsin (Milwaukee, Wisconsin: Archdiocese of Milwaukee, 1970). (Mimeographed.) J. Morrison and B. Hedgekins, "Public and Catholic Secondary Schools: A Comparative Analysis of Their Effectiveness" (paper presented at meeting of American Educational Research Association, Minneapolis, 1970); A. Greeley and P. Rossi, The Education of Catholic Americans, op.cit.

However, J. W. Trent, Catholics in College (Chicago: University of Chicago Press, 1967), found that Protestant graduates of public high schools are most likely to go on to college, followed by Catholic high school completers, than by public high school Catholics.

An historical survey of the literature points up an increase in academic achievement among Catholic school students (relative to public school students, anyhow) over the past fifteen years: Educational Testing Service, Academic Performance of Public and Private School Graduates at Princeton, Educational Testing Service, 1954; R. Knapp and J. Greenbaum, The Younger American Scientists (Chicago: University of Chicago Press, 1953); R. Hill, "Scholastic Success of College Freshman from Parochial and Public Secondary Schools," School Review, 49 (1961), 60-65; and S. Warkov and A. Greeley, "Parochial School Origins and Educational Achievement," American Sociological Review, 31 (1966), 406-441.

as cultural loyalty,<sup>54</sup> work and mobility values,<sup>55</sup> dogmatic thinking,<sup>56</sup> and dependent personalities.<sup>57</sup>

### Expenditures

What is known about the costs of general educational services? Allocations for central administration, instruction (taking into account contributed services of religious personnel), maintenance, overhead (incorporating input rentals), and capital expenditures have been contrasted among the public and Catholic schools, on a per pupil basis. Public school outlays exceed

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<sup>54</sup>J. Donovan and F. Madaus, Catholic Education in the Archdiocese of Boston, op. cit.; G. Gallup, How the Public Views Non-public Schools (Princeton, New Jersey: Gallup International, 1969); G. Lenski, The Religious Factor (New York: Doubleday, 1961); J. Fichter, Parochial School (Notre Dame: University of Notre, 1958); A. Greeley and P. Rossi, The Education of Catholic Americans, op. cit.; Donald Erickson, "Essay Review: Contradictory Studies of Parochial Schooling," School Review, 75 (1967), 425-26.

<sup>55</sup>p. Rossi and A. Rossi, "Some Effects of Parochial School Education in America," Daedalus, 90 (1961), 300-28; M. Bressler and C. Westhoff, "Catholic Education, Economic Values, and Achievement," American Journal of Sociology, 46 (1963), 225-33; A. Greeley, Religion and Career (New York: Sheed and Ward, 1963); D. McClelland, "Achieving Man," Psychology Today, 4 (1971), 35ff.

<sup>56</sup>G. Navarre, "An Investigation of the Influence of Two Elementary Classroom Environments on Measures of Creativity," Master's Abstracts, 3, 2 (1965), 7; M. Tate and J. Straub, "Cultural Discontinuities and Development of Original Thinking," Exceptional Children, 29 (1962), 2-13; J. Boles, "Creativity, Conformity, and Authoritarianism in Catholic Students" (unpublished Ph.D. dissertation, Boston College, 1965); D. C. Daw and R. C. Pugh, "Creativity and Religious Preference," Religious Education, 61 (1966), 30-35.

<sup>57</sup>p. Quinn, "Critical Thinking and Open-mindedness in Catholic and Public Secondary Schools," Journal of Social Psychology, 46 (1965), 23-30; Lenore Boehm, "The Development of Conscience: A Comparison of Students in Catholic Parochial Schools and Public Schools," Child Development, 61 (1968), 147-53; F. Bretz and E. McClain, "Difference Toward Authority Figures Among High School Seniors," National Catholic Guidance Conference Journal, 12 (1968), 139-143.



those for nonpublic schools on all dimensions.<sup>58</sup> While incompatible and frequently incomplete accounting procedures explain much of the discrepancy, differences between the public and nonpublic systems with respect to production goals (i.e., the specified nature of the outputs), and cost-related organizational and union-inspired phenomena (e.g., pupil/teacher ratios; faculty salaries; purchasing mechanisms), are no doubt major causative factors.

A major thrust of the comparisons and contrasts undertaken in this chapter has been to make available and arrange data in such a fashion as to sharpen and to set in perspective the questions to be addressed in this piece of research. Implicit in the approach to the literature review is the notion of cost-effectiveness analysis. This technique is a management procedure which seeks to enhance educational decision-making rationality by proposing a mode of resource allocation which focuses upon the definition of objectives and long-range emphases, specification of options, accounting of costs and establishment of explicit evaluative criteria. As the term "cost-effectiveness" connotes, it is a means whereby the costs of what goes into a process may be compared with the benefits of what comes out of it. In education, where there is a concern with both monetary and psychic resources, it is clear that many of the inputs and outcomes of the schooling process cannot easily be valued in economic terms.

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<sup>58</sup>The National Catholic Educational Association has estimated 1969-70 costs in its schools as \$197 for elementary pupils and \$254 for secondary. The National Educational Association has figured the gross 1969-70 public school costs for the nation at \$766 per pupil. An earlier comparative effort, using state education department data, was made by E. Bartell, Costs and Benefits of Catholic Elementary and Secondary Schools (privately published at Notre Dame University, 1967).

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An application of the general systems model to study production and distribution characteristics of public versus Catholic parochial elementary schooling involves the estimation of changes in output which are likely to be brought about by altering the mix of (controllable) inputs, and the tracing of educational resource and effect<sup>59</sup> allocation patterns. A systematic review of the resource requirements and results of each alternative points up the relative effectiveness of particular options. If the strategy which most nearly meets desired objectives also requires the least inputs, then the decision is obvious. But the task of comparing the costs and effects of public versus parochial schooling is exceedingly complex. Alternatives are rarely consistent in their superiority for meeting objectives which are themselves difficult to specify or reach consensus on; nor can all effects be known.

It is under the conceptual rubric depicted here that the present study proceeds.

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<sup>59</sup>The receipt by patrons of the effects of school services is not necessarily equated with the receipt of resource inputs, for the interaction of various kinds of psychic and physical inputs yields differential benefits for consumers.

## CHAPTER III

### DESIGN AND PROCEDURE

#### A "Functions" Framework

##### Transformation Functions

Some of the confusion surrounding a comparison of the production and distribution of educational services by the two school systems under scrutiny can be cleared away by describing various conceptualizations of transforming school inputs into outcomes.<sup>60</sup> One transformation function is concerned with the provision of services where outputs are units of services<sup>61</sup> and inputs are materials, physical and/or human, bought to produce these services. This permits unit-cost analysis to bear on considerations of program and services effectiveness and productivity.

Another transformation function assumes that programs are operated and services are provided to produce behavioral changes in students.<sup>62</sup> Hence, outputs are behavioral alterations as a consequence of schooling, and inputs

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<sup>60</sup>For an exposition of this typology, see J. Alan Thomas, The Productive School (New York: John Wiley and Sons, 1971). For each of the input-output relationships described here, he coins the terms "administrator's," "psychologist's," and "economist's" production functions, respectively. In this study, the phrase "transformation function," is substituted for the conventionally used "production function," since the latter connotes a more detailed model than is specified here.

<sup>61</sup>The service may be a course in, say, mathematics, expressed in terms of a base unit such as student-hour.

<sup>62</sup>For instance, the alteration in computational competence over a time period.

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are purchased materials, foregone student opportunities, and student background factors. An analysis of this type of transformation facilitates the determination of the efficiency of school processes in the attainment of educational objectives.

Yet another transformation function provides a way of looking at two issues: one of concern to the community, and another to the individual. First is the contribution of various types of schooling to the wider society, whose quality it is designed not only to conserve but to improve: outputs are the additional benefits (externalities) which accrue to society, and inputs consist of the costs, both direct and indirect, of the schooling. Second is the relationship between money income of graduates and their incurred costs in acquiring training. Comparisons based on this transformation function may be bifurcated into social and private domains. The benefits of schooling are not all confined within students, although an important goal of education is to improve the ability of those who undergo the process to cope with their environment by inculcating socio-cultural awareness and salable skills. The consequent development of a sophisticated economy, an informed polity, and a cultured society means that each community, be it defined by geography or values, gains from training its young. And the contingencies of our cybernetic times mean that ultimately the larger society benefits, through a variety of spillover effects (third-party receipts).

Both school systems with which this study is concerned are organized to assist in the delivery of a good education to their clients, however "good" may be defined. The task here is to identify and measure the contribution made by selected inputs to benefits of the two types of schooling. A resource transformation approach is used to construct indices which enable the relative

impact of various resources upon specified outcomes to be assessed, and which allow the productivity of each system to be evaluated in terms of these specified inputs and outputs.

An educational resource transformation function can be represented in a general form by Equation (1)

$$A = f (I, B_1, B_2, \dots B_n, R_1, R_2, \dots R_m) \quad (1)$$

A is student educational development;

I is student human capital brought to the learning situation;

$B_1, B_2, \dots B_n$  are community background (i.e., non-school) attributes;

$R_1, R_2, \dots R_m$  are school resources.

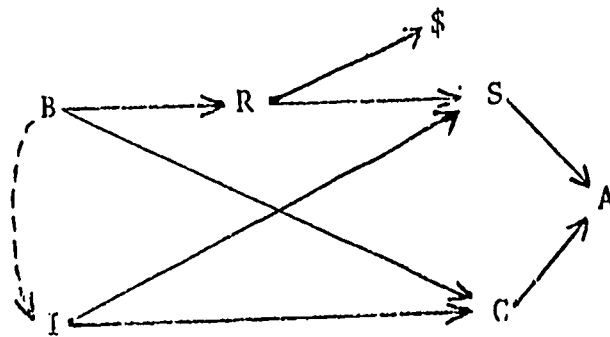
It is assumed that any alteration in I, B's or R's will influence A, but that the rate of change of the dependent variable due to changes in the independent variables will not be at the same rate indefinitely, for the law of diminishing returns may be expected to operate.

Student educational development (A) can be attributed to the combined effects of school resources (R), pupil resources (I), and community resources (B). In order to differentiate between school resource inputs per se and the influence of these inputs on scholastic growth, a "school effect" construct (S) is generated to denote the latter. School effect can be expressed as a function of the school resources array, controlling for human capital embodiment and out-of-school learning. That is, S is the value added to pupil educational development by R. By analogy, a "community effect" construct (C) is created to distinguish amounts of pupil and neighborhood inputs (I and B) from neighborhood input influence. The value added by out-of-school influences to pupil development (C) is that part of A which is not predicted by a combination of R's (that is,  $C = A - S$ ).

### Cost Criteria

The value of school resources invested in this educational endeavor can be identified by reducing inputs to a common scale through cost-accounting procedures. The sum of the products of amounts and prices of resources utilized is defined as school expenditure per pupil (\$).

The input-output relationships described thus far are depicted in the path model shown in Figure 2.



- B: Family/neighborhood attributes.
- I: Student human capital.
- R: School resource characteristics.
- C: "Out-of-school" educational effects.
- S: "In-school" educational effects.
- \$: Per-pupil expenditure on schooling.
- A: Student educational development.

Fig. 2. Paths among selected school inputs and outputs.

### Distribution Functions

The influence of particular characteristics, say, social and demographic, on the kind of school resources and benefits clients receive, can be studied by means of what shall be called distribution functions.

Input transformation analysis allows school effects (benefits) to be defined in terms of the contribution of specified resources to a particular outcome. Costs may be partialled among the various resources purchased. Inequalities in the distribution of various inputs and outputs from a school

system can be examined also, as in Equation (2), by regressing school effect, community effect, and per-pupil costs against a set of patron attributes:

$$C) = F (B_1, B_2, \dots B_n) \quad (2)$$

It is postulated, on the basis of the literature discussed earlier, that school inputs are distributed (deliberately or otherwise) according to the socio-economic status of patrons. Since school receipts (outputs, dollar benefits) have been conceptually related to inputs via transformation functions, then these receipts may also be expected to be distributed in the same manner as inputs.

A distribution model might assume that receipts are spread around equally within the school system regardless of client attributes. An alternative model might predict that services are biased in favor of particular clients. In both cases, however, it would be expected that some clients may receive more, and others fewer, benefits than they actually prefer (whatever the reason), given the reduction in local fiscal autonomy induced by centralized resource allocation mechanisms.<sup>63</sup>

The distinction of supply from demand in considering the interaction of clients' socio-economic attributes and their receipt of educational services, is somewhat easier in the case of public than the Catholic system. Individual public school constituents do not control the flow of resources relevant to this study; therefore, the services emanating from these inputs may be construed as measures of actual supply rather than desired supply. Nevertheless,

<sup>63</sup>This situation is more accentuated in the public than the parochial system.

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this supply may well be biased in favor of some groups and against others, for reasons already explicated. Given the somewhat greater ability of parochial school patrons to adjust their own budgets, a regression of school services against community socio-economic variables may be expected to yield distribution parameters more influenced by local preferences than is the case in the public sector. However, policies of religious orders, which supply teachers at well below the market price, with respect to the placement of their personnel are very influential in determining the distribution and kind of resources. Nevertheless, the systemic structure of the arch-diocesan schools makes it not unreasonable to interpret differential inputs to and outputs from individual schools as inequalities in supply, rather than demand, within the parochial system as a whole.

#### Sample

In 1969-70 there were some 500 public and about 260 Catholic parochial elementary schools serving the city of Chicago.<sup>64</sup>

This particular city is selected because:

1. It embodies the classic attributes of contemporary urban life.<sup>65</sup>
2. It contains a massive Catholic parochial school system, which caters

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<sup>64</sup>Only "standard" schools were included in the universe to be sampled. That is, schools designated as special in any way (either by receiving extraordinary federal funds or operating with experimental or innovative programs) were excluded. Restriction of the study to one city automatically controls many of the elusive phenomena which may affect output across the schools. For example, there is a uniform market for personnel and materials, and at least a modicum of communality in policy, planning, and administrative orientation among schools within each system. However, just as a single city study removes some of the most unmanageable variables, the potential lack of variance of particular school attributes may well obscure trends in the data. All information was gathered from the head office of each system.

<sup>65</sup>J. C. Bollens and H. W. Schmandt, The Metropolis (New York: Harper and Row, 1963); Philip M. Hauser, "The Census of 1960," Scientific American (July 1961).



to 30 percent of the city's elementary school pupils: thus, such a system is of no mean fiscal importance to the city, and indeed to the state, in which it is situated.

This particular year was selected because acceptable output data have never before been and, due to recent policy changes regarding evaluation procedures, may never again be compatible.

Accounting for the precise number of schools in each system is dependent on the categorization of "branch" schools with an "incomplete" (i.e., other than K-6 or K-8) grade structure. Only traditionally structured, single-plant schools were included in the universe sampled.

A modified cluster sampling technique was used to select the schools to be surveyed. It was not feasible to reduce the choice of a particular sampling technique to a simple system, for many considerations (such as sample size; sampling frame; survey objectives) were confounded. It is clear that the universe to which the research findings can be generalized consists of the Chicago public and parochial elementary school systems of 1969-70. However, to the extent that rates and kinds of change within the public and parochial sectors are predictable, these findings can be extrapolated to the future.

A statistically adequate sample is distinguished from one that depends on unaided judgement by the element of randomness: with the former, the distribution of uncertainty is known and statistical estimates can be made of the likely amount of error in the data; with the latter, all that can be done is to make an educated guess about how close the sample results are to the real characteristics of the population.

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It was decided to draw schools from the universe on a disproportionate stratified random basis after taking account of the size of the subgroups

within the sample and of the extent to which these subgroups would need to be studied.<sup>66</sup> The essential feature of stratified sampling is the division of the universe into explicit categories and the independent selection of a sub-sample from each stratum. Two levels of stratification were used:

1. Location (Community Area)
2. Affiliation (Public - Parochial).

Community structure constituted the sampling frame. The city is, by tradition, divided into seventy-five neighborhoods, all but one (the downtown business district) of which contain elementary schools (both public and parochial). Each of these areas has assumed an integrity--a gestalt--over the years, so that the city's ecological patterns are linked to these socio-geographic entities. The secondary stratification base (school affiliation) is self-evident.

Although it seems intuitively correct to take the same proportion of units in each stratum within the sample as exist in the universe, this is not always the most efficient method. There are two major reasons for disproportionate stratification: special interest in particular groups which might otherwise be too small for adequate analysis; and minimization of the sampling error that may be incurred by drawing on a very limited number of cases.

The parochial school sample is made up of one school drawn at random from each of the seventy-four viable areas. The public school sample consists of the one or (wherever possible) two schools within each area that most of the pupils in the previously selected Catholic school would attend.

<sup>66</sup>The distribution of relevant community traits across the city was obtained from 1968 demographic data (a description of which is provided later).

if the parochial school were closed.<sup>67</sup> An advantage of this method is that the public-parochial school diads (or triads) are more likely to be matched in respect to their relationship to average community area socio-economic attributes (within-school indices were not available) than would be the case if public and Catholic schools in the Affiliation stratum were drawn independently. A disadvantage is that because the number of schools of each type varies from area to area, a bias may be produced in the data owing to the (alleged) selectivity of Catholic schools. Given the apparently random physical location of parochial vis-a-vis public school plants within areas, it is submitted that this bias would not be sufficiently systematic to induce distorted findings.

The seventy-four parochial and one hundred and thirty-seven public schools examined here enroll about 30 percent of all elementary pupils in Chicago. This is a purposive sample, more concerned with capturing the range of variability in community characteristics than with being a microcosm of the city's two main school systems. Nevertheless, it is instructive to compare sample with universe parameters. Note in Table 1, the similarity in measures of central tendency and dispersion between the achievement of both samples, despite the superior showing of the parochial sector as a whole. It can be inferred that this phenomenon (the greater similarity of the samples than of the universes) is due to the different "densities" of the two types of schooling in various community areas: that is, there are relatively fewer Catholic than government schools in low status neighborhoods;

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<sup>67</sup>By comparing parish boundaries with school feeder areas. The 2:1 ratio in favor of public schools was in keeping with the proportion of public to parochial schools eligible for selection (500:260).

therefore, in the universe the median performance level of the parochial schools is higher than the public schools owing to the known influence of home background on achievement. Even this crude approximation of controlling for neighborhood effects begins to dispel the lore that Chicago public schools are *per se* inferior scholastically to their parochial counterparts.

TABLE 1  
SAMPLE AND SYSTEM-WIDE ACHIEVEMENT, MATCHED  
ON NEIGHBORHOOD CHARACTERISTICS

	Public			Parochial		
	Universe	Sample	Coeff. Var.	Universe	Sample	Coeff. Var.
	Median	Median	Coeff. Var.	Median	Median	Coeff. Var.
Reading						
Grade 5	3.4	3.7	.14	3.8	3.6	.13
Grade 6	5.1	6.5	.17	6.9	6.6	.12
Math						
Grade 3	3.8	3.8	.14	3.8	3.7	.13
Grade 6	5.8	6.6	.13	6.5	6.3	.13

#### Model Specification

##### Outputs: Achievement

It is assumed that general elementary schooling is a device for improving the cognitive, affective, and psychomotor competencies of those pupils who attend. Despite avowed differences in philosophies and goal priorities between the public and Catholic school systems, one paramount educational objective on which school officials, patrons of both systems, and the general

citizenry all concur is the development of basic cognitive skills necessary to conduct a satisfying life.<sup>68</sup>

One approach to the measurement of cognitive outputs is by means of relative performance in tests designed to assess the acquisition of such skills. Indubitably, two fundamental areas of the cognitive domain are reading and arithmetic. Both school systems use nationally normed achievement tests.<sup>69</sup> For the purposes of this investigation, aggregated "paragraph meaning" and "arithmetical computation" scores of the 1969-70 sixth and third grade cohorts<sup>70</sup> constitute the operational definitions of educational outcome at three percentile levels of performance (P75, P50, P25) for each school in the sample.

Grg Read: reading scores

(g = 3rd grade, 6th grade)

Grg Math: arithmetic scores

There are obvious shortcomings to this procedure. Other important and measurable outputs, both cognitive and affective, short- and long-run, are ignored. The association of particular scores with individual pupil and teacher attributes is impracticable. Measurement of change is exceedingly

<sup>68</sup>See Benjamin J. Hodgkins and James L. Morrison, "The Changing Role of Catholic Education America: A Sociological Analysis" (American Sociological Association meeting, Washington, D. C. 1970).

<sup>69</sup>Public Schools: Metropolitan Achievement Tests. Catholic Schools: California Achievement Battery. (Norms are equated for both instruments.)

<sup>70</sup>Follow up scores on a given cohort are not available. Third and sixth grades are the respective lower and upper limits of usable scores, as testing is not conducted below the third in the public schools, many seventh and eighth grades are composites made up of pupils from schools which terminate at sixth grade, and there is a marked transfer from the parochial to the public sector prior to third and after sixth grade.

tricky<sup>71</sup> especially when assumptions have to be made about the similarity of cohorts over a three-year time interval.<sup>72</sup> Although viability of the change (gain) construct does not depend upon measuring an identical phenomenon on each occasion, a problem arises from the forced conceptual choice that the researcher has to make between measuring change on the one hand in a purely objective fashion, such as taking score differences, which leads to trouble in assessing its impact on the subjects concerned, and on the other hand measuring change in a subjective manner that has no underlying physical dimension. Controlling for differences on antecedent variables at least blunts the horns of this dilemma and makes it possible to compare raw score payoffs with residual change criteria.

Factor analyses<sup>73</sup> permitted the identification of a hierarchical order of communality among percentile scores, between grade levels, and then between curriculum subjects. It follows that raw criterion measures can be

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<sup>71</sup>Both raw and residual change were experimented with. We were interested in the question of whether or not Chicago elementary pupils achieve differently depending on the school system they patronize, as well as according to the kinds of backgrounds they have and resources already embodied in them. To untangle this web of interdependencies, it was necessary to partial out the effects of particular variables while allowing others to operate--hence the use of "adjusted" (residual) change scores. See Carl Bereiter, "Some Persisting Dilemmas in the Measurement of Change," in Chester W. Harris, ed., Problems in Measuring Change (Madison: University of Wisconsin, 1963); S. G. Cronbach and L. Furby, "How Should We Measure Change--Or Should We?," Psychological Bulletin, 74 (1970), 68-80.

<sup>72</sup>Comparison of a partial third-grade school cohort in over a three-year period (on fifty-two parochial schools--twenty-seven of which were not in the sample--for which time-series data are available) revealed a constancy in performance. Median scores for 1967, 1968, and 1969 are 3.6, 3.7, and 3.6 (respectively) for reading; and 3.8, 3.7, and 3.7 (respectively) for math.

<sup>73</sup>Serial and cascaded matrices of unrotated, rotated and extended factors appear in Tables 32 through 35.

represented by combining the three percentile scores<sup>74</sup> within grade and subject.

Status: Socio-economic factors

The relationship between educational inputs and outputs is complicated by exogenous influences--socio-economic variables--which are known to be associated with pupil "resourceness," and may be determinative of the quality of other inputs. While it is not feasible to gauge broad societal effects, it is practicable to measure narrower proxies.

The status variables are based on a 1968 update of 1960 U.S. Census material for the Chicago S.M.S.A. by community area.<sup>75</sup> Because schools do not compile files on the socio-economic backgrounds of pupils' families,<sup>76</sup> there is no option but to generalize neighborhood characteristics to schools.<sup>77</sup>

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<sup>74</sup>A combined score was preferable to a single score (say, the median) for non-normalities in the overall distributions taken into account by the former.

<sup>75</sup>Updating is conducted by the Hospital Planning Council for the City of Chicago, and by the Real Estate Research Corporation. See, for example, Real Estate Research Corporation "A Report to the Chicago Board of Education, 1968."

<sup>76</sup>And given the current fervor about individual rights to privacy, there is little chance of obtaining it on a large scale.

<sup>77</sup>It was pointed out earlier that, as far as is known, inner-city parochial and public elementary school patrons do not differ on global socio-economic indices, although there is evidence that on a state level, for elementary and secondary schooling combined, Catholic school constituents tend to be somewhat wealthier. But there may be covert discrepancies of an attitudinal kind that this study will not pick up. It is assumed that errors in applying average community characteristics to particular schools are random. Further, differences between whole community and school patron attributes is of no concern here, since it is argued that area rather than school characteristics is what affects the distribution of school receipts. A pupil general ability index (defined later) is specified to pick up home influence on educational outcomes.

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The selected neighborhood status attributes of each community area which might logically influence the distribution of school receipts within both systems are (see Tables 26 and 27):

- Income: median family income in quintiles (general S.E.S. index: 1 = Poor; 5 = Wealthy)
- White %: percent white adults in population (racial index)
- Priv Sch %: percent children in parochial schools (private-demand index).

#### Ability factor

Although the nuclear question of this study concerns the comparative distribution of school receipts, not the discovery of definitive production functions, it is nonetheless necessary to account for non-school influences on educational development if the portion of learning attributed to school effects is to be isolated.

What pupil characteristics that are independent of schooling could affect scholastic performance? And of these, which might logically explain most of the variance unabsorbed by school resources? The heuristic choice was a school-beginner general ability test.<sup>78</sup>

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problem of lagged relationships: valid lag structures are exceedingly complex, and longitudinal data were not available. The comparative thrust of the investigation should not be impaired however, as any bias so incurred can be expected to affect data from both systems equally.

<sup>78</sup>Public schools: Kuhlmann-Anderson Intelligence Test administered in the latter half of first grade.

Catholic schools: Otis-Lennon Mental Maturity Test administered early in second grade.

Reference norms permit the test scores to be compared. The amount of "school influence" absorbed by each index was deemed equivalent, owing to the fact that there were only a couple of school-months time difference in the administration of the tests.



I.Q.: learning aptitude.

Such an index is conceptually more appropriate than a parental or neighborhood income/occupation/education measure, and it was postulated that an I.Q. test administered before a pupil has had much formal schooling captures pre-school experiences and skills that are relevant to coping with what goes on in the classroom.

Hence, the stock of human capital brought to the schooling situation is represented by a general ability measure. Only median scores could be obtained from parochial schools. Although test results were available at three percentile points (P75, P50, P25) for schools in the public sector, the high inter-correlations among the three scores, together with the superior association of the median score with the payoff variables,<sup>79</sup> led to the use of only the median I.Q. sampling point for public schools also.

Inputs: Human and process

Theoretically, the measurement of inputs for a productivity study should include "land, labor, and capital." Practically, the school resource inputs analyzed are those which may conceivably affect output, on which data are available, and which are transferable from school to school (i.e., for which alternative allocative patterns are feasible).<sup>80</sup>

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Sequential cohorts are seen to be of similar ability (in the short run, anyhow) as far as the one hundred and thirty-two public and fifty-four parochial schools are concerned on which time series data are available. Median first grade I.Q. in 1968 and 1969 was 105.9 and 106.2 (for public) and 104.7 and 104.1 (for parochial).

<sup>79</sup> See Tables 26 and 28.

<sup>80</sup> These criteria eliminated variables such as cafeteria usage (logically and empirically unrelated per se to performance), library book circulation rate (data not available), and age of value of buildings and equipment (physically fixed and therefore not easily amenable to manipulation by policy changes,

For both public and parochial systems, the following "teacher" variables were selected for examination (see Tables 28 and 29):

- QualFac % MA: Faculty qualifications--the percentage of faculty with a master's degree or better. It is proposed that academic training is positively associated with teaching competence through self-concept, intrinsic motivation, and knowledge base.
- Exp. % Faculty experience--a four variable frequency distribution of the teaching experience, in years, of all staff members (% <1; % 1-5; % 6-14; % 15+). The literature<sup>81</sup> and common sense suggest that there exists a relationship between experience and competence, although its specification is murky.

The process, or "school," variables to be examined are:

- Fac Admin % : Administrators--the percentage of faculty engaged in general organizational administration. The hypothesis about effect is that this input is associated positively with increases in school output (within the parameters observed) due to concomitant organizational efficiencies.
- Fac Auxil % : Auxiliary teachers--the percentage of faculty who are library, adjustment, physical education, master, and special service teachers. The expertise and potential for enrichment of this assemblage is expected to be positively related to school output.
- Ratio PupFac: Pupil/faculty ratio--the number of students in the school divided by the number of general classroom teachers. This index reveals something about average class size and plant density, and increase in it is, by tradition, expected to have an adverse effect on achievement.
- SchSiz @ 10 : School scale--pupil membership of the school in units of ten. This will allow some determination about scale

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in the short run). If, however, the condition and/or type of fixed plant were measured and found to have an effect per se on output, then future physical planning could be more enlightened, and perhaps children could be even bused to particular schools.

<sup>81</sup>For example, Henry M. Levin, Recruiting Teachers for Large-City Schools (Washington, D.C.: The Brookings Institution, 1968).

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effects of average variable (as opposed to fixed) costs on output, and about the cognitive and (implied) affective spin-offs of different school sizes.<sup>82</sup>

An aggregated index of resource input in dollar terms was constructed:

\$ Per Pupil : Current per-pupil staffing cost--classroom and auxiliary professional services were costed for each school, and in the parochial sector were adjusted to incorporate the contributed services (opportunity costs) of religious and voluntary professional personnel by marking up the value of their stipends and support to equal the mean salary for lay faculty with equivalent qualifications and experience, on a school-by-school basis.

Two other variables, describable as "background-inputs" combinations, are:

Pup N White %: Nonwhite pupils--the percentage of non-Caucasian pupils in the school. This index is expected to correlate highly with neighborhood variables.

Fac N White %: Nonwhite faculty--the percentage of non-Caucasian faculty in the school. This variable may interact with pupil racial composition in affecting output.

For the parochial schools, data were also gathered on:

ParPup % N Cath: Non-Catholic enrollment--the percentage of parochial school pupils are non-Catholic. These observations partially indicate neighborhood tastes for public schooling.

ParFac % Rel: Religious teachers--the percentage of parochial school faculty who are "religious," as opposed to "lay," personnel. It is expected that, *ceteris paribus*, pupils attending schools staffed predominantly by religious faculty may out-perform those pupils taught mainly by laymen, due to the presumed additional commitment, time, and skills of religious personnel.

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<sup>82</sup>The research evidence on scale effects is confusing. See M. Conrad and W. Griffith, "Organizational Character of Education: Facility Planning and Business Management," *Review of Educational Research*, XXXIV, 4 (October 1964), 474-76; Roger Barker and Paul Gump, *Big School, Small School* (Stanford: Stanford University Press, 1964); H. Thomas James and Henry M. Levin, "Financing Community Schools," in Henry M. Levin, ed., *Community Control of Schools* (Washington, D.C.: The Brookings Institution, 1970); Douglas H. Heath, "Student Alienation and School," *School Review*, 78, 4 (August 1970), 499-514.

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Factor analysis of these input and process variables led to the decision to represent the "teacher" construct for both systems by two data sets:<sup>83</sup>

Exp. Long % : Percent teachers with 15+ years experience.

QualFac % MA: Percent teachers with master's degree or better.

TABLE 2  
CORRELATIONS BETWEEN "TEACHER" VARIABLES

Variables	QualFac % MA	
	Public	Parochial
Exp. Long %	.591	.111

Process or "organization" effects are gauged from the contributions of four variables.

SchSiz @ 10 : Pupil enrollment in units of 10.

Ratio PupFac: Pupil/faculty ratio.

Fac Admin % : Percent administrators.

Fac Auxil % : Percent specialists.

Efforts were made to stabilize the variance of several sets of observations,<sup>84</sup> since the analytic technique of regression analysis assumes a constant variance. Stabilization was obtained for several non-normally distributed variables, notably Ratio PupFac and \$ Per Pupil, using the angular

<sup>83</sup>Note the high factor loadings on these conceptually discrete variables in Tables 34 and 35.

<sup>84</sup>By methods described in K. A. Brownlee, Statistical Theory and Methodology in Science and Engineering (New York: John Wiley and Sons, 1967).

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(arcsin), square-root, and reciprocal transformations, but they yielded no significant improvement to the regression analyses. Because of the problematic interpretations of transformed data, it was decided to proceed with the raw measurements.

TABLE 3  
CORRELATIONS AMONG "ORGANIZATION" VARIABLES

Variables	SchSiz @ 10		Ratio PupFac		Fac Admin %	
	Public	Parochial	Public	Parochial	Public	Parochial
SchSiz @ 10						
Ratio PupFac	.328	.459				
Fac Admin %	-.337	-.420	-.084	-.010		
Fac Auxil %	-.210	-.264	.115	.162	.171	.220

The variables finally specified for inclusion in the models were as follows:<sup>85</sup>

Criterion Variables

Achievement

Reading

R 6

R 6-3

R 6.3

Math

M 6

M 6-3

M 6.3

sixth grade scores

raw change scores

residual change scores

Expenditure

\$

\$ Per Pupil

<sup>85</sup>Graphs of each input plotted against various outputs criteria for the two systems showed that the data could be adequately represented by the general linear hypothesis.

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Status Variables

Neighborhood

N

Income

N<sub>2</sub>

White %

N<sub>3</sub>

Paroch Sch %

Human Capital Embodiment in Pupils

P

I.Q.

Inputs

Teacher

T<sub>1</sub>

Exp. Long %

T<sub>2</sub>

QualFac % MA

Organization

O<sub>1</sub>

SchSiz @ 10

O<sub>2</sub>

Ratio PupFac

O<sub>3</sub>

Fac Admin %

O<sub>4</sub>

Fac Auxil %

When combined according to the schema presented previously in Equation 1, these constructs constituted the educational process model which underlies the empirical phase of the study.

## CHAPTER IV

### FINDINGS AND CONCLUSIONS

#### Description of Sample

##### General

Studying the data sets used in the analysis provides some clues to possible linkages among the clusters of variables defined substantively in Table 4. Statistical descriptions of the observations are presented in Tables 28 and 29 (Appendix), some of which are abstracted in Table 5.

When public and parochial schools are matched on geographic location (and hence social-demographic concomitants), the indices that constitute the basis of our criterion variable--academic performance--are quite similar. And when locale is controlled for, the pupils of each system are similar in general ability. Both these findings are contrary to the widely-held beliefs that parochial schools are more selective<sup>86</sup> and produce superior achievement. Neighborhood factors are a priori the same for both sectors. The public schools, compared with their parochial counterparts, have a larger percentage of inexperienced teachers (but fewer in the moderately experienced category) and twice the number of those with advanced academic qualifications as well as

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<sup>86</sup> Popular opinion is that the ablest pupils are "creamed off" from the public into the parochial sector and are replaced with problem cases, thereby distorting the allocation of human capital stock between the two systems. Some of the reasons for this misconception are a desire to protect public schools from criticism, a confusion of parochial with elite private "prep" schools, and a misunderstanding of the relative achievement levels of the public and Catholic systems.

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TABLE 4

GLOSSARY OF TERMS USED IN TABLES  
SCHOOL IS THE UNIT OF ANALYSIS

Achievement	Criterion Variables (* denotes residuals)
GR3 Read P75	Grade 3 Reading Score at the 75th Percentile
GR6 Math F50	Grade 6 Math Score at the 50th Percentile (Median)
R 3	Grade 3 Reading Scores combined (i.e.: Mean of P75, 50 and 25)
M Gain	Math Gain Score between 3rd and 6th grades
R6.3*	Grade 6 Reading Score adjusted for level of 3rd Grade Performance
R6.3.P.*	R6.3 adjusted for level of general ability
R6.3.P.T.*	R6.3.P adjusted for type of teacher resources
R6.3.P.T.O.*	R6.3.P.T adjusted for type of school organization
R6.3+P+T+O*	Grade 6 Reading Score adjusted for joint effects of 3,P, T, and O
R6.3.P+T+O*	R6.3 adjusted for joint effects of P,T, and O
School Effect (S)	$(6.3.P)-(6.3.P.T+O)$ : that part of reading achievement attributable to the influence of school (T,O) resources
Community Effect (C)	$(6.3.T+O)-(6.3.T+O.P)$ : that part of reading achievement attributable to the influence of non-school (P) resources
<u>Expenditure</u>	
\$ Per Pupil	Dollars per pupil spent on instruction (i.e.: salaries of personnel engaged in teaching--not overhead costs)
\$.T*	\$ Per Pup adjusted for type of teacher resources
\$.O*	\$ Per Pup adjusted for type of school organization



TABLE 4 (Continued)

Neighborhood		Status Variables
Income	(N <sub>1</sub> )	Median family income of the school's community (quintile ranges: 1 = \$3800 - \$6100, 5 = \$13100 - \$15400)
White %	(N <sub>2</sub> )	Percentage of community that is white
Paroch Sch %	(N <sub>3</sub> )	Percentage of community attending parochial schools
<u>Pupils</u>		
Pup N White %		Percentage of pupils that is non-white
ParPup % N Cath		Percentage of parochial pupils that is non-Catholic
<u>Human Capital</u>		
I.Q. P75		I.Q. at the 75th percentile
I.Q.	(P)	Median I.Q.
Teacher		Inputs
Exp. % <1 Yr		Percent of faculty with less than 1 year teaching
Exp. % 1-5 Yr		Percent of faculty with 1-5 years of teaching
Exp. % 6-14 Yr		Percent of faculty with 6-14 years of teaching
Exp. Long %	(T <sub>1</sub> )	Percentage of faculty with 15(+) years of experience
QualFac % MA	(T <sub>2</sub> )	Percentage of faculty with Masters' degrees
Fac NWhite %		Per cent of faculty that is non-white
ParFac % Rel		Percent of parochial faculty that is "religious"

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TABLE 4 (Continued)

Organization		Inputs
SchSiz @ 10'	(O <sub>1</sub> )	Pupil enrollment in units of ten
Ratio PupFac	(O <sub>2</sub> )	Pupil/classroom-teacher ratio
Fac Admin %	(O <sub>3</sub> )	Percentage of faculty involved in administration
Fac Auxil %	(O <sub>4</sub> )	Percentage of faculty assigned to specialist roles

of those who are non-white.<sup>87</sup> Parochial schools have lower pupil enrollments, and, partly owing to smaller auxiliary staffing structures, per pupil instructional costs are considerably less even after adjusting for the contributed services of religious personnel.<sup>88</sup> Pupil-teacher ratios are much the same for both systems. The slightly larger proportion of parochial faculty, on average, assigned to administrative duties is obviously due to the fact that the size of the administrative structure of conventional elementary schools is essentially fixed. In this respect there is an economy of size operating in favor of the public schools. Whether or not this economy is a productive one remains to be demonstrated.

<sup>87</sup>The higher salary structure for public school teachers is attractive to young college graduates, for whom the attrition rate is high after the first couple of years (for personal reasons, like marriage; and professional reasons, like distaste). Until fairly recent times there was less emphasis in the Catholic schools on scholastic performance, and advanced academic credentials were not highly prized in teachers. The higher proportion of experienced teachers in parochial schools is in large measure due to the life-time concomitant of religious order teachers who are mainly white and are often assigned to impoverished areas where lay teachers are mostly black.

<sup>88</sup>No doubt there are other opportunity-cost considerations including the roughly 30 per cent higher salary schedule of the public sector. School board and union-inspired teacher "screening" phenomena (such as required college hours

TABLE 5

## PUBLIC AND PAROCHIAL SCHOOL DESCRIPTIVE STATISTICS

Variable	Public		Parochial	
	Mean	Coeff. Var.	Mean	Coeff. Var.
R6	6.5	.17	6.6	.12
M6	6.6	.13	6.3	.13
R6-3	2.8	.22	3.0	.19
M6-3	2.8	.20	2.6	.28
I.Q.	106.0	.05	104.5	.06
Exp. Long. %	34.2	.62	33.2	.50
QualFac % MA	22.7	.56	10.8	.79
SchSiz @ 10	87.7	.49	55.4	.51
Ratio PupFac	33.8	.07	32.5	.15
Fac. Admin. %	4.4	.36	5.6	.41
Fac. Auxil. %	13.6	.21	8.8	.81
\$ Per Pupil	436.2	.17	260.7	.21

Each of sixty-three community areas is represented in the data by a triad of schools (two public and one parochial) and Table 6 contrasts levels of public and parochial inputs and outputs within these areas. Credence is given to the tentative inference that, after holding community effects constant, there is consistently more "school resourceness" in the government than in the Catholic sector, while pupil human capital and educational outcomes are similar for both systems.

The bivariate relationships set out in Tables 28 and 29 (Appendix) and excerpted in Table 7, point up potential differences between the public and parochial sectors in the strength and direction of association among variables.

of professional training) confound further compensatory calculations, since the returns from taking courses in education would have to be offset against the psychic returns from working in a parochial school.

Note the discrepancies between the two systems in the correlations between inputs and straight sixth grade performance. These differences are markedly reduced when initial differences are taken into account. Of course, many of these relationships may be indirect, and further analysis will clarify this. However, simple correlations do provide an orientation for subsequent empirical mapping.

### Stratification

Breakdowns of the previously discussed univariate statistics into median neighborhood family income and racial composition are presented in Table 8. These are categories which, because of known linkages between status and power, might conceivably affect the allocation of resources.

The income cross-tabulation was developed as follows: Wealthy (>\$10,00), Middle (\$8,500-\$10,800), Poor (<\$8,500). It can be seen that, for each system, pupil performance and ability decline as family/community financial resources diminish. Pupils in wealthy area public schools out-perform their Catholic school peers, but the opposite holds for schools in impoverished areas. Teachers of long experience and with superior qualifications tend to be found more in wealthy area public, than in wealthy area parochial schools.<sup>89</sup>

Observations of communities of differing racial composition indicate that the same trends hold as for the income breakdown. This is to be expected since community wealth and racial characteristics are positively associated. Neighborhoods were pooled into three categories according to their percentages

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<sup>89</sup>This difference may be partially accounted for by the fact that religious orders staff the less affluent neighborhood schools to a proportionately greater extent than they do schools in wealthy locales; and religious teachers have, on average, more years on the job and higher academic certification than lay teachers who have only recently been employed in large numbers in parochial schools.

TABLE 6

"WITHIN SYSTEM" VERSUS "BETWEEN SYSTEM" COMPARISONS BY COMMUNITY AREA

Variable	Absolute Difference Within Public		Absolute Difference Between Public and Parochial	
	Mean	Error	Mean	Error
R 3	0.316	0.033	0.315	0.040
R 6	0.669	0.075	0.598	0.061
I.Q.	3.063	0.373	3.087	0.422
Exp. Long. %	14.063	1.578	21.825	1.743
QualFac % MA	8.762	1.048	13.556	1.282
SchSiz @ 10	35.698	3.536	48.230	4.478
Ratio PupFac	2.000	0.234	4.238	0.391
Administration %	1.460	0.176	2.270	0.210
Auxiliary %	2.730	0.351	7.444	0.602
\$ Per Pupil	53.222	6.821	167.325	9.732

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\* = "Between systems" differences significantly greater than "within system" differences.

# = Public school index significantly higher than parochial school index.

φ = Public school index significantly lower than parochial school index.

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TABLE 7

CORRELATIONS BETWEEN INPUTS AND SELECTED OUTPUTS

System	Public			Parochial		
	R6	R6.3	R6.3.P	R6	R6.3	R6.3.P
Variable						
I.Q.	82	22	00	79	23	00
Exp. Long %	70	26	13	11	-06	-09
Qual. Fac. % MA	42	16	07	-05	04	06
SchSiz @ 10	-40	-09	-01	47	09	-02
Ratio PupFac	11	15	12	36	16	08
Fac. Admin. %	21	23	21	-31	-01	07
Fac. Auxil. %	05	12	10	-23	04	10

of non-white residents: Mainly White (<30%), Mixed Race (30% - 79%), Mainly Non-white (>79%).

Another crossbreak analysis was conducted on the criterion variable itself, scholastic achievement, to uncover obvious trends between input quantities and level of output. Schools whose average sixth grade pupil performance was better than 75 percent of the schools in their respective samples were classified "high performance," those who fell in the bottom 25 percent were designated "low performance," and the remainder were labelled "medium performance." Table 9 (composed from Tables 30 and 31 in the Appendix) confirms the relationships sketched out in the previous presentations. The academically "best" public schools are in the wealthy areas, enroll "bright" pupils, and attract experienced and qualified teachers. However, even though the "worst" parochial schools are in impoverished non-white areas, it is in these schools that the largest proportion of teachers are assigned to auxiliary (e.g., specialist instructor, counsellor) roles and that the pupil-classroom teacher ratio is lowest. Apparently the Catholic system is trying to cater in a special way to its disadvantaged clients. The extent to which additional school

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TABLE 8

SELECTED VARIABLES BY NEIGHBORHOOD, RACE,  
AND SCHOOL AFFILIATION

Statistic	Variable Name	Wealthy Neighborhoods	
		Public N=14	White Parochial N=8
Minimum	R 3	3.80	3.50
Mean		4.32	3.99
Maximum		4.77	4.47
Minimum	R 6	7.37	6.87
Mean		8.13	7.50
Maximum		9.13	7.87
Minimum	I.Q.	107.00	108.00
Mean		111.86	111.38
Maximum		118.00	114.00
Minimum	Exp. Long. % (T <sub>1</sub> )	47.00	19.00
Mean		68.21	33.25
Maximum		80.00	47.00
Minimum	QualFac % MA (T <sub>2</sub> )	15.00	0.00
Mean		31.79	10.88
Maximum		62.00	28.00
Minimum	SchSiz @ 10 (O <sub>1</sub> )	26.00	35.00
Mean		58.00	86.25
Maximum		108.00	125.00
Minimum	Ratio PupFac (O <sub>2</sub> )	31.00	27.00
Mean		33.21	33.13
Maximum		36.00	41.00
Minimum	Fac. Admin. % (O <sub>3</sub> )	3.00	2.00
Mean		5.50	4.63
Maximum		9.00	9.00
Minimum	Fac. Auxil. % (O <sub>4</sub> )	10.00	3.00
Mean		15.00	6.75
Maximum		18.00	16.00
Minimum	\$ Per Pupil	425.00	188.00
Mean		500.14	263.13
Maximum		584.00	318.00

TABLE 8 (Continued)

Statistic	Variable Name	Middle-Income Neighborhoods					
		White		Mixed		Black	
		Public N=48	Paro- chial N=27	Public N=16	Paro- chial N=2	Public N=4	Paro- chial N=8
Minimum	R 3	3.33	3.37	2.67	3.30	3.13	2.27
Mean		3.94	3.87	3.64	3.45	3.43	3.51
Maximum		4.67	4.53	4.87	3.60	3.80	4.20
Minimum	R 6	5.07	6.00	4.50	6.10	5.67	5.07
Mean		6.99	7.08	6.39	6.18	6.10	6.35
Maximum		8.00	7.87	9.03	6.27	6.43	7.77
Minimum	I.Q.	105.00	99.00	98.00	102.00	104.00	95.00
Mean		109.42	108.78	106.56	103.50	106.50	101.00
Maximum		116.00	115.00	116.00	105.00	110.00	109.00
Minimum	Exp. Long. % (T <sub>1</sub> )	6.00	0.00	7.00	33.00	16.00	9.00
Mean		41.75	35.26	30.50	39.50	20.50	35.00
Maximum		73.00	69.00	71.00	46.00	29.00	62.00
Minimum	QualFac % MA (T <sub>2</sub> )	6.00	0.00	4.00	11.00	12.00	0.00
Mean		25.48	10.82	22.75	16.50	15.50	9.38
Maximum		64.00	30.00	46.00	22.00	23.00	15.00
Minimum	SchSiz @ 10 (O <sub>1</sub> )	27.00	22.00	32.00	28.00	69.00	22.00
Mean		76.02	65.19	109.69	39.50	96.50	45.00
Maximum		184.00	124.00	241.00	95.00	119.00	95.00
Minimum	Ratio PupFac (O <sub>2</sub> )	29.00	28.00	32.00	32.00	33.00	25.00
Mean		34.29	34.22	34.25	32.50	34.25	27.88
Maximum		38.00	43.00	42.00	33.00	35.00	35.00
Minimum	Fac. Admin. % (O <sub>3</sub> )	2.00	2.00	3.00	9.00	3.00	1.00
Mean		4.46	4.88	4.81	9.00	3.75	5.50
Maximum		9.00	9.00	9.00	9.00	5.00	8.00
Minimum	Fac. Auxil. % (O <sub>4</sub> )	9.00	0.00	10.00	4.00	11.00	2.00
Mean		13.27	6.52	13.88	8.00	13.50	11.63
Maximum		26.00	19.00	20.00	12.00	17.00	23.00
Minimum	\$ Per Pupil	347.00	179.00	340.00	292.00	363.00	212.00
Mean		445.35	235.93	418.19	295.50	393.50	309.75
Maximum		624.00	290.00	550.00	299.00	439.00	478.00



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TABLE 8 (Continued)

Statistic	Variable Name	Poor Neighborhoods					
		White		Mixed		Black	
		Public N=21	Paro- chial N=11	Public N=6	Paro- chial n=3	Public N=28	Paro- chial N=15
Minimum		2.73	3.13	2.83	3.37	2.47	2.13
Mean	R 3	3.34	3.62	3.35	3.41	3.08	2.86
Maximum		4.07	4.17	3.67	3.47	3.93	3.43
Minimum		4.50	5.53	4.70	6.03	3.97	4.67
Mean	R 6	5.74	6.63	5.93	6.51	4.94	5.57
Maximum		7.43	7.50	6.60	6.83	7.00	6.27
Minimum		93.00	99.00	103.00	100.00	93.00	87.00
Mean	I.Q.	103.00	103.18	104.83	102.33	99.29	96.28
Maximum		112.00	107.00	108.00	104.00	114.00	109.00
Minimum		0.00	12.00	15.00	7.00	0.00	0.00
Mean	Exp. Long. %	19.95	35.82	24.00	18.33	21.11	28.67
Maximum	(T <sub>1</sub> )	36.00	60.00	39.00	33.00	91.00	67.00
Minimum		0.00	0.00	15.17	0.00	3.00	0.00
Mean	QualFac % MA	16.95	9.09	11.00	8.53	20.11	12.60
Maximum	(T <sub>2</sub> )	43.00	25.00	21.00	14.00	91.00	33.00
Minimum		42.00	21.00	35.00	31.00	13.00	19.00
Mean	SchSiz @ 10	96.81	46.18	102.17	36.00	98.75	39.47
Maximum	(O <sub>1</sub> )	213.00	86.00	144.00	43.00	212.00	105.00
Minimum		28.00	27.00	32.00	26.00	22.00	20.00
Mean	Ratio PupFac	34.62	33.09	36.33	34.33	32.00	30.47
Maximum	(O <sub>2</sub> )	41.00	40.00	40.00	39.00	36.00	42.00
Minimum		3.00	3.00	3.00	3.00	1.00	2.00
Mean	Fac. Admin. %	4.14	6.00	4.00	4.33	4.11	6.73
Maximum	(O <sub>3</sub> )	7.00	9.00	9.00	5.00	9.00	9.00
Minimum		9.00	2.00	10.00	0.00	10.00	0.00
Mean	Fac. Auxil. %	13.14	10.82	15.33	16.67	13.43	9.40
Maximum	(O <sub>4</sub> )	20.00	38.00	20.00	29.00	24.00	21.00
Minimum		321.00	190.00	355.00	150.00	330.00	138.00
Mean	\$ Per Pupil	394.43	264.55	390.50	238.00	446.18	274.87
Maximum		515.00	321.00	444.00	324.00	815.00	377.00

TABLE 9

MEAN VALUES OF RESOURCE INPUTS OF SCHOOLS BY PERFORMANCE LEVEL

Variable	High Achievement		Medium Achievement		Low Achievement	
	Public N = 19 R6 = 8.5	Parochial N = 10 R6 = 7.6	Public N = 95 R6 = 6.3	Parochial N = 53 R6 = 6.6	Public N = 23 R6 = 4.5	Parochial N = 11 R6 = 5.2
1. Q.	111	111	107	105	99	96
Exp. Long. %	57	34	34	34	18	27
QualFac & NA	34	13	22	10	18	15
SchSiz e 10	60	74	88	55	109	42
Ratio PupFac	34	34	34	33	33	29
Fac. Admin. %	5	5	4	6	4	6
Fac. Auxil. %	14	7	14	8	14	13
\$ Per Pupil	466	258	431	252	435	304
Income	4	4	3	3	2	2
White %	87	92	77	76	19	18
Parochial School %	34	36	31	51	14	13

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resources, compared to home influences, contribute to the superior performance of parochial (versus public) pupils in low-status neighborhoods, is discussed later.

Pupils who come from impoverished backgrounds begin their school careers with fewer scholastic skills than do their peers in other socio-economic segments of society, and learn relatively less as they proceed through the educational process. But parochial school pupils perform differently from their public school counterparts. Although the academic growth rate of children from communities of disparate affluence is roughly in direct proportion to socio-economic status regardless of which school system is patronized, inequalities in achievement become more accentuated from third to sixth grade in the public than in the parochial system among children belong to hierarchically stratified income categories.<sup>90</sup> (See Tables 10 and 11.)

TABLE 10  
MEAN VALUES OF SELECTED CRITERIA FOR  
DIFFERENT NEIGHBORHOODS

Variables	Public			Parochial		
	P	R3	(R6-3)	P	R3	(R6-3)
Wealthy	111	4.5	3.8	111	4.3	3.5
Poor	101	3.2	2.0	100	3.2	2.9

<sup>90</sup>Perhaps constructs such as "motivation" and "achievement-press" operate more on parochial pupils than on their public school peers, thus bolster the effects of parochial school resource allocations. The basis for these (social-) psychological "drives" might be found in home and/or school environmental factors.

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TABLE 11

SIMPLE CORRELATIONS BETWEEN RAW READING GAIN  
SCORES AND BACKGROUND FACTORS

Variables	Public	Parochial
	R(6-3)	R(6-3)
Income	.684	.385
White %	.579	.434
I.Q.	.732	.449

Perusal of some bivariate statistics pertaining to these status and performance breakdowns suggests that relationships among observations may differ for various output levels and neighborhood strata. Some of these idiosyncrasies are obviously attributable to data artifacts (few observations in some cells, truncated distributions, and unequal variances), but there are substantive reasons for many. For example, the relatively low correlation between ability and achievement in high performance schools may be attributable to the fact that the median ability level in most of those schools is of sufficient magnitude that, despite inter-school differences on this index, it is not a contributor to variations in performance. However, this low association may also be a function of the small variance in the median school general ability measure compared with other data sets.<sup>91</sup>

<sup>91</sup> A worthwhile extension of this study would be replicate it on different sections of the distribution of the determinative variables, both within and between systems to test for significant alterations in the production and distribution of varying levels of services, for discrete client segments.

## Application of Transformation Models

The general transformation model may be written

$$A \leftarrow N + P + T + O$$

where:

Neighborhood (N) variables represent environmental resources.

Pupil (P) variable denotes human capital embodiment in students.

Teacher (T) and Organization (O) variables are school inputs.

Several criteria (A's) were generated--raw, change, and residual scores --and variants of the basic model were fitted. Although the two subject areas (reading and math) used as output criteria have a high degree of commu- nality,<sup>92</sup> analyses were conducted on both sets of measures (Table 12 and 13) to allow for comparisons of the inputs involved in the formation of these joint complementary products. Note that the variants in the transformation function labelled Model I explain somewhat more of reading than math achieve- ment. A substantive explanation is that reading skills are inculcated through all facets of schooling while math skills are improved by just one section of the school's resources, and inputs are averaged over the whole school in this study. An artifactual interpretation is that the pupil resource measure is more verbally than quantitatively orientated.

Another noteworthy feature of the transformation models is that they fit the public sector better than the parochial. This finding is compatible

<sup>92</sup>See Tables 32 and 33 (Appendix): 462

TABLE 12

PUBLIC SCHOOL TRANSFORMATION FUNCTION

		Achievement ← Neighborhood + Pupil + Teacher + Organization Model I Variants									
		Inputs									
Criterion Output	Model Step	3rd Grade	I.Q.	Income	White %	Exp. Long %	QualFac. % MA	SchSiz @ 10	Ratio PupFac	Fac. Admin.%	Fac. Auxil.%
	R	Partial $\gamma$ with Criterion (*: F>4)									
R 6	937*	601*	275*	210*	092	281*	042	-047	179*	076	077
M 6	852*	361*	205*	081	151	269*	-044	047	082	-074	-031
R (6-3)	808*		325*	212*	094	288*	042	-048	179*	076	-080
M (6-3)	547		103	134	-002	228*	027	026	083	-100	-018
	R <sup>2</sup>	Proportion of Variance in Criterion Explained by Inputs									
R 6	879	595	085	048	009	088	002	002	035	006	006
M 6	725	341	100	015	053	177	005	005	016	013	002
R (6-3)	653		245	098	018	188	004	005	061	012	013
M (6-3)	299		037.	054	000	160	002	002	022	024	001

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TABLE 13

PAROCHIAL SCHOOL TRANSFORMATION FUNCTION

		Achievement + Neighborhood + Pupil + Teacher + Organization Model I Variants									
		Inputs									
Criterion Output	Model Step	3rd Grade	I.Q.	Income	White %	Exp. Long %	QualFac. % MA	SchSiz @ 10	Ratio PupFac	Fac. Admin.%	Fac. Auxil.%
	R	Partial $\gamma$ with Criterion (*:F 4)									
R 6	834*	048	333*	113	281*	027	-035	003	170	-053	005
M 6	742*	052	286*	-149	240	159	-142	038	141	-020	026
R (6-3)	520		112	122	132	-059	-019	-018	173	063	068
M (6-3)	464		091	-029	141	006	-066	060	173	093	069
	R <sup>2</sup>	Proportion of Variance in Criterion Explained by Inputs									
R 6	695	006	331	034	228	005	004	000	079	007	000
M 6	550	006	197	050	135	057	010	003	045	001	001
R (6-3)	270		037	044	051	011	011	001	090	012	013
M (6-3)	215		022	002	053	011	001	010	081	023	013

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with earlier reported research that there may be subtle differences in non-physical inputs between government and Catholic school patrons, and perhaps even officials, which are not captured by the proxies of global status indices (except insofar as non-public school clients pay more for schooling services) or teacher characteristics and yet which do affect pupils' scholastic performance.<sup>93</sup>

An additional reason for the inferior "fit" of the model to the non-public sector, often touted as a key justification for the existence of non-public schools, may be the presence of a diversity of structure (production techniques) in non-public schools which do not, and will not, occur in public school systems as they are presently organized and administered, because of institutional constraints and even resistance.<sup>94</sup> The universal nature of the public school movement--and this is no detraction from its monumental accomplishments, but merely a pointer to an inherently limiting attribute--restricts educational experimentation and involvement with unorthodox human development strategies.<sup>95</sup> The particularism and local control (be it community or professional) of most non-public schools allows for maneuvering in search of both allocative and technical efficiency.<sup>96</sup> It must be pointed

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<sup>93</sup>See Daniel Levine, "The Home Environment of Children in a Highly Praised Inner City Parochial School and Nearby Public School," op.cit.

<sup>94</sup>See the literature on the incredible workings of school bureaucracies: For example, R. Carlson, Change Processes in the Public Schools (Eugene, Oregon: University of Oregon Press, 1965); D. Rogers, 110 Livingstone Street (New York: Random House, 1968).

<sup>95</sup>Donald A. Erickson, "Freedom's Two Educational Imperatives: A Proposal," in Donald Frickson, ed., Public Controls for Nonpublic Schools (Chicago: University of Chicago Press, 1969).

<sup>96</sup>Kirschner Associates, Inc., "A Description and Evaluation of Selected Educational Components of Community Action Programs," Office of Economic Opportunity Report (Washington, D.C.: U. S. Government Printing Office, 1967).



out, however, that a recent polling of schools in the two systems investigated by the present study failed to yield discernible differences in methodologies.<sup>97</sup>

For public schools, input combinations that produce change scores are consistent with those which yield straight achievement.<sup>98</sup> For parochial schools, however, the resource mixes are quite different for the two criteria. Pupil ability and community racial composition decline in impact as the Catholic output criterion shifts from raw to gain scores,<sup>99</sup> and schools inputs tend to play a more important role.

Pupil third grade performance is a poor predictor of the amount of change that will take place in parochial schools, but a better one for public schools. In both cases reading scores can be predicted more accurately than can math scores.<sup>100</sup>

Transformation Model II differs from Model I in that neighborhood factors were deleted and allowed to affect achievement via third grade performance, pupil general ability, and school resources supplied to particular

<sup>97</sup> Donald A. Erickson, Crisis in Illinois Nonpublic Schools, op.cit. It should be remembered that the parochial system being studied is also bureaucratically organized and administered--admittedly in somewhat looser fashion than its public counterpart. However, a contrasting situation was observed in Michigan, J. Alan Thomas, School Finance and Educational Opportunity in Michigan, Chapter 9. Perhaps similarities and differences are local ones.

<sup>98</sup> This result is due to the positive relationship between public school third and sixth grade performance and neighborhood traits.

<sup>99</sup> The background measures employed in parochial schools contribute more to overall achievement than to gains during the elementary school years.

<sup>100</sup> This adds support to a previous interpretation: reading is a more pervasively taught skill than is arithmetic.

communities.<sup>101</sup> Model II variants are presented in a hierarchical order in Tables 14 and 15, ranging from the criterion of raw sixth grade reading achievement through its residuals, after step-wise control for third grade performance level, pupil ability, and school resources.<sup>102</sup>

These batteries of regression analyses demonstrate the major contribution of personal and community background factors in elementary school reading achievement. When home and neighborhood effects are removed by adjusting for differences in ability and initial performance, school inputs (teacher resources and organizational strategies) explain little of the variance in pupil performance. A notable exception is proportionate size of the administrative cadre in the public sector which is coupled with superior performance. A caveat is that the construct, "percentage of faculty devoted to administrative duties," is, of course, an index of absolute school size within a specified number of administrators as well as a measure of relative size of the administrative unit in schools enrolling a specified range of pupils.<sup>103</sup>

Teacher experience is positively and strongly associated with performance in public schools but there is little correlation between the two in parochial schools. One interpretation of this discrepancy is that experienced public school teachers have more control over selecting a school to work in than do their parochial school colleagues, many of whom belong to

<sup>101</sup> In accordance with the path model explicated in Chapter II.

<sup>102</sup> Model II was not applied to the math criterion, owing to the high communality between reading and math (see Tables 31 through 34 in Appendix) and to the model's specification being somewhat better suited to reading.

<sup>103</sup> That is, the size of the administrative corps decrease (relative to that of the total faculty) as school enrollment increases, until a policy-determined level is reached where another administrator is added to the organization. Therefore, the Fac Admin % variable is associated with school size within the parameters set on pupil enrollment by a fixed number of administrators.

TABLE 14

PUBLIC SCHOOL TRANSFORMATION FUNCTION

		Achievement + Pupil + Teacher + Organization Model II Variants																			
Crite- rion Output Reading	Resi- dual Step	Control Variables					Inputs														
		3rd Gr. I.Q. %	Exp. Long Fac %	Qual Fac %	Sch Siz @ 10 Pup Fac	Ratio Pup Fac	3rd Gr. I.Q. %	Exp. Long Fac %	Qual Fac %	Sch Siz @ 10 Pup Fac	Ratio Pup Admin Auxil %										
	R	Partial $\gamma$ with Criterion (*: F>4)					Partial $\gamma$ with Criterion (*: F>4)														
	R <sup>2</sup>	Proportion of Variance in Criterion Explained by Control Variables					Proportion of Variance in Criterion Explained by Inputs														
6.3	906*	217*	107	-003		176*	088	061	197*	220*	006	934*	682*	269*	279*	086	-017	229*	222*	-096	
6.3.P	217*											387	008	150	086		062	180*	220*	007	
6.3.P.T	130											290	081	065			090	128	213*	032	
6.3	387											253					081	113	208*	040	
6.3.T+0												006									
6	821	047										871	656	959	063	006	001	042	040	007	
6.3	047											150	001	029	009		005	042	064	001	
6.3.P	017											084	007	004			008	017	047	001	
6.3.P.T	150											064					006	013	044	002	
6.3												000									
6.3.T+0												000									

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TABLE 15

PAROCHIAL SCHOOL TRANSFORMATION FUNCTION

		Achievement ~ Pupil + Teacher + Organization Model II Variants												
Crite- rion Output Reading	Resi- dual Step	Control Variables					Inputs							
		3rd Gr.	I.Q. %	Exp. Qual Long Fac % NA	Sch Siz @ 10	Ratio Pup Fac %	3rd Gr.	I.Q. %	Exp. Qual Long Fac % NA	Sch Siz @ 10	Ratio Pup Fac %			
	R	Partial y with Criterion (*: F>4)					Partial y with Criterion (*: F>4)							
	R	786*	225*	-097 073	-072 062	018 146	-007 060	181	829*	369*	382*	-041 074	-028 126	-042 047
6.3	786*							295	225	225	-089 097	-060 114	021 085	
6.3.P	116							193			-087 093	-051 121	016 082	
6.3.P.T	199							153			-045 119	020 083		
6.3														
6.3.T+O														
	R2	Proportion of Variance in Criterion Explained by Control Variables					Proportion of Variance in Criterion Explained by Inputs							
6	619	619	051	008 005	006 005	001 025	000 004	033	688	304	530	003 011	002 031	003 004
6.3	051							087	048	048	007 009	003 012	001 007	
6.3.P	013							037			007 008	002 014	001 006	
6.3.P.T	040							024			002 015	001 007		
6.3														
6.3.T+O														

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religious orders<sup>104</sup> and have little choice about the location of their teaching assignment (see Table 16). It is argued that the most experienced public school teachers choose the brightest pupils to work with, and thus produce the best results.<sup>105</sup> However, after covarying out community status and pupil endowment differences, it becomes clear that while experienced public school teachers still have a positive influence on pupil achievement, the effect of veteran parochial teachers is reduced to naught. Since simple correlations between various teaching experience categories and achievement show that faculty who have taught longest work in schools where pupils perform the best, little can be said for the desirability of having experienced faculty per se in the parochial schools since it seems that high performing Catholic pupils do well in spite of, rather than because of, the experienced teachers with whom they come in contact.

TABLE 16  
SELECTED FACULTY CHARACTERISTICS FOR  
DIFFERENT NEIGHBORHOODS

	Public		Parochial		
	Exp. Long %	QualFac % MA	Exp. Long %	QualFac % MA	ParFac % Rel
Wealthy	68	32	33	11	37
Poor	21	18	30	11	45

<sup>104</sup>The correlation between experience and being a "religious" teacher is .35.

<sup>105</sup>There is also a higher correlation between the experience and qualifications of public than parochial teachers ( $\gamma = .591$  and  $.111$ , respectively), which accentuates the "resourceness" of experienced public school teachers.

Teachers' academic qualifications are only minimally associated with pupil scholarship in public or parochial schools but the association is stronger in the parochial sector. Simple correlations show the proportion of parochial teachers with a master's degree to be unrelated to high pupil achievement, but the reverse is true in the public schools. Again, such differences are largely attributable to the mobility rights acquired through seniority in the public system,<sup>106</sup> because after allowances are made for variation in out-of-school factors, the pedagogic fruits of academe glimmer through, albeit faintly, in the Catholic sector too.

Size of school enrollment is virtually unconnected to achievement.<sup>107</sup> Insofar as it is, the relationships are reversed for the two systems: larger public and smaller parochial schools tend to yield superior payoffs.

Contrary to popular belief, large class size does not inevitably have a deleterious effect on reading competency. For both systems, an increase in the pupil-teacher ratio is associated with improved achievement scores, even after controlling for neighborhood influences.

The percentage of faculty assigned to administrative duties is significantly and positively associated with performance in the public system, but there is no relationship evident in the parochial. Since the size of the administrative echelon in elementary schools tends to be fixed within broad enrollment limits, the association may be due to the relationship between total pupil enrollment and community status. However, after covarying out these factors, the administrative staff size/pupil performance link is strengthened

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<sup>106</sup>Freedom of movement is not the prerogative of (religious) parochial personnel because they must teach in schools staffed by their religious orders.

<sup>107</sup>Some "school size" effect is probably absorbed by "percent administrator" influence as noted previously.

in positive way for both systems. Perhaps there is an improvement in the organizational climate and structural effectiveness of schools which employ comparatively large numbers of administrators.<sup>108</sup>

Public school policy dictates proportionately more faculty being assigned to non-classroom professional positions than is the case in the parochial system. Auxiliary teachers are distributed evenly across the public schools, but there is a bias in the Catholic system in favor of schools in impoverished locales. Despite seemingly sound rationales for the introduction of specialists (e.g., librarian, remedial teachers, counselors) into elementary schools, the benefits of having a proportion of faculty so engaged are found to be nil for the teaching of reading, within the range of resources and school types examined.

#### Impact of Pupil Background Versus School Resources on Educational Outcomes

The transformation function analyses discussed previously indicate that schooling inputs and processes explain little of the variation in pupil achievement not attributable to out-of-school resources, yet it does not necessarily follow that what goes on in school is of no consequences to the educational development of children. Table 17 shows that the schooling characteristics specified in the model are still positively associated with achievement even after account has been taken of neighborhood effects by the comparison of public school diads within community areas (there are sixty-three "pairs" of public schools in the sample). Note the greater impact of public contrasted with parochial schooling on the average change and variance

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<sup>108</sup> Within the parameters observed by this study, at least.

TABLE 17

"WITHIN COMMUNITY AREA" TRANSFORMATION FUNCTION

Criterion Output: Reading	Model Step	Achievement + Community + Teacher + Organization						
		Community	Exp. Long %	QualFac % MA	SchSiz @ 10	Ratio PupFac	Fac. Admin %	Fac. Auxil %
	R	Partial $\gamma$ with Criterion Variable ( :F>4)						
	648*	553	159	029	099	131	235*	027
	R <sup>2</sup>	Proportion of Variance in Criterion Explained by Inputs						
R 6.3	421	335	020	001	008	013	045	001

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in reading and math. The cost and distribution of this impact have still to be analyzed.

One way to determine tangibly the importance of school services to learning is to assess the minimum average contribution of schooling to mean educational output by summing the products of the average value of all schooling inputs and their regression coefficients. The average school effect on achievement can then be expressed as a percentage of whatever criterion is selected. Table 18 sets out the contribution of schooling to raw change scores.

#### Cost Criteria

Unlike the cost of operating a business firm, where the quantity and kind of inputs purchased is causally dependent on budgetary constraints, the dollar cost of operating a particular school within a bureaucracy (where resources are more centrally allocated--as in the Catholic system) is causally dependent upon amount and type of resources supplied. Per-pupil instructional costs can be apportioned among the major variable cost elements for both systems.

Tables 19 and 20 demonstrate that the data sets incorporated into this study account for almost 80 percent of the per-pupil instructional cost variance. Note the fairly uniform distribution of fiscal outlays throughout the city by both systems. The parochial system is more responsive to community wealth per se than is the public,<sup>109</sup> but as the social demand for parochial schooling grows (as the supply increases) so do Catholic dollars have to be spread more thinly across the clientele. The public school salary schedule

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<sup>109</sup>That is, wealthy area parochial schools have higher per pupil expenditures than schools elsewhere when all other factors are equalized.

TABLE 18

AVERAGE CONTRIBUTION OF SCHOOLING TO MEAN CHANGE SCORES

Achievement Gain+Exp. Long % + QualFac % MA + SchSiz @ 10 + Ratio PupFac +  
 Fac. Admin % + Fac. Auxil %

System	Criterion	Mean Change	Contribution to Mean Change	Amount of Total Variance Accounted For
Public	R (6-3)	2.7 years	1.39 years	49.2%
	M (6-3)	2.9 years	1.01 years	33.8%
Parochial	R (6-3)	3.0 years	1.12 years	44.2%
	M (6-3)	2.6 years	.81 years	28.1%

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TABLE 20

PAROCHIAL SCHOOL COST ALLOCATION FUNCTION

		Instructional Expenditure Per Pupil + Neighborhood + Teacher + Organization														
Crite- rion \$ Per Pupil	Resi- dual Step	Control Variables					Predictors									
		Exp. Long %	Qual Fac %	Sch Siz %	Ratio Pup %	Fac Admin %	In- come %	White Sch %	Paroch Exp. Long %	Qual Fac %	Sch Siz %	Ratio Pup %	Fac Admin %			
	R	Partial y with Criterion (*:F>4)					Partial y with Criterion Variable (*:F>4)					B: 73				
	116	-061	105	048	-667*	266*	376*	791*	203	-075	061	000	031	-648*	293*	387*
	772*							773*	211	-159	-231*	036	-013	045	-656*	577*
								036	035	-013	012	-643*	249*	352*		
								758*								
	R <sup>2</sup>	Proportion of Variance in Criterion Explained by Variables					Proportion of Variance in Criterion Explained by Predictors									
	013	010	003	001	458	044	094	625	025	003	020	002	001	418	054	017
	597							597	050	028	061	001	000	452	044	099
								139	001	000	000	000	000	445	042	089
								001								
								575								

477

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causes experience and qualifications to influence the budget seriously, unlike the parochial pay scale which, with a narrower range of seniority and credential incremental steps, allows for veteran and advanced-degree teachers to be placed in schools without undue budgetary stress. Except for the fact that the Catholic system does not devote fewer per-capita funds to its larger schools than does the governmental system (due largely, no doubt, to the circumstance that community status is directly related to parochial school size), both sectors deploy their resources as expected (that is, high dollar allocations are a function of low class size and proportionately large auxiliary and administrative cadres).

#### Productivity

The productivities of various inputs (in terms of their influence on reading achievement gains) are determined by forming ratios of marginal product to marginal cost for each input.<sup>110</sup> These indices are presented for both systems in Table 21.<sup>111</sup> It appears that although the benefit-cost ratio for veteran parochial teachers far exceeds that for public teachers, the payoff is negative in the case of Catholic schools. Hence the wisdom of simply seeking more very experienced parochial teachers is dubious. The academically most-qualified teachers constitute a more productive input for parochial than

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<sup>110</sup> The beta weights of the transformation and cost functions are marginal products and marginal costs, respectively.

<sup>111</sup> While there is a case against the "application" of such a maximization-seeking technique to large school systems which is valid if optimum educational expenditures are being sought, it is irrelevant to this study of input-output relationships where the problem is technically efficient use of resources, not profit maximization. This is not to imply that school superintendents or officials of religious orders can determine school expenditures autonomously, without regard to market processes or organizational constraints.

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TABLE 21

PRODUCTIVITIES OF "TEACHER" AND "ORGANIZATION" RESOURCES

Input	Criterion Output R 6.5.P	
	Public	Parochial
Exp. Long %	.435	3.700 <sup>b</sup>
QualFac % MA	.487	11.000
SchSiz @ 10	.600 <sup>a</sup>	1.746 <sup>b</sup>
Ratio PupFac	.211 <sup>a</sup>	.212 <sup>a</sup>
Fac. Admin. %	5.710	.095
Fac. Auxil. %	.311	.312

<sup>a</sup>Negative costs (output increases as costs decrease).

<sup>b</sup>Negative output (output decreases as costs increase).

for government schools.<sup>112</sup> The efficacy of this resource is accentuated by the smaller allowances given to advanced-degree faculty in the Catholic, compared with the public, sector. Larger parochial schools do not fare nearly so well as their government counterparts, for (when neighborhood and other school inputs are held constant) size of parochial school enrollment is negatively associated with pupil performance and directly related to increase in per-pupil cost while public school enjoy economies of scale.<sup>113</sup> Classroom size is an equally productive input for schools in both sectors, as is the proportionate size of the auxiliary cadre. However, the proportion of faculty assigned

<sup>112</sup>Note that the relationship between experience and qualifications is quite different for the two systems. ( $\gamma$  is .591 for public and .111 for parochial.)

<sup>113</sup>The social psychological dynamics within parochial sector schools may be quite different from public schools.

which many of these people have regarding public school expenditures.

The difference in programs of the parochial and public schools have caused division among Catholic parents regarding adequate school programs and facilities.<sup>27</sup>

Possibly a major source of Levittown's antagonisms was the sheer frustration of Catholics who desired a church-school education for their children. If there had been a Roman Catholic school in Levittown, operating at the low tuition levels that then obtained in most Catholic schools, the public schools might have been supported more adequately and censured less frequently! Perhaps in some cases stronger public school support is associated with the extent of success experienced by proponents of nonpublic schools, in other words, may at times provide an escape-valve function, channelling off pressures that would otherwise be brought to bear on public schools, and with serious consequences.

In what is probably the most comprehensive case study in this area, Powell discusses the local and state-level controversies that attended efforts to secure public services for students in nonpublic schools in Connecticut, particularly during 1956 and 1957.<sup>28</sup> At issue was the question of whether the existing Connecticut statutes permitted local public school boards to provide public services, such as hot lunches, medical-dental examinations, transportation, and instructional supplies, to students in nonpublic schools. After a great deal of controversy, the statutes were amended in 1957 to grant local boards this discretion explicitly.

Partly, perhaps, because of Connecticut's legacy of religious-political struggles, the conflict seemed to coincide, much more than did the Levittown difficulty, with religious divisions. Catholics led efforts to obtain public services for Catholic students. Protestant clergy,

Protestant school board members, and Protestant legislators opposed such efforts.<sup>29</sup> In fact, Powell argues that the differences over the school-services issue

were different aspects of a deeper conflict. One Protestant leader, commenting on these disputes, said that it was very difficult for Connecticut Protestants to accept the fact that they were rapidly losing control of the state: "We are a minority acting like a majority." A Catholic priest responded, "And many Catholics are tired of being treated like an unimportant minority."<sup>30</sup>

Apparently Protestant-Catholic distrust was aggravated by the fact that the educational issues coincided with differences between the two segments of the community on questions of censorship and birth control.<sup>31</sup>

A major motif running through many arguments against indirect aid for nonpublic schools (in this case almost exclusively Roman Catholic schools) in the Connecticut struggle is that church related schools are unnecessary or undesirable and that to strengthen them in any way is to undermine and weaken the only truly desirable schools--those run under public auspices.<sup>32</sup> As Powell points out, this theme seems prominent in almost all debates concerning aid to nonpublic schools.<sup>33</sup> In the Connecticut episode, public education groups did little as groups to affect the course of the struggle, for they were disunited internally on the issues. The situation may have been unusual in this respect, for such pro-public school groups as the American Association of School Administrators, the National Education Association, the National School Boards Association, and Phi Delta Kappa have all declared themselves publicly at times as opposed to various proposals for aid to nonpublic schools. One suspects, in fact, that persons on both sides of such controversies often are led to assume that in important respects neither the public nor the nonpublic school can hope to gain except at the expense



of the other, a combination of attitudes that is almost certain to lead to conflict and misunderstanding. A game theorist would describe such a set of affairs as displaying the characteristics of a zero-sum game, with only minimal prospects, at best, of cooperation between the participants.<sup>34</sup> Or a social psychologist would observe the interaction of two groups with such conflicting aims that one can achieve its ends only at the expense of the other, and he would point to research suggesting that members of the two groups will become hostile toward each other over time, even if each group is composed of normal, well-adjusted individuals.<sup>35</sup> Or again, in the language of the political scientist, a potential coalition for the improvement of education has been fragmented over another issue.<sup>36</sup> It is perhaps understandable then, that in at least one of the local struggles in Connecticut the proponents of Catholic schools, perhaps perceiving the public schools as the stronghold of their opposition, threatened to oppose public school building proposals unless their demands were met.<sup>37</sup> In controversies elsewhere over the same general issues, as is well known, Catholics have often threatened to transfer their students en masse to the public schools and in some cases have done so at least briefly.<sup>38</sup>

We do not intend to imply that the incidents described by Maloney and Powell are necessarily representative of struggles between proponents of public and nonpublic schools; the two cases have been examined, instead, as possible sources of illumination in an area marked by lack of evidence. With the caveat, then, that we are not expressing firm conclusions, it may be useful to attempt a plausible formulation concerning the circumstances explaining the state of tension between public and nonpublic schools, essentially a theoretical viewpoint that we propose for empirical testing.

At the core of recurring difficulties between public and nonpublic

schools, we submit, there lies typically a two-way perception of threat: On the one hand, the proponent of the nonpublic school tends to see the public school as threatening his freedom to obtain or provide the kind of education he desires; on the other hand, the proponent of the public school sees the nonpublic school as depressing public school revenues, posing a challenge to the predominance of public education, and raising the specter of a society segmented along religious lines or featuring a liason between church and state.

Somewhat more specifically: Since the patron of the nonpublic school cannot be excused from his share of taxation, increases in public school tax revenues tend to threaten the exercise of his preferences in two important particulars: (1) In the light of his share of additional tax revenues allocated to the public school, he finds it more difficult than before to meet the current fiscal needs of the nonpublic school through tuitions and/or donations. We suspect that this pre-emptive effect is less marked at the higher socio-economic levels, where patrons' incomes exhibit considerable "margins of safety"; we would hypothesize, consequently, that among patrons of independent schools, particularly those of elite status, resistance to public school expenditures is lower than among patrons of nascent and systemic schools. (2) Except when revenue increases in public education are seen as merely maintaining current performance levels in the face of increasing enrollments or other similar demands for greater quantity of output, the improvements in public education that presumably result from the increased revenues demand that the nonpublic school also raise its apparent standards of performance, for the latter must compete with the public school for teachers, in at least a limited sense; must usually maintain some semblance of comparability in

order to survive; and, according to many state school laws, must provide programs at least equivalent in quality to those in nearby public schools to be recognized as a legally acceptable alternative to the public school. According to Larmee's data, even the most renowned elite schools may be sensitive to this competitive effect; in examining eleven rigorously selected independent schools he discovered that:

Headmasters in seven of the schools indicated that through more adequate public support of secondary education . . . there were now more good public schools similar to their own. The combination of improved public schools and greater public support for these schools present some problems for the independent schools. In order to remain competitive with these public schools, increased expenditures had to be made in the independent schools. These expenditures had been reflected in accelerated fund drives and in increased tuition costs. These improvements of public secondary education and the increased costs associated with attendance in an independent school have in turn presented recruiting problems for some of the schools.<sup>39</sup>

In schools selected as carefully as these schools were, two of the headmasters expressed concern over their schools' ability to exist.<sup>40</sup>

We would hypothesize that this competitive effect is most pronounced among the independent schools that can be demonstrated most clearly to attract their patrons on the basis of a reputation for superior academic programs. The effect will be less pronounced, we hypothesize, among elite schools that thrive basically by catering to the socially exclusive and among the value-oriented systemic schools. The effect should be least pronounced among schools which tend not only to emphasize the inculcation of values but also to be patronized by parents of lower socio-economic status than do the other nonpublic schools; these parents are probably little qualified to assess the quality of educational programs and little motivated to demand high quality. We suspect, in addition, that whereas

the pre-emptive effect of public school financing has a strong impact upon patrons of nonpublic schools, the competitive effect as a source of serious concern is felt mainly by those who are committed to the future of particular nonpublic schools--by leaders in nonpublic schools (administrators, board members, key alumni, etc.). The ordinary patron may have little to fear if the public schools gain reputations comparable or superior to those of the best elite nonpublic schools, for when the elite school's margin of apparent superiority becomes too small, the patron may shift to the public school and save a large tuition outlay (and sometimes a large outlay for room, board and travel) in the process.

If and when the proponent of nonpublic schools is aroused to resist increases in public school revenues, in most areas the visibility and accessibility of the local property tax, the prime source of these revenues, virtually invites him to register his displeasure and mitigate his fiscal pain. This avenue of relief is scarcely accessible, however, in areas in which the sources of tax revenue for public schools are for all practical purposes exhausted. In numbers of the largest cities, for example, there is little reason for anyone to attempt a reduction of public school revenues, for the public schools are already so clearly under-financed in facing the problems of the culturally deprived that the general well being is threatened. At the same time, in many of these cities, there is little need for anyone to fear sizeable tax increases for public education, at least at the highly visible and sensitive local level, for some cities have reached constitutional limitations on their taxing power and others are manifestly prohibited by other fiscal and political realities from seeking significantly larger levies. We hypothesize, consequently, that where the likelihood of local tax increases for public education is

very small, the relationship between public and nonpublic schools tends to be more cordial; such a tendency would explain the above-reported perception of James that in the largest cities public superintendents seem positively disposed toward the nonpublic schools, viewing them as a mechanism for financial relief rather than as a threat.

When proponents of nonpublic schools take action to hold down public school revenues, we predict, the friends of public education, already committed in large measure to an ideology that defines the public school as the only truly acceptable school and the nonpublic school as its natural enemy as well as a general social threat, will take note of the voting records of precincts where nonpublic schools in general, and Church-affiliated schools in particular, are strong, and will be confirmed in their prior beliefs. Subsequently, these enthusiasts for public education are the more likely to oppose efforts to relieve the financial dilemmas of the public school and thus further to alienate the proponents of nonpublic education, confirming in the latter the view that the public school is the natural enemy of the nonpublic school. A self-reinforcing cycle is then in force, accentuated in many communities by the remnants of ancient religious and ethnic struggles, and particularly by the apparent conviction of many Protestants, generally unspoken, that the drive behind the bulk of the nonpublic schools is a Catholic effort to undermine the foundations of American democracy, split society into religious segments, and forge a union between church and state.

Given the peculiar visibility and accessibility of the local property tax, one would expect the patron-induced aspect of the depressant effect (a function of the patron of the nonpublic school) to be found

chiefly at the local level. Given the need for deliberately organized political power at the state and national levels, one would expect the leader-induced aspect of the depressant effect (the opposition of nonpublic school leaders to public school funding efforts) to be found chiefly at one or both of these levels. Given the tendency of state subventions to relieve tax pressures at the local level, often to a disproportionate extent where nonpublic schools are strong, one would expect the leader-induced depressant effect to be minimal or even absent at the state level. Given the dimensions of federal tax revenues, with a potential for upsetting the competitive balance between public and nonpublic schools in a way that local and state revenues could hardly do, one would expect the leader-induced depressant effect to be expressed almost exclusively at this level. Given the twin assumptions that the pre-emptive effect of public school financing is felt mostly by patrons and the patron-induced depressant effect predominates at the local level, one would expect the local depressant effect to be determined largely by the prospect of massive national infusions that would upset the existing competitive balance between public and nonpublic schools.

The distinct possibility should be investigated, we think, that in areas where significant numbers of strong proponents of nonpublic education are found, relationships between these proponents and public educators are the more cordial the more the nonpublic schools prosper and tend to be the most strained where efforts to establish nonpublic schools have been unsuccessful. To demonstrate such an effect would be to indicate, of course, that it is not nonpublic schools but a thwarted or threatened preference for nonpublic schools that lies at the root of the depressant effect. Similarly, our formulation would predict that when proposals of

federal aid to education cease to threaten massive infusions for public schools exclusively, thus seriously endangering the ability of nonpublic schools to compete, the opposition of powerful leaders of nonpublic schools will disappear. No framework could better fit the fact that while the Kennedy proposals of federal aid, like many previous proposals, excluded nonpublic school benefits and were opposed by Catholic leaders and defeated, the Johnson proposals included funds for nonpublic schools and were blessed by Catholic leaders and overwhelmingly adopted.

One final prediction seems pertinent in this connection: Any policy (shared time, for example) that permits public and nonpublic schools to benefit from the same increases in public revenue for education should markedly change the relationships between the two sectors over time, for in effect the conditions of a zero-sum game are thus modified to create the conditions of a non-zero-sum game, in which, by cooperating, both parties stand to gain the more.<sup>41</sup> In social-psychological terms, two groups once antagonistic now find themselves with common goals.<sup>42</sup> Patrons of nonpublic schools should become more favorable toward augmenting public school income, especially for the purpose of adding special services and programs that are not provided in the nonpublic schools--the very "fads and frills," incidentally, that tax-conscious local citizens generally oppose. In political terms, a new coalition may now be formed, perhaps with sufficient power to accomplish unprecedented break-throughs in public school financing. Some confirmatory evidence in this regard inheres in the general indication that programs of "shared time" or "dual enrollment" have been accompanied by an improved climate of cooperation and understanding between public and nonpublic schools.<sup>43</sup> The following statement

from a recent study by the U.S. Office of Education seems particularly pertinent:

Public School Point of View--One advantage mentioned by officials of every school district was that dual enrollment provided a basis for improved understanding of public school financial needs to the taxpayers of the community, and particularly to some Roman Catholic taxpayers who otherwise would not have received direct service from the public schools. In some communities, . . . formal support was given by Roman Catholic groups to budget or tax levy proposals of the public schools. Public school officials attributed this support at least in part to the fact that the public schools offered dual enrollment to pupils of Roman Catholic schools.

. . . Though it would be difficult to prove a direct relationship between dual enrollment and voting for public school financial proposals, public school officials expressed a belief that there was an improved climate of understanding and appreciation of public schools as a result of dual enrollment, and that this improved climate had been beneficial at the polls.<sup>44</sup>



NOTES ON APPENDIX B

<sup>1</sup>Menzies, Ian. "Boston Schools at Low Ebb." Boston Globe, March 18, 1971.

<sup>2</sup>Myron H. Lieberman, The Future of Public Education (Chicago: University of Chicago Press, 1960), p.

<sup>3</sup>Interview with H. Thomas James, Arcata, California, August 25, 1965.

<sup>4</sup>Neal Gross, Who Runs Our Schools? (New York: John Wiley & Sons, Inc., 1958), pp. 27-30.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid., pp. 70-80.

<sup>7</sup>Robert A. Dahl, Who Governs? Democracy and Power in an American City ("Yale Studies in Political Science, 4"; New Haven: Yale University Press, 1961), pp. 147-150.

<sup>8</sup>Ibid., pp. 145-147.

<sup>9</sup>Warner Bloomberg and Morris Sunshine, Suburban Power Structures and Public Education: A Study of Values, Influences, and Tax Effort ("The Economics and Politics of Public Education,"; Syracuse, N.Y.: Syracuse University Press, 1963), pp. 54, 66.

<sup>10</sup>Walter W. McMahon, "The Determinants of Public Expenditure: An Econometric Analysis of the Demand for Public Education: (unpublished paper, Urbana: Department of Economics, University of Illinois), as reported in Jerry Miner, Social and Economic Factors in Spending for Public Education ("The Economics and Politics of Public Education, 11"; Syracuse, N.Y. Syracuse University Press, 1963), pp. 55, 59.

<sup>11</sup>Ibid., pp. 109-130.

<sup>12</sup>Peter H. Rossi and Andrew M. Greeley, "The Impact of the Roman Catholic Denominational School," School Review, LXXII (Spring 1964), 43.

<sup>13</sup>Frank J. Munger and Richard F. Fenno, Jr., National Politics and Federal Aid to Education ("The Economics and Politics of Public Education, 3"; Syracuse, N.Y.: Syracuse University Press, 1962).

<sup>14</sup>Stephen K. Bailey et al., Schoolmen and Politics: A Study of State Aid to Education in the Northeast ("The Economics and Politics of Public Education, 1"; Syracuse, N.Y.: Syracuse University Press, 1962).

<sup>15</sup>Ibid., p. 45.

<sup>16</sup>Joseph F. Maloney, "The Lonesome Train" in Levittown ("The Inter-University Case Program, No. 39"; University, Ala.: University of Alabama Press, 1958).

<sup>17</sup>National Commission on Professional Rights and Responsibilities of the National Education Association and Ethical Practices Committee of the New York State Teachers Association, Levittown, New York: A Study of Leadership Problems in a Rapidly Developed Community (Washington, D.C.: National Commission on Professional Rights and Responsibilities of the National Education Association, 1962), p. 14.

<sup>18</sup>Ibid., pp. 14-15.

<sup>19</sup>Ibid., pp. 15-17.

<sup>20</sup>Ibid., pp. 17-18.

<sup>21</sup>Ibid., p. 14.

<sup>22</sup>Maloney, op. cit., p. 1.

<sup>23</sup>Ibid., pp. 1-2.

<sup>24</sup>Ibid., pp. 2-4.

<sup>25</sup>Ibid., pp. 2-3.

<sup>26</sup>National Commission, op. cit., p. 13.

<sup>27</sup>Ibid., p. 34.

<sup>28</sup>Theodore Powell, The School Bus Law: A Case Study in Education, Religion and Politics (Middletown, Conn.: Wesleyan University Press, 1960).

<sup>29</sup>Ibid., p. 5.

<sup>30</sup>Ibid., p. 7.

<sup>31</sup>Ibid., p. 30.

<sup>32</sup>E.g., Ibid., pp. 7.

<sup>33</sup>Ibid., pp. 9-10. Cf. Conant, op.cit.; Leo Pfeffer, Church, State, and Freedom (Boston: Beacon Press, 1950), pp. 435-38; Daniel U. Levine, "Federal Aid for Nonpublic Education: Design for Decimating Public Schools," Phi Delta Kappan, XLXXX (June, 1962), 9.

<sup>34</sup>D. Blackwell and M.A. Girshick, Theory of Games and Statistical Decisions.

<sup>35</sup>M. Sharif and C.W. Sherif, Groups in Harmony and Tension (New York: Harper, 1953).

<sup>36</sup>Dahl, op. cit., p. 147.

<sup>37</sup>Ibid., pp. 147-150.

<sup>38</sup>E.g.,

<sup>39</sup>Roy A. Larmee, "The Relationship between Certain National Movements in Education and Selected Independent Secondary Schools" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1962), p. 108.

<sup>40</sup>Ibid., p. 125.

<sup>41</sup>Blackwell and Girardick, op. cit.

<sup>42</sup>Empirical studies indicate that group hostilities cannot be ameliorated by merely achieving contact between groups; what is needed is intergroup action toward the solution of a common problem. Sherif and Sherif, op. cit.

<sup>43</sup>Research Division National Education Association, Shared-Time Programs: An Exploratory Study (Research Report 1964-R 10; Washington, D.C.: the Association, 1964), pp. 9, 12; James E. Gibbs, Jr., et al., Dual Enrollment in Public and Nonpublic Schools: Case Studies of Nine Communities (OE-24014, Cir. No. 772; Washington, D.C.: U.S. Government Printing Office, 1965), pp. 7, 77-78.

<sup>44</sup>Ibid., pp. 77-78.

APPENDIX D

ABSENTEE BOARDMANSHIP AND RACIAL INTEGRATION

Earl Eugene Gibbons

APPENDIX D

ABSENTEE BOARDMANSHIP AND RACIAL INTEGRATION

Earl Eugene Gibbons

Principal Kenneth Andrewson heard the telephone ring in the outer office. The school secretary called in that it was Mr. Glisson, principal of the Beverly School.

"Say, Ken," Glisson said, "I've got to go downtown this afternoon and I was wondering if it would be OK with you if I stopped by on the way and visited two of your teachers--Mrs. Borum and Miss McGliden? I've got two openings in the fall, and I'd like to interview them before Clean-Up Week in order to get the ball rolling. You probably knew they had their names on my transfer list."

"Sure, Jim, come ahead. We'll be here. Fine."

Fine, hell, Andrewson mused as he lowered the phone. I hadn't known that two more, and especially those two, had also made application for transfer. But then, I guess it should be expected.

He found himself once more confronted with questions he had pondered a hundred times during the last months: How many teachers have I lost since the first of the year? How many more will be going before the spring break? And how many others will put their names on transfer lists during the next weeks?

The Ryan Woods School had been Andrewson's second assignment as a principal. Having handled an inner-city double-school situation for two years, Andrewson was happy to move to Ryan Woods when the opportunity arrived. Here was a stable community of second-generation Irish and

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Germans who were extremely devoted to their children, church, and homes, the famous kinder, kirche, and kitchen that his own grandparents had stressed. The single-family dwellings were in the eighteen-to-thirty thousand dollar range and were being held firmly by the older residents, whose married children moved into smaller apartments in the neighborhood business district but still maintained a strong tie with the community. A special part of every graduation was to have those children stand whose parents were also Ryan Woods graduates. Never less than half of the class responded. A number of the faculty lived in the immediate area.

Andrewson turned his swivel chair toward the window with the broken panes and smeared spray-paint obscenities. Some of the window panes had been temporarily repaired by gumming in spare pieces of glass. Even some of these were now broken. One of the principals in the district had called this "second-degree window breakage." Across the yard on the engineer's building some member of a neighborhood gang had scrawled 'Satens Maniacks' in letters four feet high. If for no other reason, Andrewson thought, we should teach spelling so Satan's Maniacs can properly identify their "turf."

Andrewson reflected on the turning point(s) in the history of the school and the community.

Turning Point One: The Board of Education had issued a policy statement calling for a Permissive Transfer Plan to be put into effect immediately after Andrewson arrived at Ryan Woods. Because he had two empty rooms that were being used for an art and music departmental program, his building was designated as a 'receiving' school. The Board's intention was to alleviate the over-crowded conditions in neighboring schools

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and ostensibly to hasten racial integration. On the surface, the policy seemed workable and well-conceived. But it failed to achieve its primary goals because no consideration was given to the fact that what were being shifted were people, and not numbers. No guidelines were ever drawn to designate what kinds of children would be going where and why. The planners merely subtracted numbers from this school and added numbers to that school. As a result, every over-age, potential drop-out found this an excellent opportunity to change surroundings; every delinquent discovered he could rid himself of the "old" school and get his kicks in a new one; every suspended and expelled student soon heard the glad tidings and demanded his "rights" and a transfer blank. Students who knew nothing but continual failure, students on court probation, students with delinquency records going back to primary grades, all used this opportunity to get into a new situation and develop some new action. When principals in "sending schools" denied transfers to some, the downtown office made it clear that anyone was eligible for transfer under the plan as long as his school was labeled a "sending school."

As in many other Board projects, everything was to be hurry, hurry, hurry. Andrewson thought of the ancient Army adage about 'Hurry up and wait' and wondered if it couldn't be reversed for the Board, to read 'Wait, wait, wait, and hurry.' Looking back at that single hectic one week, it was now clear to him that he and all the other principals and superintendents connected with the project had been used as pawns in the power struggle between the Board and the General Superintendent. When the Board had demanded that this Permissive Transfer Policy be put into effect, the Superintendent reluctantly agreed, even though he was definitely opposed

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to the innovation. The policy would be put into effect in principle, but the actual ramifications of carrying it out would be made as unworkable as possible. Both camps succeeded in scoring a victory.

In one month Andrewson's records showed that 90 per cent of the discipline cases referred to the office were from the Permissive Transfer group. The suspensions, truancies, and police cases were almost entirely from these students. For the first time, the principal found himself meeting youth officers, juvenile court probation officers, and other law enforcement officials. Police cars kept the school under surveillance at the request of the parents, who now were increasingly alarmed at conditions outside and inside the school. Because the students came from a dozen different schools, the mixing resulted in confusion and conflict far outweighing any positive influence that the Permissive Transfer Plan might have had. Yet the problem was not racial, for only a few of the transfer children were Negroes, and these few were academically-inclined young people whose parents wanted them removed from the inner city environment for their schooling.

As for the effects of the Board's action on the community, soon a private Lutheran school was opened, a nearby Evangelical Covenant Church began constructing a school for its parishoners, and many Catholic families formed car pools and transferred their children to a parochial school some distance away. The last straw as far as the community was concerned was an attack on an eighth grade teacher during the June Graduation Dance. A teacher for more than thirty-five years, Miss Reedy had attempted to block the attempts of out-of-the-neighborhood toughs to "crash" the afternoon dance. When she placed her hand on the arm of one of the young



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men he gave it a jerking fling and threw Miss Reedy against the gymnasium stall bars. She requested a medical leave of absence and never returned to the school. To incense the community even more, when the case was brought to court, the court-appointed Public Defender blamed Miss Reedy for the entire incident and hinted at filing a counter-complaint alleging that the defendant had been assaulted by the teacher. The young man who attacked her was placed on probation for one year. He weighed 220 pounds and stood over six feet tall. Miss Reedy was a frail little lady tipping the scales at 90.

Meanwhile, back at the Board: When it was discovered that Ryan Woods had lost over 40 students in five months, the school was placed on the Receiving School List for 40 additional Permissive Transfer Students.

The second Turning Point Andrewson could identify was even more direct and far-reaching. Last summer, the Board contemplated a number of boundary shifts involving high schools which were overcrowded, and racially unbalanced. At the Sauganash High School, into which the graduates of Ryan Woods were sent, the racial balance had been 80 per cent white and 20 per cent Negro for a number of years. This, the District Superintendent explained, was because the 'feeder' schools were in the same 80 to 20 ratio, and the Sauganash community itself was close to the 80 to 20 proportion. The community had been a pioneer in the planned integration movement. It had organized all of the Southwest civic groups into a planning council that had received citywide recognition for its depth of understanding and foresight. The churches, Catholic and Protestant, had for the first time in the history of the community teamed up to make the movement of Negro students into the Sauganash High School as free from

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tension as possible. When university professors were called in as consultants and forum members, they were amazed at the constructive attitude of the community leaders and lay people. One sociologist analyzed this acceptance of a minority group as being a result of the persecution and animosity the present residents (mostly Irish) had encountered when they themselves had attempted to break the bonds of a ghetto and spread outward. This empathy with the Negro had given them a closer bond of understanding. Other communities might have fallen, with their original residents scattering to the suburbs, but not the Ryan Woods people, for they had planning.

But the Board of Education also was planning. In the spring of last year, three hundred Negro Freshmen and entering Freshmen from a nearby high school were told that because of the over-crowding and racial segregation at their school they would be transferred elsewhere. The change was welcomed by the Negro community since the high school to which the youngsters were to be transferred was one of the best in the city. Civil Rights leaders were very pleased that at last they were able to 'crack' an all-white, exclusive lake shore district. But in August, apparently in response to pressure, the Board rescinded the spring plans. Instead, they announced that the three hundred black students would move to Sauganash High.

The students were angry, because they had been thrilled at the prospect of attending a prestige high school. Their parents were angry because they believed political influences had been used to revoke the original plan. Civil rights leaders were caught off guard by the sudden switch in plan. They could not muster major support to fight it, since

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their key personnel were not in the city at the time to provide necessary advice and leadership.

It must be reemphasized that the edict of the Board came in August, when no school personnel (except the District Superintendent) were on duty. The normal means of transfer communication could not be utilized, because sending schools were not even open. So it happened that on the first day of school in September the 400 new black students appeared at Sauganash High. The enrollment of 1600 now climbed over 2000. There were no programs for the new students. There were no classes for them. They sat in the auditorium or roamed the halls. Months later, courses were still being organized and re-organized. Whereas class sizes in the high school never previously exceeded 30, they now grew to 48. New teachers at this late date were impossible to find. Day-to-day substitutes were employed, just to provide "bodies" for the classrooms. The school was in chaos. The original anger of the new students was now directed against the Sauganash faculty and students. The new students, feeling that they were not wanted by their high school, were rejected by the prestige high school, and now resented at Sauganash, directed their hostilities at teachers and fellow students. To make matters worse, racial trouble had erupted at the beaches during the summer, and at a neighboring park a vicious gang attack on two elderly ladies had brought much ill-will into the community.

With the Sauganash High School situation deteriorating daily, the neighborhood people soon found themselves in a dilemma. Roaming students poured out into the streets and business districts, causing trouble. Police cars patrolled the streets around the school. Daily fights took

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place in the overcrowded lunchroom and halls. When news of these conditions spread into the Negro community, the gangs of drop-outs began hanging around the school waiting for excitement to develop. Police reports showed that very few of the Sauganash students, old or new, were involved in serious disturbances, but an outsider could hardly have been expected to know when a troublemaker was not one of the "new" students. White students began withdrawing from the school to attend neighboring parochial schools. Private schools acquired long waiting lists. Suburban church schools began employing special buses to pick up students at designated corners. The racial count by the hundredth day of the school year was 78 per cent Negro in the freshman class.

Back at the Ryan Woods School, the parents of the eighth graders appealed to Andrewson to "do something," because their children would be graduating in June and would have to attend Sauganash. Andrewson noted that this was the first time he had heard the phrase, "have to attend Sauganash." The parents did not protest the new racial proportions, but they did object to the lowering of academic standards (some students did not receive tenth week grades because they had been without a permanent teacher), the watering down of the college prep curriculum (no third year Latin, no German, no math above Solid Geometry), and a wave of disorderly conduct. A dozen times Andrewson heard: "If there is no place we can send our children for high school, we will be forced to move."

Andrewson spoke to the District Superintendent, who was sympathetic to the problem but said nothing could be done. If the Board backed down now on the boundary change, he said, it would look as if pressures had been brought to bear from this community, and the Board must abide by its

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refusal to surrender to "white backlash."

By mid-year the community was so aroused that the Sauganash principal went to special evening meetings called by the churches in the district. Everyone who attended seemed impressed at his sincerity and desire to change the present conditions in the high school. But the same questions kept being raised at every meeting: How many boys were arrested in that lunchroom fight? Why did the English department head resign? How many teachers had transferred? Is it true that you were cut by a broken bottle outside the building when you broke up a fight?

For Ken Andrewson it was a problem just beginning. "The separation of the men from the boys begins when the first FOR SALE signs pop up side-by-side down the street," someone had cynically remarked a few months ago. The signs were now appearing frequently, block by block, throughout his school district. Usually it was the parent of an eighth grader who made the first move. "Mr. Andrewson, we want you to know it's not because of you or your faculty. It's just because, well, you know--"

Andrewson soon found himself avoiding the front office where the parents would come for their transfers. Nowadays it just meant another transfer and the same apologetic look from the mother as if she were betraying a trust and deserting him personally. The same look, Andrewson remembered now, that his faculty member gave him when she told him about her decision to take an early retirement or to transfer to another school.

In years to come, he thought, someone will write about what happened at the Ryan Woods School, and what would not have happened with autonomy given to a local school board that understood local conditions.

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The phone rang once again. The clerk's voice said: "It's Mrs. Shelburn, principal of the Plaza School. She wonders if it's permissible to see Mr. Townes in the gym tomorrow before school."

APPENDIX E

Federal Assistance Programs

E:1

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.	TOTAL SAMPLE		POSITION		REGION				
	N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
4. Position									
public	55	44			59	52	24	62	40
non-public	62	50			37	24	67	38	50
citizen	7	6			4	4	9	0	10
	<u>124</u>								
5. Region									
Northeast	29	22	30	16					
Southeast	27	21	25	18					
Midwest	48	37	21	49					
Southwest	14	11	15	8					
Far West	10	8	8	8					
	<u>129</u>								
I. <u>Allocating Funds</u>									
6.									
No	7	5	11	2	14	7	0	7	0
Yes	75	58	65	48	76	37	60	64	50
DK	47	36	22	50	10	56	40	29	50
	<u>130</u>								
7.									
No	12	16	27	3	18	11	14	29	20
Yes	47	64	61	69	64	56	69	43	80
DK	14	19	12	28	18	33	17	29	0
	<u>73</u>								
8.									
No	39	54	75	28	55	63	41	57	100
Yes	2	3	3	3	0	0	7	0	0
DK	31	43	22	69	45	38	52	43	0
	<u>72</u>								

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TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.	TOTAL SAMPLE		POSITION		REGION				
	N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
9.									
No	11	14	20	10	4	44	13	11	0
Yes	41	53	63	43	61	22	53	44	100
DK	25	32	17	47	35	33	33	44	0
	<u>77</u>								
10.									
No	24	33	53	10	36	56	24	29	25
Yes	25	35	34	34	36	11	38	43	50
DK	23	32	12	55	27	33	38	29	25
	<u>72</u>								
11.									
No	52	72	84	62	77	56	68	71	100
Yes	3	4	6	3	0	11	7	0	0
DK	17	24	9	34	23	33	25	29	0
	<u>72</u>								
12.									
No	7	6	12	2	77	12	2	7	0
Yes	68	54	63	53	61	36	49	86	56
DK	50	40	25	46	32	52	49	7	44
	<u>125</u>								
13.									
DK	60	47	26	65	31	50	63	36	30
20%	1	1	2	0	3	0	0	0	0
21-40%	0	0	0	0	0	0	0	0	0
41-60%	1	1	2	0	3	0	0	0	0
61-80%	0	0	0	0	0	0	0	0	0
81-90%	15	12	15	12	14	12	8	21	0
91-100%	52	40	56	23	48	38	29	43	70
	<u>129</u>								
14.									
NA	32	25	33	21	31	23	24	31	20
no change	16	13	19	7	10	8	11	23	30
% changed	8	6	7	7	10	4	4	0	10
DK	70	56	41	66	48	65	61	46	40
	<u>126</u>								

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
15.	No	16	20	31	13	24	16	10	43	33
	Yes	6	7	12	5	12	5	3	14	17
	DK	59	73	56	82	65	79	87	43	50
		<u>81</u>								
16.	No	10	10	18	4	10	14	5	25	12
	Yes	15	15	26	8	25	5	10	25	25
	DK	73	74	56	88	65	81	85	50	63
		<u>98</u>								
II. State Policy										
17.	No	42	34	17	55	21	35	47	23	20
	Yes	61	49	67	28	69	42	36	54	60
	DK	22	18	15	17	10	23	18	23	20
		<u>125</u>								
18.	No	43	34	23	52	14	27	49	38	40
	Yes	69	55	67	41	76	62	40	54	50
	DK	13	10	10	7	10	12	11	8	10
		<u>125</u>								
19.	No	52	41	38	51	34	36	47	46	40
	Yes	29	23	21	20	41	12	17	15	40
	DK	45	36	40	29	24	36	36	38	20
		<u>126</u>								
20.	No	54	43	32	62	31	38	49	46	60
	Yes	24	19	25	12	38	19	11	8	20
	DK	47	38	43	26	31	42	40	46	20
		<u>125</u>								
21.	No	31	25	38	12	38	23	17	31	10
	Yes	32	25	26	26	28	15	28	23	40
	DK	47	50	36	62	34	62	54	46	50
		<u>125</u>								

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
22.	No	63	51	56	42	74	42	48	31	50
	Yes	21	17	22	14	7	15	15	46	20
	DK	40	32	22	44	19	42	37	23	30
		<u>124</u>								
23.	No	73	57	49	61	66	50	62	46	50
	Yes	21	17	26	10	17	19	11	31	20
	DK	33	26	25	29	17	31	28	23	30
		<u>127</u>								
24.	No	66	52	64	36	69	54	40	54	50
	Yes	19	15	9	20	14	4	23	15	10
	DK	42	33	26	44	17	42	36	31	40
		<u>127</u>								
25.	No	67	53	67	36	69	50	47	50	50
	Yes	13	10	4	15	7	8	15	17	0
	DK	46	37	29	49	24	42	38	33	50
		<u>126</u>								
26.	No	23	19	8	35	7	19	31	8	11
	Yes	86	70	83	53	89	65	53	85	78
	DK	14	11	9	13	4	15	16	8	11
		<u>123</u>								
<u>III. Administrative Relationships.</u>										
	Poor	18	16	9	23	11	14	23	8	14
	Fair	31	27	15	41	15	23	37	25	43
	Good	52	46	61	30	59	59	30	50	43
	Excellent	12	11	15	5	15	5	9	17	0
		<u>113</u>								
28.	deteriorated	0	0	0	0	0	0	0	0	0
	same	52	46	49	49	42	59	52	25	33
	improved	60	54	51	51	58	41	48	75	67

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
29.	Public	28	26	33	12	26	15	29	20	50
	Non- Public	25	23	7	43	15	15	33	30	17
	Both	54	50	61	45	59	70	38	50	33
30.	No	14	12	4	23	0	9	22	8	12
	Yes	90	77	82	53	89	61	59	62	63
	DK	13	11	16	25	11	30	20	31	25
		<u>113</u>								
31.	No	14	12	2	23	0	9	22	8	12
	Yes	79	66	82	53	89	61	59	62	63
	DK	26	22	16	25	11	30	20	31	25
		<u>119</u>								
IV Legal Problems										
32.	No	101	81	85	84	96	77	72	85	89
	Yes	11	9	10	7	0	8	17	0	11
	DK	12	10	6	9	4	15	11	15	0
		<u>124</u>								
33.	No	60	48	54	39	66	54	39	38	40
	Yes	19	15	12	20	7	0	28	8	20
	DK	47	37	35	41	28	46	33	54	40
		<u>126</u>								
34.	No	19	35	40	32	40	17	42	20	17
	Yes	1	2	0	4	0	0	4	0	0
	DK	34	63	60	64	60	83	54	80	83
		<u>54</u>								
35.	No	27	49	45	55	50	50	48	60	33
	Yes	6	11	5	14	10	0	19	0	0
	DK	22	40	50	31	40	50	33	40	67

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.	TOTAL SAMPLE		POSITION		REGION					
	N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %	
36.	No	69	61	69	55	68	73	51	64	60
	Yes	10	9	4	11	8	0	19	0	0
	DK	34	30	27	34	24	27	30	36	40
		<u>113</u>								
37.	Not to any great extent	60	52	71	37	69	54	42	64	20
	To a mode- rate extent	25	22	14	30	19	17	28	18	20
	To a great extent	7	6	4	7	0	0	16	0	0
	DK	24	21	10	26	12	29	14	18	60
		<u>116</u>								
38.	Never	51	44	69	22	52	43	37	55	30
	Pressure Declined	23	20	10	28	22	13	28	18	0
	Increased	7	6	0	13	4	4	9	0	10
	DK	35	30	20	37	22	39	26	27	60
		<u>116</u>								
39.	No	76	73	57	82	80	86	69	50	75
	Yes	28	27	43	18	20	14	31	50	25
		<u>116</u>								
40.	No	54	93	100	83	89	100	92	100	86
	Yes	4	7	0	17	11	0	8	0	14
		<u>58</u>								
41.	No	38	30	41	25	60	22	20	50	11
	Yes	42	70	59	75	40	78	80	50	89
		<u>60</u>								

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TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.	TOTAL SAMPLE		POSITION		REGION					
	N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %	
<b>V. Involvement of local non-public official</b>										
42.	No	34	28	22	38	17	40	22	42	44
	Yes	89	72	78	62	83	60	78	58	56
		<u>123</u>								
43.	little interest	12	10	10	11	3	14	9	18	12
	moderate interest	34	29	35	22	34	41	20	18	50
	great inter-st	71	61	54	67	62	45	71	64	38
		<u>117</u>								
44.	not invol-ved	21	19	6	33	0	27	20	27	34
	moderately involved	66	58	76	49	66	50	60	64	44
	highly involved	26	23	18	18	34	23	20	9	22
		<u>113</u>								
45.	No	23	19	2	37	0	20	33	17	22
	Yes	88	74	90	56	96	68	63	75	67
	DK	8	7	8	7	4	12	5	8	11
		<u>119</u>								
46.	No	31	26	14	39	10	28	36	17	22
	Yes	75	62	76	46	83	52	55	67	56
	DK	15	12	10	14	7	20	9	17	22
		<u>121</u>								
47.	No	12	10	0	20	0	8	16	17	11
	Yes	91	75	82	68	90	64	73	83	56
	DK	18	15	18	12	10	28	11	0	33
		<u>121</u>								

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
48.	No	28	23	10	38	7	28	32	8	44
	Yes	81	67	82	52	93	48	59	83	44
	DK	12	10	8	11	0	24	9	8	11
		<u>121</u>								
49.	No	9	9	5	14	3	16	10	0	14
	Yes	70	67	70	67	62	68	70	75	57
	DK	26	25	25	18	34	16	20	25	29
		<u>105</u>								
<u>VI. Operating and implementation</u>										
50.	No	26	21	14	31	3	16	33	23	33
	Yes	70	57	73	41	86	48	40	69	44
	DK	27	22	14	28	10	36	27	8	22
		<u>123</u>								
51.	No	27	27	22	29	14	29	39	10	33
	Yes	62	62	67	59	82	57	45	80	50
	DK	11	11	11	12	4	14	15	10	17
		<u>100</u>								
52.	No	12	12	14	12	14	5	10	22	17
	Yes	67	70	80	57	79	65	74	67	33
	DK	17	18	7	30	7	30	16	11	50
		<u>96</u>								
53.	No	9	9	9	10	0	10	16	10	17
	Yes	76	77	84	67	93	67	72	80	50
	DK	14	14	7	22	7	24	12	10	33
		<u>99</u>								
54.	No	4	4	0	7	4	0	6	0	17
	Yes	79	81	91	70	93	76	75	78	67
	DK	15	15	9	22	4	24	19	22	17
		<u>98</u>								

TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
55.	No	57	49	52	44	66	41	41	50	57
	Yes	33	28	28	31	21	32	34	17	29
	DK	26	22	20	25	14	27	25	33	14
		<u>116</u>								
56.	No	68	59	64	48	66	50	52	67	71
	Yes	24	21	18	29	21	18	27	0	29
	DK	24	21	18	23	14	32	20	33	0
		<u>116</u>								
57.	No	69	60	75	43	79	55	42	83	57
	Yes	18	16	4	28	7	9	28	0	29
	DK	28	24	21	28	14	36	30	17	14
		<u>115</u>								
58.	No	73	64	73	54	83	59	55	58	57
	Yes	16	14	4	27	3	5	29	0	29
	DK	25	22	23	19	14	36	1	42	14
		<u>114</u>								
59.	No	36	32	48	20	44	45	16	25	29
	Yes	53	47	46	45	52	14	56	67	57
	DK	24	21	6	35	4	41	28	8	14
		<u>113</u>								
60.	No	47	39	25	43	38	26	55	31	11
	Yes	54	45	59	39	52	39	36	62	56
	DK	19	16	16	18	10	35	9	8	33
		<u>120</u>								
61.	No	30	25	12	37	17	21	33	17	22
	Yes	72	60	78	42	76	58	49	67	56
	DK	19	16	10	21	7	21	18	17	22
		<u>121</u>								



TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
62.	No	12	10	10	9	0	21	9	58	0
	Yes	98	80	82	79	97	58	84	85	67
	DK	12	10	8	12	3	21	7	0	33
		<u>122</u>								
63.	No	25	21	12	32	10	8	39	8	11
	Yes	82	68	76	60	79	67	52	92	78
	DK	14	12	12	9	10	25	9	0	11
		<u>121</u>								
64.	No	15	12	4	18	3	12	23	8	0
	Yes	97	80	90	73	93	75	68	92	89
	DK	99	7	6	9	3	12	9	0	11
		<u>121</u>								
65.	No	37	30	20	39	21	29	40	23	22
	Yes	65	53	59	49	72	42	44	54	67
	DK	20	16	22	12	7	29	16	23	11
		<u>122</u>								
66.	No	45	37	35	37	10	46	44	38	56
	Yes	67	55	53	58	83	33	53	46	44
	DK	10	8	12	5	7	21	2	15	0
		<u>122</u>								
67.	No	39	33	35	29	10	50	39	38	22
	Yes	71	60	55	65	86	27	59	46	78
	DK	09	8	10	5	3	23	2	15	0
		<u>119</u>								
68.	No	71	59	48	66	46	52	67	62	67
	Yes	30	25	32	23	39	22	24	15	11
	DK	19	16	20	11	14	26	9	23	22
		<u>120</u>								
69.	No	81	67	54	81	52	52	84	62	67
	Yes	20	17	24	9	34	17	4	15	22
	DK	30	17	22	11	14	34	11	23	11
		<u>121</u>								

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TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
70.	No	70	58	62	51	69	48	58	54	56
	Yes	15	12	8	19	10	4	20	0	22
	DK	36	30	30	30	21	48	22	46	22
		<u>121</u>								
71.	No	64	66	58	69	76	56	71	56	43
	Yes	28	29	33	27	24	38	29	22	43
	DK	5	5	8	4	0	6	0	22	14
		<u>97</u>								
72.	No	52	44	51	34	64	42	32	42	33
	Yes	21	18	24	16	18	8	20	25	22
	DK	46	39	25	50	18	50	48	33	44
		<u>119</u>								
<b>VII. Evaluations</b>										
73.	No	46	37	27	48	28	44	44	31	22
	Yes	60	49	59	38	69	36	44	38	56
	DK	17	14	14	14	3	20	11	31	22
		<u>123</u>								
74.	No	56	47	29	66	34	50	59	38	33
	Yes	27	23	25	19	41	12	14	23	33
	DK	36	30	46	16	24	38	27	38	33
		<u>119</u>								
75.	No	51	41	22	64	17	40	53	54	44
	Yes	41	33	35	28	55	20	27	23	44
	DK	31	25	43	9	28	40	20	23	11
		<u>123</u>								
76.	No	46	38	24	49	55	12	47	15	22
	Yes	30	30	45	14	28	29	20	54	56
	DK	40	33	31	37	17	58	33	31	22
		<u>122</u>								

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TITLE I FOLLOW-UP QUESTIONNAIRE  
 PERCENTAGES BY POSITION AND REGION  
 (N=132)

Item No.		TOTAL SAMPLE		POSITION		REGION				
		N	%	Public N=55 %	Non- Public N=62 %	North east N=29 %	South- east N=27 %	Mid- west N=48 %	South- west N=14 %	Far West N=10 %
77.	No	27	22	12	33	10	20	30	25	33
	Yes	77	64	78	47	86	52	57	53	56
	DK	17	14	10	19	3	28	14	17	11
		<u>121</u>								
78.	No	23	19	18	25	11	8	27	25	22
	Yes	53	44	44	40	71	28	36	50	33
	DK	44	37	38	35	18	64	36	25	44
		<u>120</u>								
79.	No	70	60	59	65	43	90	64	58	44
	Yes	46	40	41	35	57	10	36	42	56
		<u>116</u>								

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Instruction Sheet  
for  
General Survey of Non-Public School Participates  
in Federal Assistance Programs

Read carefully before beginning survey answers

The survey materials-packet consists of three parts:

Part One: An Inventory of Federal Assistance Programs  
For the Benefit of Non-Public School Students

This Inventory cites information about each of the programs for which non-public school students are eligible. It would be advisable to read it over before answering the survey questions. The number given to each program on the answer sheet is the same as the program number in this inventory. Only the name of the program and its number as cited in this inventory will appear on the answer sheet for brevity's sake.

This Inventory may be kept in your file for possible reference after you have returned your answer sheets.

Part Two: Questions to be answered for each of the  
Forty Programs Available to Elementary  
and/or Secondary Non-Public School Children

Since the answer sheet on such an extensive survey could get too cumbersome, we have considered it helpful to type out each of the ten questions in full on a separate reference sheet; and to use only key words on the answer sheet itself. The question numbers on the separate reference sheet and the answer sheet correspond.

Part Three: The Survey Answer Sheet for the General Survey of Non-Public School participation in Federal Assistance Programs.

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SURVEY PART TWO

1. Were you aware of your eligibility for this program?
2. Are you currently participating in this program?
3. If you are, to what extent of your eligibility are you actually participating?
4. What amount of funding for this program was allocated to the local education agency (LEA) in your area?
5. What percent of funds for this program were allocated to benefit non-public school children in your area?
6. What is the estimated dollar value of services received by non-public participants in your jurisdiction?
7. How many of your students were eligible for this program?
8. How many of your students (or teachers) actually participated?
9. Do you know the person(s) at your State agency to contact for further assistance on this program?
10. Is there a provision in your State Constitution prohibiting your participation in this program?

## SUMMARY PART ONE

INVENTORY OF FEDERAL ASSISTANCE PROGRAMS  
FOR THE BENEFIT OF NON-PUBLIC SCHOOL STUDENTS

Source: Catalogue of Federal Domestic Assistance  
January 1969  
Compiled for the Executive Office of the President  
By the Office of Economic Opportunity

## I. Programs Available at the Elementary and Secondary Level

A. Administering Agency: Department of Agriculture

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
1.	13*	Commodity Distribution School Children Nutrition	Commodity Distribution Division Consumer and Marketing Service, U.S. Dept. of Agriculture, Washington, D.C. 20250	USDA Food Donation Programs PA-667	7 U.S.C. 1431
2.	14	Equipment to Initiate or Expand School Food Service	School Lunch Division Consumer and Marketing Service, U.S. Dept. of Agriculture, Washington, D.C. 20250	"Closing the Nutrition Gap" PA-812	42 U.S.C. 1774-75, Child Nutrition Act of 1966 Public Law 89-642

\*Refers to page number in the Catalogue of Federal Domestic Assistance, January 1969.

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
3.	19	School Breakfasts	School Lunch Division Consumer and Marketing Service, U. S. Dept. of Agriculture, Washington, D.C. 20250	"Closing the Nutrition Gap" PA-812	42 U.S.C. 1773(a), Child Nutrition Act of 1966 as amended by Public Law 90-302, 82 Stat. 119
4.	20	School Lunches	School Lunch Division Consumer and Marketing Service, U.S. Dept. of Agriculture Washington, D.C. 20250	The National School Lunch Program PA-19	42 U.S.C. 1751-1760, National School Lunch Act of 1946, as amended by Public Law 90-302, 82 Stat. 117
5.	21.	School Milk	School Lunch Division Consumer and Marketing Service, U.S. Dept. of Agriculture Washington, D.C. 20250	Special Milk Program, PA-248	42 U.S.C. 1772, Child Nutrition Act of 1966; Public Law 89-642

B. Administering Agency: Department of Commerce

6.	69	Importation of Duty Free Educational and Scientific Materials	Business and Defense Service Administration U.S. Dept. of Commerce Washington, D.C. 20230	Rules and Regulations are published at 15 CFR Part 602 Form BDSAF 768 "Request for Duty-Free Entry of Scientific Instruments and Apparatus."	19 U.S.C. 1202; Tariff Schedules of the United States, Schedule 8, Part 4, headnote 6.
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C. Administering Agency: Department of Defense

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
7.	97.	Machine Tools Loans to Vocational Schools	Commanding Officer Defense Industrial Plant Equipment Center Memphis, Tennessee 38102	The Loan of Tools to Vocational Schools	42 U.S.C. 1855-1855g.

D. Administering Agency: Department of Health, Education and Welfare, Office of Education

8.	99.	Adult Basic Education	Division of Adult Education Programs, Bureau of Adult, Vocational, and Library Program U.S. Office of Education Washington, D.C. 20202	Description of Programs Adult Education Act Guide for the Development of a State Plan Rules and Regulations for the Administration of Adult Education Act	20 U.S.C. 1206, Adult Education Act of 1966, title III of the Elementary and Secondary Education Amendments of 1966, Public Law 89-750, 80 Stat. 1218
9.	100.	Arts and Humanities Research	Arts and Humanities Program Research Analysis and Allocation Staff Bureau of Research, U.S. Office of Education Washington, D.C. 20202	Office of Education Support for Research and Related Activities, Revised July 1968 - OE-12025 A; The Arts and the Poor: New Challenge for Educators - OE-37016; Office of Education Support for the Arts and Humanities OE-33049	20 U.S.C. 331a Cooperative Research Act, Public Law 531, 83rd Congress, sec. 2, as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401, 79 Stat. 44. 20 U.S.C. 951, National Foundation on the Arts and Humanities Act of 1965, sec. 2, 79 Stat, 845.



	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
10.	106.	Community Service and Continuing Education	Division of Adult Education Programs U.S. Office of Education Washington, D.C. 20202	"Regulations Title I, Higher Education Act of 1965", reprinted from Federal Register, Vol. 31, No. 68.	20 U.S.C. 1001, Higher Education Act of 1965, Title I, Public Law 89-329, 79 Stat. 1219
11	110.	Education of Handicapped and deaf blind children	Bureau of Education for the Handicapped U.S. Office of Education Washington, D.C. 20202	Regulations and Guidelines for Deaf-Blind Children	20 U.S.C. 371, Education of the Handicapped Act, Public Law 90-247, 80 Stat. 1204, 20 U.S.C. 863, Elementary and Secondary Education Act of 1965, title III, Public Law 89-10, 80 Stat. 1203
12	113	Education of Handicapped Children Research and Demonstration	Division of Research, Bureau of Education for the Handicapped, Office of Education Washington, D.C. 20202		20 U.S.C. 618, Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Titles III and V, Public Law 88-164, 77 Stat. 294.
13	115	Educational Research and Development Centers	Research and Development Centers Branch Bureau of Research, Office of Education, Washington, D.C. 20202	Office of Education Support for Research and Related Activities, Revised July 1968, OE-12025A	20 U.S.C. 331a Cooperate Research Act, Public Law 531, sec. 2, as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401 79 Stat. 44.

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
14 116E	Educational Research, Surveys, Demonstrations, and Dissemination	Research Analysis and Allocation Staff, Bureau of Research, U.S. Office of Education Washington, D.C. 20202	Office of Education Support for Research and Related Activities, Revised July 1968 OE-12025-A Advances in Education, EO-12034-Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	20 U.S.C. 331a Cooperative Research Act, Public Law 531, sec. 2, as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401, 79 Stat. 44, and by Elementary and Secondary Amendments of 1966, Public Law 89-750, Title I, sec. 141 80 Stat. 1201
15 118	Educational Research Training	Research Training Branch Division of Higher Education Research Bureau of Research, U.S. Office of Education Washington, D.C. 20202	Graduate Fellowship Program in Educational Research, OE-55052; Post-doctoral Fellowship in Educational Research, OE-55037-68.	20 U.S.C. 331a Cooperative Research Act, Public Law 531, sec. 2 as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401, 79 Stat. 44, and by Elementary and Secondary Amendments of 1966, Public Law 89-750 Title I, sec. 141 80 Stat. 1202

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
16	119	Educational Resources information Center  ESEA Title IV	Educational Resources Information Center Bureau of Research, U.S. Office of Education, Washington, D.C. 20202	ERIC Can Help - Research in Education, Superintendent of Documents Government. Printing Office, Washington, D.C. 20402	20 U.S.C. 331a Cooperative Research Act Public Law 531, sec. 2, as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401, 79 Stat.44
17	122	Educationally Deprived Children	Director, Division of Compensatory Education. U.S. Office of Education, Washington, D.C. 20202	Revised Criteria for Approval of Title I, ESEA Applications from Local Educational Agencies, Program Guide No. 44	20 U.S.C. 241a Elementary and Secondary Education Act of 1965, as amended, Title I Public Law 89-10 72 Stat 27.
18	123	Encouraging Qualified Persons to Enter Education Careers	Bureau of Educational Personnel Development Office of Public Information, U.S. Office of Education Washington, D.C. 20202	What we need to Know About Educational Manpower	20 U.S.C. 1094 Education Professions Development Act Public Law 90-35. 81 Stat. 83; and 20 U.S.C. 1091, Higher Education Act of 1965, Title V Public Law 89-329 79 Stat. 1254.

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
19	Foreign Language Training and Area Studies	Division of Foreign Studies; Institute of International Studies; U.S. Office of Education, Washington, D.C. 20202	Overseas Foreign Language and Area Studies, 1969-70, OE-14134-69	20 U.S.C. 2541 Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) Public Law 87-256, 75 Stat. 527.
20	128 Guidance, Counseling, and Testing	Division of State Agency Cooperation; Bureau of Elementary and Secondary Education; U.S. Office of Education, Washington, D.C. 20202	Questions and Answers About Title V-A; OE-25047	20 U.S.C. 481, National Defense Education Act of 1958, Title V-A, Public Law 85-864, 72 Stat. 1592
21	130 Handicapped Children - Early Educational Assistance	Bureau of Education for the Handicapped; U.S. Office of Education, Washington, D.C. 20202	Programs for the Handicapped	20 U.S.C. 621, Handicapped Children's Early Education Assistance Act of 1968, sec. 2, Public Law 90-538, 82 Stat. 901
22	142 Manpower Development and Training - Classroom Instruction MDTA	Division of Manpower Development and Training, Bureau of Adult, Vocational and Library Programs, U.S. Office of Education, Washington, D.C. 20202	Criteria for Manpower Training Skill Center; Learning for Jobs; MDTA: Good Training Good Jobs; Facts for Manpower Trainees	42 U.S.C. 257, Manpower Development and Training Act of 1962, Title II-B, Public Law 87-145, 76 Stat. 24

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation	
23	145	Regional Educational Laboratories	Director, Division of Educational Laboratories U.S. Office of Education Washington, D.C. 20202	Regional Educational Laboratories, Progress Report, July 1968, OE-12030; Regional Educational Laboratories, OE-12032	20 U.S.C. 331a Cooperative Research Act, Public Law 531, sec. 2, as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401, 79 Stat. 44
24	146	Regional Educational Research	Regional Research Program Bureau of Research U.S. Office of Education Washington, D.C. 20202	Project Research, Regional Research Program, OE-12035; Winning a Research Bid: Tips on Proposal Writing OE-12033	20 U.S.C. 331a Cooperative Research Act, Public Law 531, sec. 2, as amended by Elementary and Secondary Education Act of 1965, Public Law 89-10, Title IV, sec. 401, 79 Stat. 44
25	148	School Equipment and Remodeling	Division of State Agency Cooperation Bureau of Elementary and Secondary Education U.S. Office of Education Washington, D.C. 20202	NDEA Title III Guidelines, April 1967; Regulations, January 1965; Improvement of Instruction through NDEA, Title III, OE-20080	20 U.S.C. 441, National Defense Education Act, Title III, Public Law 85-864 72 Stat. 1588

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
26	149	School Library Resources, Textbooks, and other Instructional Materials	Division of State Agency Cooperation Bureau of Elementary and Secondary Education U.S. Office of Education Washington, D.C. 20202	Guidelines, Title II, Elementary and Secondary Education Act of 1965, OE-15059; First Annual Report, Title III, Elementary and Secondary Education Act of 1965 OE-20180	20 U.S.C. 821, Elementary and Secondary Education Act of 1965, as amended, Public Law 89-10, Title II, section 201, 79 Stat. 36
27	151	Strengthening Instruction in the Arts and Humanities	Division of State Agency Cooperation Bureau of Elementary and Secondary Education U.S. Office of Education Washington, D.C. 20202	Guidelines: Financial Assistance for Strengthening Instruction in the Arts and Humanities in Public Elementary and Secondary Schools, OE-33039	20 U.S.C. 961, National Foundation on the Arts and Humanities Act of 1965, Public Law 89-209 sec. 12 79 Stat. 854.
28	153	Supplementary Educational Centers and Services	Division of Plans and Supplementary centers, Bureau of Elementary and Secondary Education U.S. Office of Education Washington, D.C. 20202	Pacesetters in Innovation, 1967, OE-201103-67; Stepping Up with PACE, OE-20095; PACE, OE-20086	20 U.S.C. 841 Elementary and Secondary Act of 1965, as amended, Public Law 89-10, Title III, sec. 301 79 Stat. 39

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
29	154	Teacher Corps	Community Affairs Branch Teacher Corps Bureau of Educational Personnel Development U.S. Office of Education Washington, D.C. 20202	Teacher Corps Program Handbook; Fact Sheet on Teacher Corps	20 U.S.C. 1101 Higher Education Act of 1965, Title V-B, Public Law 89-329, 79 Stat. 1255; as amended by 20 U.S.C. 1101, Education Professions Development Act, Public Law 90-35, 81 Stat. 85
30	158	Vocational Education Research and Training	Division of Comprehensive and Vocational Education Research Research Analysis and Allocation Staff, Bureau of Research U. S. Office of Education Washington, D.C. 20202	Office of Education Support for Research and Related Activities, OE-12025-A New Directions in Vocational Education, OE-80047; What We Need To Know About Educational Manpower, OE-58014	20 U.S.C. 35c(c), Vocational Education Act of 1963, Title I, Public Law 88-210, 77 Stat. 405, as amended by Vocational Education Amendments of 1968, Title I, Public Law - 90-576, 82 Stat. 1078.
31	161	Overseas Education, Training, Research and Study	Institute of International Studies U.S. Office of Education Washington, D.C. 20202	Opportunities Abroad for Teachers OE-14047-70	7 U.S.C. 1691, Agriculture Trade Development and Assistance Act of 1954, Public Law 83-480, 68 Stat. 459

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
32	165	Surplus Property Utilization	DHEW - Regional Office		40 U.S.C. 484, Federal Property and Administration Services Act of 1949, as amended, Public Law No. 81-152, as amended; secs. 203 (j) and (k), as amended; 63 Stat. 377
33	120	Educational Talent Search	Division of Student Financial Aid Bureau of Higher Education U.S. Office of Education Washington, D.C. 20202	Search '68 Guidelines '69	20 U.S.C. 1068, Higher Education Act of 1965, Title IV-A, Public Law 89-329 as amended, 79 Stat. 1235, as rewritten by the Higher Education Amendments of 1968, Public Law 90-575
34	147	School Desegregation Technical Assistance and Training	Division of Equal Educational Opportunities U.S. Office of Education Washington, D.C. 20202	Focus on Equal Educational Opportunities OE-38008; Desegregation Guidelines OE-38003; Help With Desegregation	42 U.S.C. 2000c-2 to 2000c-4, Civil Rights Act of 1964, Public Law 88-352, Title IV, sec. 403, 404 78 Stat. 247



E. Administering Agency: Department of Health, Education and Welfare; Public Health Service

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
35	206	Mental Health Research and Training	National Institute of Mental Health Public Health Service 5454 Wisconsin Avenue Chevy Chase, Maryland 20203	NIMH Support Programs, PHS No. 1,700	42 U.S.C. 241, 242a., Public Health Service Act, secs. 301 and 303 (a) ( )

F. Administering Agency: Department of Labor

36	397	Neighborhood Youth Corps	Office of Information Manpower Administration U.S. Dept of Labor Washington, D.C. 20210	Three Years of Success; Neighborhood Youth Corps	42 U.S.C. 2731-36 (1964), as amended
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G. Administering Agency: National Aeronautics and Space Administration

37	471	Space and Aeronautics Education and Information Services	Office of Public Affairs, NASA, Washington, D.C. 20546	NASA: Directory of Services to the Public; Film List; Educational Publications List; Spacemobile Program	42 U.S.C. 2451 et seq. NASA Act of 1958
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H. Administering Agency: National Foundation  
on the Arts and Humanities

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
38	474 Progress in the Humanities	National Endowment for the Humanities 1800 G Street, N.W. Washington, D.C. 20506	Program Information, 1969	20 U.S.C. 961-3 National Foundation on the Arts and the Humanities Act of 1965 as amended, Public Law No. 89-209

I. Administering Agency: National Science Foundation

39	480 Pre-College Education in Science	Division of Pre-College Education in Science National Science Foundation Washington, D.C. 20550	National Science Foundation 68-6	42 U.S.C. 1861-1875, National Science Foundation Act of 1950, Public Law No. 507, Amendments through July 18, 1968, 82 Stat. 360
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J. Administering Agency: Office of Economic Opportunity

40	491 Head Start	Project Head Start, Office of Economic Opportunity Washington, D.C. 20506	Organizing Communities foret. seq. Economic Action; Head Start Manual of Policies and Instructions; Head Start: A Community Action Program	42 U.S.C. 2781, et. seq. Economic Opportunity Act of 1964 as amended; Public Law 90-222, Title II, 81 Stat. 690, as amended et. seq.
41	496 Upward Bound	Upward Bound Office of Economic Opportunity Washington, D.C. 20506	Upward Bound	42 U.S.C. 2781 et. seq.

K. Administering Agency: President's Council  
on Physical Fitness and Sports

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
42	504	Physical Fitness and Sports	President's Council on Physical Fitness and Sports 330 C Street, SW Washington, D.C. 20201		Executive Order No. 11398, March 4, 1968

L. Administering Agency: Department of Housing  
and Urban Development

43	315	Model Cities	Assistant Secretary for Model Cities and Governmental Relations Dept. of Housing and Urban Development Washington, D.C. 20410	Improving the Quality of Urban Life: Model Cities Program	42 U.S.C. 3301, Demonstration Cities and Metropolitan Development Act of 1966, Title I as amended, Public Law 89-754, 80 Stat. 1255
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II. Programs Available at High Education Level and Special Institutes

A. Administering Agency: Department of Health Education and Welfare: Office of Education

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
1. 104	College Library Resources	Division of Library Services & Educational facilities Bureau of Adult Vocational, and Library Programs U.S. Office of Education Washington, D.C. 20202	Program resume	20 U.S.C. 1021, Higher Education Act of 1965, Title II-A, Public Law 89-329, 78 Stat. 1224
2. 105	College Student Work-Study	Division of Student Financial Aid Bureau of Higher Education U.S. Office of Education Washington, D.C. 20202	More Education-- More Opportunity Financial Aid for Higher Education	42 U.S.C. 2751, Economic Opportunity Act of 1964, Title I, Public Law 88-452, 78 Stat. 515, as amended; the Higher Education Amendments of 1968, Public Law 90-575, redesignated this as Title IV-C of the Higher Education Act of 1963, Public Law 89-329, 79 Stat. 1249

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
3. 107	Cuban Student Loan Program	Loans Branch Division of Student Financial Aid Bureau of Higher Education U.S. Office of Education Washington, D.C. 20202	U.S. Loan Program for Cuban Students--Instructions for Administration	22 U.S.C. 2601, Migration & Refugee Assistance Act of 1962, Public Law 87-510, Section 2, 76 Stat.121.
4. 112	Education of Handicapped Children--Regional Resources Centers	Division of Research Bureau of Education for the Handicapped Office of Education Washington, D.C.20202		20 U.S.C. 878, Elementary & Secondary Education Amendments of 1967, Title VI-B, Public Law 90-247, 81 Stat. 801
5. 114	Educational Opportunity Grants	Division of Student Financial Aid Bureau of Higher Education U.S. Office of Education Washington, D.C.20202	More Education--More Opportunity Financial Aid for Higher Education	20U.S.C. 1061, Higher Education Act of 1963, as amended, Public Law 89-329, Title IV-A, sec. 401, 79 stat. 1231

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislature
6.	127	Graduate Academic Facilities Construction	Graduate Facilities Branch Division of Graduate Programs Bureau of Higher Education U.S. Office of Education Washington, D.C. 20202	Manual of Information & Instructions for use by Institutions of Higher Education in the Preparation and Submission of Proposals	20 U.S.C. 731, Higher Education Facilities Act of 1963, Title II, Public Law 88-204, 77 Stat. 371
7.	131	Instructional Equipment Program	State Plans Division of College Facilities Bureau of Higher Education U.S. Office of Education Washington, D.C. 20202	A Fierce Commitment, OE-50034	20 U.S.C. 1121-1129, Higher Education Act of 1965, Public Law 89-329, Title VI, Part A
8.	132	Higher Education Facilities Construction	Division of College Facilities Bureau of Higher Education Office of Education Washington, D.C. 20202	Financial Assistance for Construction of Higher Education Facilities (Regulations)	20 U.S.C. 711, Higher Education Facilities Act of 1963 title I Public Law 88-204, 77 Stat. 364, as amended. 20 U.S.C. 741, Higher Education facilities Act of 1963, title III, Public law 88-204, 77 Stat. 372 as amended

B. Administering Agency: Department of Health,  
Education and Welfare; Public Health Service

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
18	175	Air Pollution - Interstate a Abatement and Motor Vehicle Emission Standards	National Air Pollution Control Administration U.S. Dept. of Health, Education and Welfare 801 North Randolph Street Arlington, Virginia 22203	The Federal Air Pollution Program PHS 1560 PHS 981	42 U.S.C. 1857-1857L, Air Quality Act of 1967, Public Law No. 90-148; Title I, Sec. 108, 81 Stat. 491; Title II, 81 Stat. 499-501
19	176	Air Pollution Training and Fellowships	National Air Pollution Control Administration U.S. Dept. of Health, Education and Welfare 801 North Randolph Street Arlington, Virginia 22203	Air Pollution Training Program, PHS 1542	42 U.S.C. 1857-1957L, Air Quality Act of 1967, Title I, Public Law No. 90-148, sec. 103, 81 Stat. 486.
20	183	Housing and Urban Environmental Health	Environmental Control Administration Consumer Protection and Environmental Health Service 222 East Central Parkway Cincinnati, Ohio 45202	PHS No. 1783, 1968; PHS No. 826, 1967; PHS No. 526, 1967	42 U.S.C. 241, Public Health Service Act, as amended, Title III Sec. 301, Public Law No. 78-410, 58 Stat. 682; 42 U.S.C. 246, Public Health Service Act, as amended, Title III Sec. 314 Public Law No. 89-749 80 Stat. 1182

C. Administering Agency: Department of Health,  
Education and Welfare: Social and Rehabilitation  
Service

Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation	
21	263	Rehabilitation Research and Training Centers	Research and Training Centers Division Office of Research, Demonstrations, and Training Social and Rehabilitation Service U.S. Dept of Health, Education and Welfare Washington, D.C. 20201	Description of Program and Procedures for Applying for Grants - Research and Demonstration Grant Program	29 U.S.C. Chap. 4, Sec. 31, et. seq., Vocational Rehabilitation Act as amended

D. Administering Agency: Department of Housing and Urban Development

22	310	College Housing	Housing Assistance Administration Department of Housing and Urban Development Washington, D.C.	Guide to the College Housing Program HUD PG-3	12 U.S.C. 1749, Housing Act of 1950 as amended Title IV, Public Law 81-475, 64 Stat. 48, 77
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E. Administering Agency: Department of the Interior

23	354	Water Pollution Control-Training Grants and Research Fellowships	Training Grants Branch, Federal Water Pollution Control Administration, U.S. Dept. of the Interior Washington, D.C. 20240		33 U.S.C. 466, et. seq., Federal Water Pollution Control Act as amended
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F. Administering Agency: Atomic Energy Commission

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
24	433	Nuclear Education and Training	Director, Division of Nuclear Educa- tion and Train- ing, U.S. Atomic Energy Commis- sion Washington, D.C. 20545	Guide to Nuclear Educa- tion Activi- ties	42 U.S.C. 2011 et seq., Atomic Energy Act of 1954, as amended; Public Law 83-703 68 Stat. 919
25	470	Assistance for University Research and Training Activities	Director, Sustaining University Pro- gram Office of University Affairs, NASA Headquar- ters Washington, D.C. 20546		42 U.S.C. 2451 et seq., NASA Act of 1958
26	473	Progress in the Arts	National Endowment for the Arts 1800 G Street N.W. Washington, D.C. 20506		20 U.S.C. 961-3; Public Law 9-209

H. Administering Agency: National Science  
Foundation

27	476	Computer Acti- vities in Education and Research	Office of Computing Acti- vities National Science Founda- tion Washington, D.C. 20550	NSF: 68-8; 68-4; 68-3; 68-6; 63-27	42 U.S.C. 1861- 1875 NSF Act of 1950, Public Law 507 Amendments, through July 18, 1968, 82 Stat. 360
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	Page	Program Title	Information Contact	Printed Information Available	Authorizing Legislation
28	477	Graduate Education in Science	Division of Graduate Education in Science National Science Foundation Washington, D.C. 20550	NSF 68-6; 68-3	42 U.S.C. 1861-1875, NSF Act of 1950, Public Law 507, Amendments through July 18, 1968, 82 Stat. 360
29	478	Institutional Support of Science	Associate Director, Institutional Relations National Science Foundation Washington, D.C. 20550	NSF-68-6	42 U.S.C. 1861-1875, NSF Act of 1950, Public Law No. 507, Amendments through July 18, 1968, 82 Stat. 360.
30	481	Science Information Activities	Office of Science Information Service National Science Foundation Washington, D.C. 20550	NSF 68-6	42 U.S.C. 1861-1879, NSF Act of 1950, Public Law No. 507, Amendments through July 18, 1968, 82 Stat. 360
31	482	Science Planning and Policy Studies	Office of Planning and Policy Studies National Science Foundation Washington, D.C. 20550	NSF 68-6	42 U.S.C. 1861-1875, NSF Act of 1950, Public Law No. 507, Amendments through July 18, 1968, 82 Stat. 360
32	483	Science Research Support Activities	National Science Foundation Washington, D.C. 20550	NSF 68-6	42 U.S.C. 1861-1875, NSF Act of 1950, Public Law No. 507, Amendments through July 18, 1969, 82 Stat. 360

	Page	Program Title	Information Contact	Printed Information Available	Authorizing Information
33	485	Undergraduate Education in Science	Division of Undergraduate Education in Science National Science Foundation Washington, D.C. 20550	NSF 68-6	42 U.S.C. 1861-1875, NSF Act of 1960, Public Law No. 507, Amendments through July 18, 1968 82 Stat. 360

E:37

INSTRUCTION SHEET

FOR

1971 Follow-up Questionnaire  
On the Participation of Non-Public  
School Children in ESEA Title I  
Programs

The attached questionnaire is a follow-up of a study completed at the end of the first operational year of ESEA Title I. The current study has been authorized by the President's Commission on School Finance and the President's Panel on Non-Public Schools. We urge you to complete the questionnaire on the basis of your own knowledge of Title I activities.

Confidentiality of individual responses will be maintained. Only summaries of the objective data will be used. We would appreciate, however, any comments which you would care to make on the final pages of the forms. Anonymity of the comments would be guaranteed.

Please return the insert by May 7, 1971 to the Center for Field Research and School Services at Boston College in the enclosed stamped, self-addressed envelope.

Thank you for your cooperation.

E:38

1971 Follow-up Questionnaire on  
the Participation of Non-Public  
School Children in ESEA Title I  
Programs

1-3. Name \_\_\_\_\_ Date \_\_\_\_\_

4. Position (Check one)
1.  Public school principal
  2.  Public school superintendent
  3.  Public state department official
  4.  Federal office official
  5.  Non-public school principal
  6.  Non-Public school superintendent
  7.  Non-public state department  
and/or regional official
  8.  National non-public organization  
official
  9.  Interested citizen with none of  
the above occupations

5. Region of country
1.  Northeast (*New England, Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania*)
  2.  Southeast (*Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia*)
  3.  Midwest (*Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin*)
  4.  Southwest (*Arizona, Colorado, Idaho, New Mexico, Oklahoma, Texas, Utah, Wyoming*)
  5.  Far West (*Alaska, California, Hawaii, Montana, Nevada, Oregon, Washington*)

Category I: ESEA - Title I Funds with  
Emphasis on Procedures For Allocating  
Funds.

6. Was formula established by the State Department of Education in order to determine the amount of money available to each eligible local education agency?
1.  No
  2.  Yes
  3.  I don't know

If you answered "no" or "don't know," please skip to question 12.

E:39

7. Was the formula based on the number of AFDC residents in the area? 1. \_\_\_ No  
2. \_\_\_ Yes  
3. \_\_\_ I don't know
8. Was the formula based on the number of AFDC children under age 5 who did not attend school the previous year? 1. \_\_\_ No  
2. \_\_\_ Yes  
3. \_\_\_ I don't know
9. Was the formula based on the number of AFDC children aged 5-17 who attended public and non-public schools the previous year? 1. \_\_\_ No  
2. \_\_\_ Yes  
3. \_\_\_ I don't know
10. Was the formula based on the percent of AFDC cases out of all l'w income families in a district? 1. \_\_\_ No  
2. \_\_\_ Yes  
3. \_\_\_ I don't know
11. Was the formula based on the number of AFDC children aged 5-17 who attended public school only? 1. \_\_\_ No  
2. \_\_\_ Yes  
3. \_\_\_ I don't know
- 
12. Did the calculations of the 1970-1971 state average expenditure per pupil for Title I programs include the number of participating children enrolled from non-public schools? 1. \_\_\_ No  
2. \_\_\_ Yes  
3. \_\_\_ I don't know
13. To the best of your knowledge approximately what percent of the maximum Title I basic grant was expended by the State during FY ending June 30, 1970? 0. \_\_\_ I don't know  
1. \_\_\_ Less than 20%  
2. \_\_\_ Between 21 and 40%  
3. \_\_\_ Between 41 and 60%  
4. \_\_\_ Between 61 and 80%  
5. \_\_\_ Between 81 and 90%  
6. \_\_\_ Between 91 and 100%
14. Has the per cent of the maximum Title I basic grant expended by the State during FY ending June 30, 1971, changed from the per cent expended in FY, 1970? 0. \_\_\_ Data not yet available  
1. \_\_\_ There was no change  
2. \_\_\_ The per cent has changed  
3. \_\_\_ I don't know

If you answered "data not yet available" or "no change," please skip to the comments section after question 16.

15. Was the per cent of the maximum basic grant expended in FY, 1971, smaller than the per cent expended in FY, 1970?
1.  No  
2.  Yes  
3.  I don't know

- 
16. Was the per cent of the maximum basic grant expended in FY, 1971, larger than the per cent expended in FY, 1970?
1.  No  
2.  Yes  
3.  I don't know

Category II: State Policy on Review  
and Approval of Application for  
Federal Funds under Title I

17. Was a representative of your jurisdiction involved in the review and approval of FY, 1969, application?
1.  No  
2.  Yes  
3.  I don't know
18. Has there been greater involvement of your personnel in the review and approval of Title I applications since 1966-67?
1.  No  
2.  Yes  
3.  I don't know
19. Were non-public school officials invited by personnel at the State level to review application prior to approval?
1.  No  
2.  Yes  
3.  I don't know
20. Were non-public school officials invited by personnel at the State level to endorse application prior to approval?
1.  No  
2.  Yes  
3.  I don't know
21. Were non-public school children excluded in some approved applications?
1.  No  
2.  Yes  
3.  I don't know
22. Did the LEA exclude non-public school children because there were no educationally disadvantaged non-public school children in the area?
1.  No  
2.  Yes  
3.  I don't know

E:41

23. Did the LEA exclude non-public school children because non-public schools did not wish to participate?
1.  No  
2.  Yes  
3.  I don't know
24. Did the LEA exclude non-public school children because of scheduling difficulties?
1.  No  
2.  Yes  
3.  I don't know
25. Did the LEA exclude non-public school children because of transportation difficulties?
1.  No  
2.  Yes  
3.  I don't know
26. In your opinion, have there been sincere efforts in your State to carry out the intent of ESEA Title I legislation regarding involvement of non-public school children?
1.  No  
2.  Yes  
3.  I don't know

Category III: Administrative Relationships.

27. How would you best describe the relationship between the State Department of Education and the chief non-public school officials prior to Title I involvement.
1.  Poor  
2.  Fair  
3.  Good  
4.  Excellent
28. How would you best describe the relationships between the State Department of Education and the chief non-public school officials resulting from Title I involvement?
1.  Relationships have deteriorated  
2.  Relationships are the same  
3.  Relationships have improved
29. Did the public or non-public sector initiate communications?
1.  Public sector  
2.  Non-public sector  
3.  Both public and non-public sectors



E:42

30. Is there evidence of mutual understanding of the educational systems, both public and non-public? 1.  No  
2.  Yes  
3.  I don't know
31. Is there a mutual respect for competency in matters dealing with ESEA - Title I? 1.  No  
2.  Yes  
3.  I don't know

Category IV: Legal Problems  
Related to Title I.

32. Does your State Constitution prohibit the use of Title I funds to non-public school children? 1.  No  
2.  Yes  
3.  I don't know
33. Were questions pertaining to participation of non-public school children in Title I projects raised which required rulings by the Attorney General? 1.  No  
2.  Yes  
3.  I don't know

If you answered "no," please skip to Question 36.

34. Was allocation of funds delayed pending these rulings? 1.  No  
2.  Yes  
3.  I don't know
35. In the past, have there been any lawsuits centered around the church-state issue and Title I in your state? 1.  No  
2.  Yes  
3.  I don't know
36. At the present time are there any lawsuits centered around the church-state issue and Title I in your state? 1.  No  
2.  Yes  
3.  I don't know
37. To what extent have pressure groups exerted their influence to include or exclude eligible non-public school students from participation in Title I projects? 1.  Not to any great extent  
2.  To a moderate extent  
3.  To a great extent  
4.  I don't know
38. Has pressure to exclude eligible non-public school students from participation in Title I projects declined or increased? 1.  There has never been any such pressure  
2.  The pressure has declined  
3.  The pressure has increased  
4.  I don't know

E:43

39. To your knowledge, did any eligible LEA refuse to participate in Title I? 1.  No  
2.  Yes
40. Were the reasons for refusal related to involvement of non-public school children? 1.  No  
2.  Yes
41. Were there eligible non-public school children in the LEA? 1.  No  
2.  Yes

Category V: Involvement of Local Non-public School Officials in the Orientation and Planning.

42. Did your office provide Title I orientation for personnel? 1.  No  
2.  Yes
43. What degree of interest in becoming involved in Title I projects was displayed by non-public school officials? 1.  Little interest  
2.  Moderate interest  
3.  Great interest
44. To what extent were representatives from the non-public sector involved in planning projects? 1.  They were not at all involved  
2.  They were moderately involved  
3.  They were highly involved
45. Were non-public school officials consulted in determining the needs of non-public school children? 1.  No  
2.  Yes  
3.  I don't know
46. Were non-public school officials consulted in determining the final content focus of projects? 1.  No  
2.  Yes  
3.  I don't know
47. Was information concerning the needs of non-public school children made available to public school officials during the preparation of the application? 1.  No  
2.  Yes  
3.  I don't know
48. Were non-public school personnel included in in-service programs for teacher of Title I children? 1.  No  
2.  Yes  
3.  I don't know

49. Are non-public school teachers who receive Title I project students (say a summer project) knowledgeable about that summer program?
1.  No  
 2.  Somewhat knowledgeable  
 3.  Very knowledgeable.

Category VI: Operation and Implementation of Title I Programs.

50. Was participation by non-public school children consistent with the number of non-public school children?
1.  No  
 2.  Yes  
 3.  I don't know

If you answered "no," please skip to Question 55.

51. Were there separate programs in non-public schools which encouraged participation by non-public school children?
1.  No  
 2.  Yes  
 3.  I don't know

52. Were there cooperative programs in public schools which encouraged participation by non-public school children?
1.  No  
 2.  Yes  
 3.  I don't know

53. Were there programs during the academic year which encouraged participation by non-public school children?
1.  No  
 2.  Yes  
 3.  I don't know

54. Were there programs in the summer which encouraged participation by non-public school children?
1.  No  
 2.  Yes  
 3.  I don't know

If Items 53 and 54 are no, please skip to Question 60.

55. Was the location of the program related to minimal participation?
1.  No  
 2.  Yes  
 3.  I don't know

56. Did the time schedule of the program decrease non-public participation?
1.  No  
 2.  Yes  
 3.  I don't know

57. Did the availability of personnel affect participation in a negative way?
1.  No  
 2.  Yes  
 3.  I don't know

58. Did the cooperation from public school people cause minimal non-public participation?
1.  No  
2.  Yes  
3.  I don't know
59. Was the level of funding a factor in affecting participation?
1.  No  
2.  Yes  
3.  I don't know
- 
60. Was speech-therapy made available to non-public school children through Title I?
1.  No  
2.  Yes  
3.  I don't know
61. Were teacher workshops made available to non-public school teachers using Title I money?
1.  No  
2.  Yes  
3.  I don't know
62. Was remedial reading made available to non-public school children through Title I programs?
1.  No  
2.  Yes  
3.  I don't know
63. Were library services made available to non-public school children?
1.  No  
2.  Yes  
3.  I don't know
64. Were instructional materials made available to non-public school children?
1.  No  
2.  Yes  
3.  I don't know
65. Were counseling services made available to non-public school children?
1.  No  
2.  Yes  
3.  I don't know
66. Were public school teachers assigned to non-public schools?
1.  No  
2.  Yes  
3.  I don't know
67. Were public school remedial specialists assigned to non-public schools?
1.  No  
2.  Yes  
3.  I don't know

E:47

68. Were public school guidance counselors assigned to non-public schools? 1.  No  
2.  Yes  
3.  I don't know
69. Were public school curriculum specialists assigned to non-public schools? 1.  No  
2.  Yes  
3.  I don't know
70. Were programs planned for non-public school children but not carried out? 1.  No  
2.  Yes  
3.  I don't know
71. Were there non-public school children who would not participate? 1.  No  
2.  Yes
72. Has there been an annual discrepancy between estimated numbers on applications and actual participants? 1.  No  
2.  Yes  
3.  I don't know

Category VII: Evaluation of Title I Projects.

73. Were non-public school personnel involved in project evaluations? 1.  No  
2.  Yes  
3.  I don't know
74. Did non-public school personnel review the project evaluation reports before they were submitted to the State Department of Education? 1.  No  
2.  Yes  
3.  I don't know
75. Did non-public schools receive copies of the evaluation reports? 1.  No  
2.  Yes  
3.  I don't know
76. Have evaluation procedures been hampered by a lack of base line data on non-public school children? 1.  No  
2.  Yes  
3.  I don't know
77. In your judgment, were Title I projects effective in meeting the needs of public and non-public school children? 1.  No  
2.  Yes  
3.  I don't know

E:48

78. Have test scores and other data on non-public school children who participated in Title I projects been forwarded to their respective schools?
1.  No  
2.  Yes  
3.  I don't know
79. Are you aware of any changes in educational practices (testing, curriculum, etc.) that have taken place in the non-public schools of this community as a result of the involvement of their pupils in Title I projects?
1.  No  
2.  Yes

Category VIII: Recommendations

Are there other kinds of projects you would like to see that would better meet the needs of non-public school children?

What do you see as major problems in carrying out the intent of the legislation in terms of the involvement of non-public school children?

What factors can you identify as being causes of this problem?

What solutions or improvements can you suggest?

E:49

Category I:

Please state any comments you would like to make on the procedures for allocating Title I funds.

Category II:

Please state any comments you would like to make on the State policy on review and approval of application for Title I funds especially in response to Items 26 and 2.

Category III:

Please state any comments you would like to make about administrative relationships.

E:50

Category IV:

Please state any comments you would like to make on legal problems related to Title I.

Category V:

Please comment on the changes in involvement of local non-public school officials in orientation and planning 1969-1970 and 1970-1971.

Category VI:

Please comment on any changes in operation and implementation of programs from this year to last year.

Category VII:

Please state any comments you would like to make on Evaluation of Title I projects.



SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
1	Commodity Distribution School Children Nutrition										
2	Equipment to Initiate or Expand School Food Service										E:51
3	School Breakfasts										
4	School Lunches										
5	School Milk										
6	Importation of Duty Free Educational & Scientific Materials										
7	Machine Tools loan to Vocational Schools										

SURVEY PART THREE

Pro-gram No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participat- ing Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
8	Adult Basic Education										
9	Arts and Humanities Research										
10	Community Service and Continuing Education										E: 52
11	Education of Handicapped and deaf-blind children										
12	Education of Handi- capped Children Research & Demonstra- tion										
13	Educational Research & Development Centers										

SURVEY PART THREE

Program No.	Program Name	(1) Are you Aware of this program? Write: Yes or No	(2) Participating Currently? Write: Yes or No	(3) Extent of eligibility Practicing? Write: Approx. percent or "Don't Know"	(4) Amount of funding in your local agency? Write: Amount or "Don't Know"	(5) Percent of funds given non-public children? Write: Percent or "Don't Know"	(6) Estimated Dollar Value of services Write: Dollars or "Don't Know"	(7) How many of your students eligible? Write: Number or "Don't Know"	(8) How many of your students actually participated. Write: Number or "Don't Know"	(9) Contact person in your state Write: Name or "Don't Know"	(10) Constitutional Prohibition Write: Yes, No, or "Don't Know"
14	Educational Research, Surveys, Demonstrations, and Dissemination										
15	Educational Research Training										
16	Educational Resources Information Center										
17	Educational-ly Deprived Children										
18	Encouraging Qualified Persons to Enter Education Careers										
19	Foreign Language Training & Area Studies										

B: 53

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
20	Guidance, Counseling, & Testing										
21	Handicapped Children - Early Educational Assistance										
22	Manpower Development and Training Classroom Instruction										E: 54
23	Regional Educational Laboratories										
24	Regional Educational Research										
25	School Equipment & Remodeling										

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program?	Participating Currently?	Extent of eligibility Practicing?	Amount of funding in your local agency?	Percent of funds given non-public children?	Estimated Dollar Value of services	How many of your students eligible?	How many of your students actually participated.	Contact person in your state	Constitutional Prohibition
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Write: Yes or No	Write: Yes or No	Write: Approx. percent or "Don't Know"	Write: Amount or "Don't Know"	Write: Percent or "Don't Know"	Write: Dollars or "Don't Know"	Write: Number or "Don't Know"	Write: Number or "Don't Know"	Write: Name or "Don't Know"	Write: Yes, No, or "Don't Know"
26	School Library Resources, Textbooks, & other Instructional Materials										
27	Strengthening Instruction in the Arts and Humanities										FF 55
28	Supplementary Educational Centers and Services										
29	Teacher Corps										
30	Vocational Education Research & Training										
31	Overseas Education, Training, Research & Study										

SURVEY PART THREE

Program No.	Program Name	(1) Are you Aware of this program? Write: Yes or No	(2) Participating Currently? Write: Yes or No	(3) Extent of eligibility Practicing? Write: Approx. percent or "Don't Know"	(4) Amount of funding in your local agency? Write: Amount or "Don't Know"	(5) Percent of funds given non-public children? Write: Percent or "Don't Know"	(6) Estimated Dollar Value of services Write: Dollars or "Don't Know"	(7) How many of your students eligible? Write: Number or "Don't Know"	(8) How many of your students actually participated. Write: Number or "Don't Know"	(9) Contact person in your state Write: Name or "Don't Know"	(10) Constitutional Prohibition Write: Yes, NO, or "Don't Know"
32	Surplus Property Utilization										
33	Educational Talent Search										
34	School Desegregation Technical assistance and Training										E: 56
35	Mental Health Research & Training										
36	Neighborhood Youth Corps										
37	Space and Aeronautics Education & Information Services										
38	Progress in the Humanities										

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
39	Pre-College Education in Science										
40	Head Start										
41	Upward Bound										
42	Physical Fitness and Sports										E: 57
43	Model Cities										

**APPENDIX F**

- F-I. MAJOR RECOMMENDATIONS IN GOVERNOR MILLIKEN'S  
REFORM PACKAGE, SEPT., 1969**
  
- F-II. STATEMENTS DURING PROPOSAL C CAMPAIGN BY TWO  
STATE OFFICIALS**
  
- F-III. THE MICHIGAN SUPREME COURT'S DECISION INTERPRETING  
PROPOSAL C**



APPENDIX F-I

MAJOR RECOMMENDATIONS IN GOVERNOR MILLIKEN'S  
REFORM PACKAGE, SEPTEMBER, 1969

To fix responsibility for operation of the Department of Education, we recommend that the existing State Board of Education structure and the position of State Superintendent of Public Instruction be abolished by Constitutional amendment and replaced by a State Director of Education appointed by the Governor, subject to Senate confirmation. This Constitutional amendment should be submitted to voters in the primary election of August, 1970.

To strengthen further the organizational structure and responsibility of the State Department of Education, we recommend that intermediate school districts be discontinued and replaced by 10 - 15 regional education areas. The boundaries of these regions should be set by a special commission, with boundaries subject to approval of the Legislature.

The new regions we envision should operate in a well-defined structure of accountability and responsibility. To them should be assigned specific functions for which an adequate level of funding should be assured by the state. These functions should include, among others, special education, vocational and technical education, transportation, data processing, central business services, curriculum consulting; and budget review of constituent districts.

The chief executive officer of each region should be appointed by the State Director of Education and should be required to utilize advisory committees appointed by the constituent school districts.

To strengthen the regional administration, and to provide wider educational opportunities, we recommend further consolidation of local districts. To accomplish this, the Educational Reorganization Committee should be reactivated and should be given legislatively approved guidelines. These guidelines should include the merging of all K-6 and K-8 districts into K-12 districts and further reorganization of K-12 districts, consideration should be given to such factors as appropriate size, density of population, distance traveled by pupils, location of physical facilities, and the need to improve social and racial integration.

This reorganization should have two phases. First, there should be a period when, within legislative guidelines, affected districts have an opportunity to reorganize voluntarily. Second, in those cases where voluntary efforts fail, there should be proceedings which result in the state reorganization committee ordering reorganization.

We recommend: (1) that the constitution be amended to enable the Legislature to collect a uniform statewide property tax for school operating purposes in place of the existing local property taxes; (2) that measures be taken to assure that property assessment practices are improved before the statewide school property tax becomes effective; (3) that such a uniform state tax should be set at a rate somewhere below the statewide average for school operating purposes to provide property tax relief where it is most needed; (4) that the existing constitutionally imposed millage maximums on local property be correspondingly reduced to reflect the substitute of a state property tax for school operations; (5) that, if local option property taxes are permitted by the Legislature for funding meritorious educational enrichment programs, the state, through legislation, should guarantee an equal per mill yield for all districts, impose a maximum on the number of mills that can thus be levied, and exclude teacher salary increases from the enrichment purposes for which the additional money may be spent.

We recommend that in fiscal 1972-73, a budget system be adopted for the elementary and secondary school system based, at the district level, upon the classroom unit and employing such factors as teacher-student ratios, professional base salary rates adjusted by experience, education and region, and overhead costs keyed to professional costs and based at the regional level on students and programs.

For the interim two years before the new budget structure becomes effective, we urge that the Legislature revise the school state-aid distribution formula for the purpose of producing greater program and dollar equity among school districts and providing a smooth transition into the "classroom unit" concept of school fund distribution proposed in this report for the 1972-73 school year.

We recommend that the Legislature allocate funds immediately to develop and administer a statewide educational evaluation program. These funds should be used to contract for the services of an agency which has the human and material resources to develop such a program. Such a program should provide pupil testing at several grade levels and in many subject areas but impact heavily on the early grades. The evaluation should be the basis for allocating additional funds to pupils with learning problems and subsequent evaluations should be conducted to determine the effects of such additional funds on the learning levels of these pupils.

The Commission recommends that the Legislature approve salary support for certified lay teachers of secular subjects

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in established non-public schools according to the following plan: 50% of such teachers' salaries for that portion of the time they teach secular subjects during the 1970-71 and 1971-72 school years, and 75% during the 1972-73 school year when other recommendations for educational reform will be fully effective.

We further recommend that the maximum allowance of aid to non-public schools in future years shall in no case exceed 2% of the total public school budget in Michigan; that by 1972, non-public schools receiving state aid be subjected to the same evaluation, accountability, and quality controls as public schools in Michigan and that a responsible legislative committee be appointed to determine the effects of this provision if accepted, on racial, ethnic, and socio-economic segregation in Michigan education with a view toward making recommendations designed to reduce such segregation in conjunction with state aid to Michigan's non-public schools.

APPENDIX F-II  
STATEMENTS DURING PROPOSAL C CAMPAIGN BY TWO  
STATE OFFICIALS

John W. Porter  
Acting Superintendent  
of Public Instruction  
State of Michigan  
Department of Education  
Lansing, Michigan 48902

September 17, 1970

The Honorable William G. Milliken  
Governor of Michigan  
State Capitol Building  
Lansing, Michigan

Dear Governor Milliken:

In response to your request of Tuesday morning, I am providing you the following information.

.....

A number of questions have been raised concerning possible effects of the proposed amendment should it be enacted by the people in November's general election. The principal ones include the following:

- (1) the effect on various state programs which presently provide assistance to pupils attending nonpublic schools;
- (2) the effect on federal funds to public school districts providing services to nonpublic school pupils; and
- (3) the effect on federal funds to public schools.

1) Effect on Various State Programs which Presently Provide Assistance to Pupils Attending Nonpublic Schools

The proposed amendment would have a number of consequences relative to state programs providing assistance to nonpublic school pupils. These include, but are not necessarily limited to, the following:

- (a) Services available under the provisions of Act No. 343 of the Public Acts of 1965 (M.C.L.A. 340.622) would be

terminated. These auxiliary services include (1) health and nursing services, (2) health and nursing examinations, (3) street crossing guards services, (4) national defense education act testing services, (5) speech correction services, (6) visiting teacher services for delinquent and disturbed children, (7) school diagnostician services for all mentally handicapped children, (8) teacher counsellor services for physically handicapped children, and (9) teacher consultant services for mentally handicapped or emotionally disturbed children and remedial reading.

(b) Dual enrollment programs, including vocational education programs attended by nonpublic school pupils, would be terminated. Dual enrollment is defined as the attending of public school by nonpublic pupils for the purpose of receiving instruction in certain secular courses.

(c) Shared time arrangements would be eliminated. This includes the leasing of nonpublic school buildings by public school authorities for the purpose of providing secular instruction to the nonpublic school pupils as a group.

(d) The availability of driver education courses under the provisions of Act No. 300 of the Public Acts of 1949 (M.C.L.A. 257.811) to nonpublic school pupils would be ended.

(e) Library services presently available to nonpublic school pupils under Section 23 of Act No. 266 of the Public Acts of 1965 would be eliminated.

(f) Athletic activities between public and nonpublic schools would be prohibited if public facilities are utilized.

(g) Nonpublic schools must meet sanitation standards under the provisions of Act No. 302 of the Public Acts of 1921 (M.C.L.A. 388.551 et seq.) and construction safety standards under the provisions of Act No. 306 of the Public Acts of 1937 (M.C.L.A. 388.851 et seq.) The language of the proposed amendment would be interpreted as restricting all political subdivisions of the state from rendering aid to nonpublic schools. Conceivably, this would include fire and police protection as well as sewage and sanitation services. The possible absence of essential services would necessitate the closing of nonpublic schools.

(h) Nonpublic school buildings enjoy tax exemption under Article IX, Section 4 of the Michigan Constitution. The adoption of the amendment would mean the loss of such exemption because the exemption helps the attendance of students at the nonpublic schools and is a form of aid to the nonpublic school.

2) Effect on Federal Funds to Public School Districts Providing Services to Nonpublic School Pupils.

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Title I of the Elementary and Secondary Education Act (grants to local school districts to meet special educational needs of educationally deprived children), Title III of the same act (providing grants for supplementary educational centers and services), the Vocational Education Act, and the National Defense Education Act require assurances that nonpublic school children will participate in programs available under the Acts. Should the proposed amendment be adopted, assurances would no longer be given and the availability of federal monies to public school districts providing services to nonpublic school pupils would be jeopardized.

The proposed amendment would have no effect on Title II of the Elementary and Secondary Education Act, which provides library materials, textbooks and other instructional materials for the reason that the Commissioner of Education could make arrangements to provide such materials directly to nonpublic school students.

3) Effect on Federal Funds to Public Schools

Due to the assurances required by the U.S. Office of Education that nonpublic school students participate in Titles I and III of the Elementary and Secondary Education Act, the Vocational Education Act of 1963, as amended, and the National Defense Education Act of 1958, as amended, it may be that such assurances would no longer be given if the amendment is adopted. Therefore, the proposed amendment would jeopardize the availability of federal monies to public school districts receiving grants under these Acts.

Sincerely,

John W. Porter

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OFFICE OF ATTORNEY GENERAL FRANK J. KELLEY

HOLD FOR RELEASE AT 2:30 p.m., THURSDAY, OCTOBER 8, 1970.

Attorney General Frank J. Kelley today delivered the following remarks to the State Government Day meeting of the Michigan Press Association at the State Highway Auditorium in Lansing:

The issues of Parochialism and the proposed constitutional amendment to prohibit it have in recent weeks become the subject of increased confusion and dispute. Citizens have been subjected to a barrage of conflicting claims, counterclaims, accusations, and recriminations from all sides.

The latest matter of disagreement is the question of what would be the effect of the passage of the anti-Parochialism amendment on other programs and activities.

It should not be surprising that there is wide disagreement on this question. The language of this proposed amendment was not prepared by this office. It was the reason that the proposed amendment is unclear that this office found it necessary to rule that it could not be placed on the ballot in its present form. I believe that October's confusion justifies our May opinion.

Nevertheless, a majority of the Court of Appeals rules that the amendment is in proper form to be placed on the ballot, and Michigan voters now face the problem of trying to determine exactly what the proposed amendment would do.

There has been a clamor recently, some of it expressing genuine concern; some of it obviously politically motivated, for an Attorney General's opinion. Others have indicated that they expect to disagree with whatever opinion is issued since they have already decided what the effect of the amendment will be.

The real answer is that the effect will be whatever the Supreme Court ultimately rules it to be if the amendment is passed. All other judgments by legal authorities, by political candidates, by news media, by proponents and opponents -- all assumedly made with the best of motives -- are educated guesses and opinions, and nothing more.

Nevertheless, since there is so much interest, and in order to render whatever assistance possible to the concerned voter, I have decided to express my legal judgment on this issue at this time.

A formal legal opinion with the proper legal citations will be issued by my office later. But with the election just a

month away, both time and public understanding are of primary importance and compel me to speak now as to my legal judgment.

Therefore, I advise the people of this state as follows:

1) "Parochiaid" is a term used to describe a law passed this year by the state legislature which grants public money to pay a portion of the salaries of lay teachers who are teaching nonreligious subjects in private or parochial schools. The theory is that the state is buying educational services for the benefit of pupils attending nonpublic schools, but only for subjects that they would receive in public schools. Twenty-two million dollars was appropriated for this purpose for the fiscal year 1971-1972. This law is now in effect in Michigan as of September 1, 1970.

2) "Proposition C" is a proposal which will be on the ballot on November 3. It would add a provision to our state Constitution which would prohibit public aid to nonpublic schools and students.

3) If a majority of the people vote "yes" on "Proposition C," the amendment will become a part of our Constitution and it will, without question, end the Parochiaid law passed by the legislature this year.

4) If "Proposition C" passes, it will not end public transportation programs for non-public school students since those programs are specifically exempted.

5) If "Proposition C" passes, it will prohibit assistance in the form of payments or tax benefits to parents, children, or persons employed in the teaching of nonpublic school children.

6) What else will happen if "Proposition C" passes? What other laws or rights will be affected? This is the area of dispute, and here are my legal views:

A) Most auxiliary service programs for nonpublic school students would be ended and barred. This would include speech correction services, visiting teachers for delinquent and disturbed children, remedial reading programs, school diagnostician services, teachers' counseling services for physically handicapped children, and teachers' counseling services for emotionally and mentally handicapped children. With regard to health services or school crossing guard programs, they could be terminated. However, if a court reviewing the matter found that these latter two programs could be rendered without supporting the attendance of any student at a nonpublic school, they might be preserved.



B) With regard to the language of the amendment dealing with property tax exemptions to nonpublic schools, this is a closer question. In my judgment, property tax exemptions would not be lost. The Court of Appeals, in ruling on the question of whether the amendment could go on the ballot, held that the present Constitution would not be altered or abrogated by that amendment. However, I am mindful that a literal reading of the amendment enables a valid legal argument to be raised about the loss of these exemptions. This is not to be confused with tax benefits to parents, children, or persons employed in the teaching of nonpublic school students which would be specifically prohibited by the amendment.

C) Regular government services; such as, fire, police, sewage, and public sanitation, would not be affected, nor would athletic events between public and nonpublic schools. The United States Supreme Court has held that the state must furnish its ordinary health and safety services to all on a nondiscriminatory basis. In regard to athletic events, it is my view that permitting such events neither "aids or maintains" the nonpublic schools nor does it "support the attendance" of its students at such schools or elsewhere.

D) The question of whether federal funds to public school districts providing services to nonpublic schools could be jeopardized would depend on a federal, not a state, interpretation. The various federal acts require assurances that nonpublic school children will participate in their programs, but several states which constitutionally restrict public support for nonpublic schools still receive federal funds. These states' laws are less restrictive, however, than the language of "Proposition C." The federal government is empowered to make this decision, and it could go either way.

E) Shared time or dual enrollment programs would be barred. Under the amendment, public funds could not be used to support the attendance of nonpublic students at "any location or institution where instruction is offered in whole or in part to nonpublic students." This would be interpreted by a court to apply to public schools offering curricular programs to nonpublic school students. By curricular programs, I am referring to such academic subjects as math and science; such technical curriculum as vocational training; and such special or extra curriculum as drivers' training.

The conclusions I have stated represent my judgment of what the effect would be of the passage of "Proposition C." They do not represent an attempt to aid either side in this controversy. I expect both sides will disagree with it in part.

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Nor should it be surprising that my conclusions differ in part from Dr. John Porter's, who considered discussions with a member of the Attorney General's staff in reaching his own decision. Of the six members of my staff with whom I have discussed this matter, no two agreed completely on the interpretation. I have the highest professional respect for Dr. Porter and these top members of my staff. In addition, Governor Milliken, Senator Levin, and spokesmen for the supporters and opponents of the proposed amendment, have all put forth analyses in which there are major disagreements with each other.

I believe each of these gentlemen has approached the issue honestly and with integrity. That there could be so many differing views gives support, I suppose, to my original contention that the proposed amendment is unclear.

But, as I stated earlier, only a court ruling can give us the final authoritative interpretation of this issue. Another factor is that the United States Supreme Court will soon decide the basic question of direct payments to nonpublic schools.

I would also caution against anyone drawing any conclusions about my personal views on the subject of Parochial aid based upon the legal actions I have taken. On various occasions the legal actions I have taken on various issues have not supported my private views as a citizen. I must follow the law, not my own personal desires.

It is for this same reason that I do not intend to discuss my personal views on whether or not this amendment should be supported since I may be called upon either to defend Parochial aid in the courts or to defend the amendment to do away with it if it passes. As attorney for the state of Michigan, I believe that I serve the people in my legal responsibilities best by keeping my personal views out of the litigation and legal processes in which the State is involved as a party.

Finally, I would like to say that no useful purpose will be served by continuing accusations and heated words. As I have said before, we have enough divisions in our society without letting this one tear us apart further.

Let us remember that it is our children and their education which is the subject of this question. We do not encourage their support for our democratic institutions and practices if we display to them an inability to approach and decide such issues within the framework of decent, democratic, meaningful debate.

Eventually, each of us must abide by whatever decision is reached by the voters on November 3. We owe it to ourselves, our children, and to the Michigan tradition of fair play to maintain the climate for us to be able to do so.

APPENDIX F-III  
THE MICHIGAN SUPREME COURT'S DECISION REGARDING  
PROPOSAL C (MARCH 31, 1971)

Majority Opinion

STATE OF MICHIGAN  
SUPREME COURT

In the Matter of:

EXECUTIVE MESSAGE OF GOVERNOR  
RECERTIFICATION OF QUESTIONS  
PERTAINING TO PROPOSAL C.

---

IN THE CIRCUIT COURT FOR THE COUNTY OF GRAND TRAVERSE

THE SCHOOL DISTRICT OF THE CITY OF TRAVERSE CITY,  
a municipal corporation,

Plaintiff,

v

FRANK J. KELLEY, Attorney General; THE STATE BOARD OF EDUCATION,  
and JOHN W. PORTER, Acting Superintendent of Public Instruction,

Defendants,

and

ST. FRANCIS SCHOOL, SYLVAN CHRISTIAN SCHOOL AND  
YESHIVATH BETH YEHUDA SCHOOL, HOLY CHILDHOOD OF JESUS BOARDING AND  
DAY SCHOOL, et al.,

Intervenor-Defendants  
and Cross-Plaintiffs,

and

RICHARD HENRY CRAMPTON, et al.

Intervenor-Plaintiffs.

---

BEFORE THE ENTIRE BENCH

WILLIAMS, J.

This case arises from a declaratory judgment suit, brought by the

Traverse City School District in the 13th Circuit Court against the Attorney General, and joined by all the appropriate parties in interest, to test the validity of the Attorney General's opinion, (OAG 4715) issued on November 3, 1970, which construes Proposal C, the constitutional initiative amendment prepared by the Council Against Parochialism, as forbidding public monies for shared time and auxiliary services and expanded by counterclaims and cross-claims to include questions of Proposal C's impact upon private fosterhomes, Title I programs under the Federal Elementary and Secondary Education Act of 1965 and tax exemptions for nonpublic schools and the federal constitutionality of Proposal C. The case properly came before this Court pursuant to General Court Rule 797 on the request by the Governor to consider seven specific questions of public importance relating to the construction of Proposal C. This Court ordered the Grand Traverse Circuit Court to certify these seven questions, and in its discretion added an eighth related question which will not be considered here, as it became the subject matter of a companion case, Carman v Secretary of State, Mich (1971).

In Carman v Secretary of State, supra, this Court held that the result of the November 1970 referendum on Proposal C was to add the language of Proposal C as a second paragraph of Article 8 Sec. 2 of the Michigan Constitution. This instant case therefore raises the question of the construction of Article 8 Sec. 2 as amended. Article 8 Sec. 2 originally read as follows:

"Sec. 2. The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin."

Proposal C added the following paragraph:

"No public monies or property shall be appropriated or paid or any public credit utilized, by the legislature, or any other political subdivision or agency of the state directly or indirectly to aid or maintain any private, denominational or other nonpublic, pre-elementary, elementary, or secondary school. No payment, credit, tax benefit, exemption or deductions, tuition voucher, subsidy, grant or loan of public monies or property shall be provided, directly or indirectly, to support the attendance of any student or the employment of any person at any such nonpublic school or at any location or institution where instruction is offered in whole or in part to such nonpublic school students. The legislature may provide for the transportation of students to and from any school."

## I.

## RULES OF CONSTRUCTION

This case requires the construction of a constitution, where the technical rules of statutory construction do not apply. McCulloch v Maryland, 17 US (4 Wheat) 316, 407; 4 L Ed 579 (1819).

The primary rule is the rule of "common understanding" described by Justice Cooley:

"A constitution is made for the people and by the people. The interpretation that should be given it is that which reasonable minds, the great mass of the people themselves, would give it. 'For as the Constitution does not derive its force from the convention which framed, but from the people who ratified it, the intent to be arrived at is that of the people, and it is not to be supposed that they have looked for any dark or abstruse meaning in the words employed, but rather that they have accepted them in the sense most obvious to the common understanding, and ratified the instrument in the belief that that was the sense designed to be conveyed.' (Cooley's Const Lim 81)." (Emphasis added.)

(See also quotations on "common understanding" in the per curiam opinion of the companion Carman case, supra.)

A second rule is that to clarify meaning, the circumstances surrounding the adoption of a constitutional provision and the purpose sought to be accomplished may be considered. On this point this Court said the following:

"In construing constitutional provisions where the meaning may be questioned, the court should have regard to the circumstances leading to their adoption and the purpose sought to be accomplished." Kearney v Board of State Auditors, 189 Mich 666, 673.

A third rule is that wherever possible an interpretation that does not create constitutional invalidity is preferred to one that does. Chief Justice Marshall pursued this thought fully in Marbury v Madison, 5 US (1 Cr) 137; 2 L Ed 60, which we quote in part;

"If any other construction would render the clause inoperative, that is an additional reason for rejecting such other construction, . . ."

## II.

### THE EFFECT OF AMENDED ARTICLE 8, SECTION 2, CONSTITUTION OF 1963 ON CHAPTER 2, ACT 100 OF 1970

In Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82 (1970), we held that the Constitution of Michigan did not prohibit the purchase with public funds of secular educational services from a nonpublic school.<sup>1</sup>

Article 8, Sec. 2, as amended by Proposal C, now prohibits the use of public funds "directly or indirectly to aid or maintain" a nonpublic school. The language of this amendment, read in the light of the circumstances leading up to and surrounding its adoption,<sup>2</sup> and the common understanding of the words used, prohibits the purchase, with public funds, of educational services from a nonpublic school.

Accordingly, we hold Chapter 2, Act 100, PA 1970, unconstitutional as of December 19, 1970, the effective date of the amendment, and any payments made or credits accumulated on or after that date are invalid.

Payments to eligible units made or credits accumulated from September 14, 1970, to and including December 18, 1970, were and are valid and constitutional, whether already disbursed or hereafter paid out. Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82.

III.

EFFECT OF AMENDED ARTICLE 8, SECTION 2,  
CONSTITUTION OF 1963, ON SHARED TIME

Certified question No. 1 is as follows:

Does Proposal C preclude the provision, through shared time or dual enrollment programs, of elementary or secondary instruction or educational services to nonpublic school students at any nonpublic school or at any other location or institution where instruction is offered in whole or in part to such nonpublic school students?

Answer: At the public school, no; on leased premises, not necessarily; on nonpublic school premises, not necessarily.

The first paragraph of Article 8 Sec. 2 requires a non-discriminatory system of education. The second paragraph, or the Proposal C part of Article 8 Sec. 2 contains five prohibitions against the appropriation directly or indirectly of public monies or its equivalent. The five prohibitions are:

1. No public money "to aid or maintain" a nonpublic school;
2. No public money "to support the attendance of any student" at a nonpublic school;
3. No public money to employ any one at a nonpublic school;
4. No public money to support the attendance of any student at any location where instruction is offered to a nonpublic school student.
5. No public money to support the employment of any person at any location where instruction is offered to a nonpublic school student.

This Court must construe whether shared time services<sup>3</sup> to nonpublic school students are prohibited by any of the five prohibitions mentioned above. This question will be considered under three headings:

1. Shared time -- at the public school.

Attorney General's Opinion 4715 construes Proposal C to prohibit shared time services at the public school as follows:

"Under the amendment, public funds could not be used to support the attendance of nonpublic school students at 'any location or institution where instruction is offered in whole or in part to nonpublic school students.' (Emphasis supplied.)"

This is a shocking result. It violates both the free exercise of religion and equal protection provisions of the United States Constitution. (See Part VIII)

These reasons evoke the necessity of applying the rules of construction (Part I). As a consequence, the question before this Court is whether there is an alternative constitutional construction to that adopted in the aforesaid Attorney General's Opinion, which also preserves the purpose of Proposal C of proscribing parochial aid and, of course, is consonant with a common understanding of the language used in Proposal C. This Court has already considered a similar problem in Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82 (1970). This Court there refused to adopt "a strict 'no benefits, primary or incidental' rule" and found "no evidence . . . that the people intended such a rule when they adopted this (Article 1, Sec. 4) provision of the Constitution." The same reasoning is applicable to the terms "support" in the second, third, fourth and fifth prohibitions and "aid or maintain" in the first prohibition.

A comparison of the parochial aid act, which this first prohibition proscribes, and shared time which this prohibition does not proscribe, is illuminating as to the construction of the prohibition.

Parochial aid as authorized by Chapter 2 of PA 1970, No 100 provided \$22,000,000 of public monies for participating nonpublic school units to pay a portion of the salaries of private lay teachers of secular nonpublic school courses in the nonpublic school for nonpublic school students. In contrast shared time provides public monies for local public school districts to use to hire public school teachers to teach public school courses in public or nonpublic schools to public or public and nonpublic school students.

Shared time differs from parochial aid in three significant respects. First, under parochial aid the public funds are paid to a private agency whereas under shared time they are paid to a public agency. Second, parochial aid permitted the private school to choose and to control a lay teacher whereas under shared time the public school district chooses

and controls the teacher. Thirdly, parochialism permitted the private school to choose the subjects to be taught, so long as they are secular, whereas shared time means the public school system prescribes the public school subjects. These differences in control are legally significant.

Obviously, a shared time program offered on the premises of the public school is under the complete control of the public school district and is not invalidated by the first prohibition against aiding a nonpublic school since such shared time instruction provides only incidental aid, if any. The second prohibition of Proposal C precludes public monies to "support the attendance of any student . . . at any such nonpublic school." Any support to a nonpublic school student from a shared time program at a public school in which he participates would be only remotely incidental to his attendance at the nonpublic school and thus not prohibited. The third prohibition, no public money to employ anyone at a nonpublic school, is not here in question.

Prohibitions four and five are based particularly on the last portion of the second sentence of the second paragraph of Article 8, Sec. 2 -- no public money "to support the attendance of any student or the employment of any person at any such nonpublic school or at any location or institution where instruction is offered in whole or in part to such nonpublic school students." (Emphasis added.) The plain meaning of this language is that when nonpublic school students go to a public school, the public school becomes an "institution where instruction is offered . . . to such nonpublic school students" and hence ineligible for public monies. This quoted language contravenes the free exercise of religion guaranteed by the United States Constitution and is violative of the equal protection of the laws provisions of the United States Constitution. (Part VIII)

We hold that portion of the second sentence of Article 8 Sec. 2 hereinafter quoted unconstitutional, void and unenforceable: "or at any location or institution where instruction is offered in whole or in part to such nonpublic school students."

We hold, however, that the quoted portion is severable and capable of being removed from Article 8 Sec. 2 without altering the purpose and effect of the balance of the sentence and section.

## 2. Shared Time -- upon leased or other premises.

Premises occupied by lease or otherwise for public school purposes under the authority, control and operation of the public school system by public school personnel as a public school open to all eligible to attend a public school are public schools. This is true even though the lessor or grantor is a nonpublic school and even though such premises are contiguous or adjacent to a nonpublic school.

Nonpublic school students receiving shared time services under such circumstances are in the same position as such students at any



other form of public school and are entitled to the same rights and benefits. Consequently, as already noted, the valid portion of Article 8 Sec. 2 does not prohibit funds for shared time under such conditions.

3. Shared Time -- at the nonpublic school.

Shared time can be provided by a public school system only under conditions appropriate for a public school. This means that the ultimate and immediate control of the subject matter, the personnel and premises must be under the public school system authorities, and the courses open to all eligible to attend a public school.

Where such conditions exist the prohibitions of the valid portion of amended Article 8 Sec. 2 do not proscribe shared time at a nonpublic school.

As to the first prohibition -- no public monies "to aid or maintain" a nonpublic school -- shared time at a nonpublic school provides only incidental aid, if any, to a nonpublic school under such conditions of control as a public school, as defined in the first paragraph of this section.

As to the second prohibition -- no public monies "to support the attendance of any student . . . at any such nonpublic school" -- shared time at a nonpublic school under such conditions of control as a public school, as defined in the first paragraph of this section, provides only incidental support to the attendance of a nonpublic school student at a nonpublic school.

As to the third prohibition -- no public monies "to support . . . the employment of any person at any such nonpublic school" -- shared time supports the employment of public school teachers at the public school where they draw their check, and that the location where they perform some or all of their services for shorter or longer periods of time may be a nonpublic school under such conditions of control as a public school, as defined in the first paragraph of this section, does not alter the location of their employment. This conforms to our "control" construction of the amendment and the purposes (see Part VII) for which it was adopted.

Whether or not all the public school standards described at the beginning of this section exist, this Court finds that Proposal C does not prohibit "incidental" or casual occasions of shared time instruction upon nonpublic school premises, for example, special limited courses by experts in the employ of the public school system or public instruction at a planetarium or art collection of a nonpublic school. Nor does Proposal C prohibit the regular visitations by non-instructional public school employees provided the purpose of the visitation is otherwise proper and they are not so extensive as to constitute the nonpublic school as the regular and usual work station of the public school employees.

It should be needless to observe special circumstances not considered above may create unconstitutional religious entanglements,

but shared time in and of itself does not.

IV.

AUXILIARY SERVICES

Certified question No. 2 is as follows:

Does Proposal C preclude the provision of auxiliary services (as defined in Section 622 of Act 629, PA 1955, being Section of Act 343, PA 1965, being Section 340.622 of the Compiled Laws of 1948) to nonpublic school students at any nonpublic school or at any other location or institution where instruction is offered in whole or in part to such nonpublic school students?

Answer: No.

Auxiliary services are best described by the statute which introduced them into the Michigan educational system. The statute reads:

"Whenever the board of education of a school district provides any of the auxiliary services specified in this section to any of its resident children in attendance in the elementary and high school grades, it shall provide the same auxiliary services on an equal basis to school children in attendance in the elementary and high school grades at nonpublic schools. The board of education may use state school aid funds of the district to pay for such auxiliary services. Such auxiliary services shall include health and nursing services and examinations; street crossing guards services; national defense education act testing services; speech correction services; visiting teacher services for delinquent and disturbed children; school diagnostician services for all mentally handicapped children; teacher counsellor services for physically handicapped children; teacher consultant services for mentally handicapped or emotionally disturbed children; remedial reading; and such other services as may be determined by the legislature. Such auxiliary services shall be provided in accordance with rules and regulations promulgated by the state board of education . . ."  
(MCLA Sec 340.622; MSA 15.3622).

The State Board of Education defined "on an equal basis" to mean:

(c) 'Equal basis' means that the services shall be made available at the nonpublic school to nonpublic school children during the established regular public school day," (Administrative Code 1965 AAC, R 340.291).

By statutory definition and practical application,<sup>4</sup> auxiliary services are special educational services designed to remedy physical and mental deficiencies of school children and provide for their

physical health and safety. Functionally, they are general health and safety measures.

Drivers training, from a functional point of view, is also a general health and safety measure.<sup>5</sup> The state interest in providing driving instruction to high school age youth is to enable neophyte drivers to safely handle an automobile in order to protect themselves and other citizens from injuries caused by the actions of improperly trained drivers.

The legislature treats drivers education as a general safety measure rather than an educational matter. The act which created a drivers training program was enacted as an amendment to the Michigan Vehicle Code. The specific act amended was entitled "An act . . . to provide for the examination, licensing and control of operators and chauffeurs."

The prohibitions of Proposal C have no impact upon auxiliary services. Since auxiliary services are general health and welfare measures, they have only an incidental relation to the instruction of private school children. They are related to educational instruction only in that by design and purpose they seek to provide for the physical health and safety of school children, or they treat physical and mental deficiencies of school children so that such children can learn like their normal peers. Consequently, the prohibitions of Proposal C which are keyed into prohibiting the passage of public funds into private school hands for purposes of running the private school operation are not applicable to auxiliary services which only incidentally involve the operation of educating private school children.

In addition auxiliary services are similar to shared time instruction in that private schools exercise no control over them. They are performed by public employees under the exclusive direction of public authorities and are given to private school children by statutory direction, not by an administrative order from a private school.

However, we must voice one caveat and that is the possibility of excessive entanglement between church and state when auxiliary services are offered at the private school. Since auxiliary services are general health and safety measures rather than instructional measures, the possibility of excessive involvement of the state in religious affairs is, of course, at most, minimal.

Of course, what this Court holds regarding auxiliary services is limited to those services enumerated in the Auxiliary Services Act. The clause in the Act which states that auxiliary services shall include "such other services as may be determined by the legislature" does not give the legislature a blank check to make any service a health and safety measure outside the reach of Proposal C simply by calling it an auxiliary service.

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We do not read the prohibition against public expenditures to support the employment of persons at nonpublic schools to include policemen, firemen, nurses, counsellors and other persons engaged in governmental, health and general welfare activities. Such an interpretation would place nonpublic schools outside of the sovereign jurisdiction of the State of Michigan.

Since the employment stricture is a part of the educational article of the constitution, we construe it to mean employment for educational purposes only.

V.

#### FEDERAL FUNDS

The third certified question is as follows:

Does Proposal C preclude use of federal monies, made available to the State of Michigan through Title I of the Elementary and Secondary Education Act of 1965, being 20 USC, Section 241a et seq., for the purpose of providing elementary or secondary instruction or educational services to nonpublic school students at any nonpublic school or at any other location or institution where instruction is offered in whole or in part to such nonpublic school students?

Answer: No.

Federal grants are made available to local school districts under Title I of the Federal Elementary and Secondary Education Act of 1965 (hereinafter cited as ESEA) to fund programs of special educational benefits, in the form of services or equipment, which are designed to aid educationally deprived children.<sup>6</sup> The grants to a public school district in conformity to a plan submitted by the school district to obtain federal funds are subject to the requirement that:

". . . to the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency has made provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate;" ESEA, Sec 205 (a) (2), 79 State 30 (1965), 20 USC 241a(a) (2)(Supp 1965).

The question is, does the language of Proposal C which prohibits "public monies" to "aid" a private school, "support the attendance" of a student at a nonpublic school or support the "employment" of any person at a nonpublic school encompass the situation where public school districts make available special educational services to both public and private school students under the required conditions of a federal grant. We hold it does not. The adoption of Proposal C does not disallow a public school district from participation in any federal

program under Title I of ESEA for aiding elementary and secondary school children.

Two reasons lead to this conclusion. First, the nature of the special educational services are similar to auxiliary services. The character of the educational programs made available under Title I was described as follows:

"Although available statistics are far from complete, it appears that the bulk of Title I projects involve some type of non-instructional service, such as remedial reading or speech therapy. The similarity of the projects actually implemented . . . seems to indicate a belief on the part of educators that the solution to the problems of educational deprivation lies in 'compensatory' educational services, which services offer the student special instruction in a skill or subject, thereby enabling him to proceed at the same rate as his peers."

(Comment, The Elementary and Secondary Education Act - The Implications of the Trust Fund Theory for Church-State Questions Raised by Title I, 65 Mich L Rev 1184, 1187 1967 ). (Footnotes not shown.)

As this appraisal indicates, these educational services are general health and safety measures similar in nature to auxiliary services which we have found to be permissible under Proposal C.

Second, the federal funds do not become "public monies" when they are transmitted from the Office of Education in the Department of Health, Education and Welfare through the State Board of Education to the public school district. Instead the federal funds are impressed with a trust and must be used by state agencies in accordance with federal guidelines and for the purposes for which the funds were granted. Other courts when confronted with the question of the status of federal grants in aid of education to the states have determined that a trust arose with the federal funds serving as the res and the state agency, which administers the program, serving as trustee. Montana State Federation of Labor v School Dist, 7 F Supp 82 (D Mont 1934), Ross v Trustees of Univ of Wyoming, 31 Wyo 464; 228 Pac 642 (1924).

The "public monies" phrase of Proposal C, used in the five prohibitions of the proposal, has reference only to state resources and does not include federal funds. Since the federal grants under Title I do not become public monies of the state when they come under the administrative control of public school boards, Proposal C has no effect on them.

VI.

PRIVATE FOSTERHOMES

The fourth certified question asks:

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Does Proposal C preclude direct or indirect assistance to private institutions providing educational services to children who are placed there pursuant to court order?

Answer: No.

Under the probate code a probate judge is clothed with the authority to place a minor, that is any child who has not attained his seventeenth birthday, in a private fosterhome. The relevant statutory authority states:

"(The probate court) may enter an order of disposition which shall be appropriate for the welfare of said child and society . . . as follows:

(d) Place the child in or commit the child to a private institution or agency incorporated under the laws of this state and approved or licensed by the state department of social welfare for the care of children of similar age, sex and characteristics;" (MCLA 712A.18 d ; MSA 27.3178 598.18 .)

The private fosterhome receives county funds to pay all expenses incurred in caring for a minor placed in the home by court order.<sup>7</sup> Some private fosterhomes provide educational facilities and instruction for the minors who reside in the home. Payments may be made from two funds, either out of the county's general fund or out of the county's child care fund established under the social services act. These arrangements raise the question whether public funds are paid to "aid or maintain" a private school in violation of Proposal C's first prohibition.

The key language of Proposal C is "any private, denominational or other nonpublic pre-elementary, elementary or secondary school." Is a private fosterhome which serves primarily as a home but also as a school for court appointed juveniles a "nonpublic school" for purposes of the amendment?

Both in function and operation, a private fosterhome which, in addition to providing food, shelter and personal care to its residents, offers incidental educational services is a special kind of private institution. The minors placed in its care are committed to the fosterhome by order of the Probate Court.<sup>8</sup>

The minors who are committed are lawbreakers, victims of intemperate habits or products of an unsuitable home environment.<sup>9</sup> At the time of their commitment to a private fosterhome, they are either in the custody of the Probate Court or the Department of Social Welfare.<sup>10</sup> The fosterhome must file semi-annual progress reports to the Probate Court.<sup>11</sup> The Department of Social Welfare is responsible for developing and enforcing adequate standards of child care including living quarters, food, clothing, medical care, sanitation and recreation.<sup>12</sup> And the private fosterhome must be licensed by the Department of Social Welfare.<sup>13</sup>

<sup>2</sup>Fosterhomes are special institutions for special children and are in no way a private substitute for a public school. A private fosterhome is in many ways the private counterpart to the state institutions under the purview of the Department of Social Welfare charged with caring for dependent, neglected and delinquent children, such as the Boys Training School and the Girls Training School which receive court appointed juveniles.<sup>14</sup> These state institutions are distinguished from "public schools" by Michigan statutes.<sup>15</sup> Similarly, private fosterhomes which serve the same function as these state institutions, could be distinguished from "nonpublic schools." Moreover, private fosterhomes are not "nonpublic schools" within the ordinary understanding of that term.

The highest court of the State of New York was called upon to decide whether a contract between a private orphanage and a city board of education pursuant to a statute allowing cities to contribute municipal funds, but not common school funds, to private orphanages whereby the salaries of four teachers at the orphanage were paid with city funds violated the New York constitutional prohibition against the use of public credit in aid of sectarian schools. In Sargent v Rochester Board of Education, 177 NY 317, 69 NE 722 (1904), the New York Court of Appeals held that the orphanage was not a school or institution of learning within the meaning of the state constitutional prohibition against aid to sectarian schools.

Like our sister state of New York, we hold that a private fosterhome which provides incidental educational services falls outside the scope of "any private, denominational or other nonpublic pre-elementary, elementary or secondary school"<sup>16</sup> for purposes of the prohibitions against public aid or maintenance, support of attendance and employment of persons at such schools.

## VII.

### TAX EXEMPTIONS

Certified question number 5 states:

Does Proposal C deny to intervenors and their respective represented class or classes, any tax exemption, including but not limited to any exemption or exemptions from property, income, sales, use, franchise, intangibles, inheritance, "in lieu of," or any other tax or taxes, allowed them, pursuant to the Constitution and laws of the State of Michigan, prior to the adoption of Proposal C?

Answer: As to parents, yes. As to schools, no.

Property tax exemptions for private schools have been an accepted part of Michigan law for over three quarters of a century. What is new on the Michigan scene is serious consideration of tax relief for parents who support two school systems by paying taxes for

the public school system and tuition for the private school. In fact, the Michigan legislature entertained two proposals during the 1969 legislative session which would have provided tuition paying parents tax relief.

Reading the no "credit, tax benefit, exemption or deductions" language which prefaces the second and third prohibitions in context indicates it was designed to outlaw personal tax exemptions for parents of private school children but not tax exemptions for private schools. This is the interpretation of Professor Paul G. Kauper of the University of Michigan Law School and nationally recognized authority and author on church-state affairs and constitutional law. Professor Kauper, in a memorandum on Proposal C addressed to his colleagues on the University of Michigan Law School Faculty, writes:

"In singling out prohibited types of public benefits that may be used directly or indirectly to support the attendance of children or the employment of persons at nonpublic schools, it uses the terms 'payment credit, tax benefit, exemption or deduction, tuition vouchers, subsidy, grant or loan of public monies or property . . .' The 'tuition voucher' reference is clear. Under the amendment any system whereby parents are given vouchers payable out of public funds to subsidize education of their children at a school of their choice would be unconstitutional, at least to the extent that such voucher could be used to purchase education at nonpublic schools. I think it is fairly clear too that the phrase 'credit, tax benefit, exemptions or deductions,' has reference to various devices whereby special tax benefits are accorded parents who send their children to private schools . . .

"I do not believe, however, that the effect of the proposed amendment will be to destroy the property tax exemption for property used for private school purposes, as some are contending. As indicated above, what seems to me to be the natural interpretation of the prohibition on tax exemption in the proposed amendment is that it refers to tax exemptions for parents of children attending private schools." (Kauper, Proposal to Amend Michigan Constitution to Prohibit State Financial Assistance to Private Schools, October 8, 1970, pp. 11-12.)

We agree with this argument taken from the Attorney General's brief at p. 50:

"Had the people intended to withdraw from nonpublic schools any tax exemptions, benefits or credits they would have placed appropriate language to accomplish such purpose in the first sentence of Proposal C. Instead, such language was placed in the second sentence only, as it relates to the support of attendance of nonpublic school pupils and the support of the employment of any person. The failure to make appropriate



provision for denial of such tax exemptions is significant and compels the conclusion that Proposal C does not evidence an interest on the part of the people to prohibit any tax exemptions to nonpublic schools."

Since tax exemptions are not appropriations or payments of public monies, nor the utilization of public credit, a tax exemption granted to a nonpublic school is not unconstitutional, even though it may directly or indirectly "aid or maintain" the nonpublic school.<sup>17</sup>

VIII.

CONSTITUTIONAL QUESTIONS

The sixth certified question is:

Does Proposal C deny to intervenors and their respective represented class or classes due process of law or equal protection of the laws guaranteed by the Fourteenth Amendment to the Constitution of the United States?

Answer: By this Court's interpretation, no, except for the last clause of Proposal C's second sentence. By the Attorney General's interpretation, yes.

The seventh question certified to us reads:

Does Proposal C deny to intervenors and their respective represented class or classes the right to free exercise of religion and other enumerated rights guaranteed by the First Amendment to the Constitution of the United States as made applicable to the State of Michigan through the Fourteenth Amendment to the Constitution of the United States?

Answer: By this Court's interpretation, no, except for the last clause of Proposal C's second sentence. By the Attorney General's interpretation, yes.

As this Court construes Proposal C, no constitutional questions arise except for the last clause of the amendment's second sentence which we found to be unconstitutional in Part III. However, if we adopted the interpretation of the Attorney General (the interpretation we refer to here and hereinafter appears in Attorney General Opinion No 4715), serious constitutional problems would arise. The Attorney General reads Proposal C as terminating shared time instruction and auxiliary services for private school children. This literal perspective on Proposal C's mandate of no public funds for nonpublic schools would place the state in a position where it discriminates against the class of nonpublic school children in violation of the equal protection provisions of the Fourteenth Amendment of the United States Constitution. In the case of parochial or other church-related school children (and some 270,000 of the 274,000 nonpublic school students in

Michigan attend church-related schools),<sup>18</sup> Proposal C would violate the free exercise of religion clause of the First Amendment to the United States Constitution.<sup>19</sup>

FEDERAL CONSTITUTIONAL QUESTION: EQUAL PROTECTION - FREE EXERCISE

Nonpublic School Students at Public Schools

Proposal C involves the fundamental right, protected by the Fourteenth Amendment, of a parent to send his child to the school of his choice if it meets the state quality and curriculum standards. Pierce v Society of Sisters, 268 US 510; 45 S Ct 471; 69 L Ed 1070 (1925). Proposal C's restriction of this right under the Attorney General's Opinion by prohibiting nonpublic school children from receiving shared time and auxiliary services at a public school can be justified only by a compelling state interest and by means necessary to achieve the objective. Harper v Virginia Board of Elections, 383 US 663; 86 S Ct 1079; 16 L Ed 2d 196 (1966); Kramer v Union Free School District, 395 US 621; 89 S Ct 1886; 23 L Ed 2d 583 (1969); and Shapiro v Thompson, 394 US 618; 89 S Ct 1322; 22 L Ed 2d 600 (1969) (hereinafter cited as Shapiro). The constitutional doctrine governing indirect burdens has been well summarized by Mr. Justice Brennan in his recent opinion sustaining the power of Congress to set residency requirements in presidential elections:

"Of course, governmental action that has the incidental effect of burdening the exercise of a constitutional right is not ipso facto unconstitutional. But in such a case, governmental action may withstand constitutional scrutiny only upon a clear showing that the burden imposed is necessary to protect a compelling and substantial governmental interest." Oregon v Mitchell (1970), \_\_\_ US \_\_\_ (91 S Ct 260, 321; 27 L Ed 2d 272, 346).

Proposal C serves two state interests: precluding public expenditures for private schools and preventing state sponsorship of religion or excessive entanglement between church and state.

Shapiro recognized "that a state has a valid interest in preserving the fiscal integrity of its programs." However the Court said "It the state could not, for example reduce its expenditures for education by barring indigent children from its schools." Shapiro, 633. Neither can Proposal C bar nonpublic school students from shared time or auxiliary services at a public school, as it is unnecessary to achieve the purpose of prohibiting public monies to nonpublic schools.

The inappropriateness of denying nonpublic school students access to shared time and auxiliary services at public schools on the basis of a state interest in preventing state sponsorship of religion or excessive entanglement between church and state is self-evident. Even a released time program which permits public school students to

leave school during the school day to attend religious centers for religious instruction does not violate the "free exercise" and "establishment" clauses of the United States Constitution. Zorach v Clauson, 343 US 306; 72 S Ct 679; 96 L Ed 954 (1952).

The Attorney General's interpretation of Proposal C severely curtails the constitutional right of school selection while the state interests advanced by Proposal C do not require this intrusion upon the exercise of a fundamental constitutional right. Consequently, excluding private school children from receiving shared time instruction or auxiliary services at the public school is a denial of equal protection. This does not mean that a public school district must offer shared time instruction or auxiliary services; it means that if it does offer them to public school children at the public school, nonpublic school students also have a right to receive them at the public school.

When a private school student is denied participation in publicly funded shared time courses or auxiliary services offered at the public school because of his status as a nonpublic school student and he attends a private school out of religious conviction, he also has a burden imposed upon his right to freely exercise his religion. The constitutionally protected right of the free exercise of religion is violated when a legal classification has a coercive effect upon the practice of religion without being justified by a compelling state interest. Engel v Vitale, 370 US 421; 82 S Ct 1261; 8 L Ed 2d 601 (1962); Sherbert v Verner, 374 US 398; 83 S Ct 1790; 10 L Ed 2d 965 (1963) (hereinafter cited as Sherbert). As pointed out above, there are no compelling state interests advanced by Proposal C which justify the burden placed on the choice of attending a private school out of a religious conviction.

In passing, it may be noted that the Attorney General in his brief argued that Sherbert is inapplicable. He pointed out "Proposal C does not deal with religious schools as such but rather with all private schools whether sectarian or non sectarian."<sup>20</sup> However, the Supreme Court of the United States in matters of racial discrimination looks to the "impact" of the classification. Hunter v Erickson, 393 US 385; 89 S Ct 557; 21 L Ed 2d 616 (1969). This same principle should apply to the First Amendment's protection against religious discrimination and here with ninety-eight percent of the private school students being in church-related schools the "impact" is nearly total.

#### Nonpublic School Students at Nonpublic Schools

Nonpublic school students are not unconstitutionally discriminated against if shared time instruction is available at public schools but not at nonpublic schools so long as they have access to shared time instruction at the public school.

Auxiliary services and drivers training, however, are general

health and safety measures which must be given on a nondiscriminatory basis to all children. State ex rel Hughes v Board of Education, 174 SE 2d 711 (W Va 1970), cert. pending in the United States Supreme Court as No 517, October 1970 term,<sup>21</sup> and see Everson v Board of Education, 330 US 1; 67 S Ct 504; 91 L Ed 711 (1947).<sup>22</sup>

IX.

CONCLUSIONS

This Court reaches the following summary conclusions:

1. Proposal C above all else prohibits state funding of purchased educational services in the nonpublic school where the hiring and control is in the hands of the nonpublic school, otherwise known as "parochial." (Part II)
2. Proposal C has no prohibitory impact upon shared time instruction wherever offered provided that the ultimate and immediate control of the subject matter, the personnel and the premises are under the public school system authorities and the courses are open to all eligible to attend the public school, or absent such public school standards, when the shared time instruction is merely "incidental" or "casual" or non-instructional in character, subject, of course, to the issue of religious entanglement. (Question 1; Part III)
3. Proposal C does not prohibit auxiliary services and drivers training, which are general health and safety services, wherever these services are offered except in those unlikely circumstances of religious entanglement. (Question 2; Part IV)
4. Proposal C does not attempt to interfere with the distribution of federal funds. (ESEA) (Question 3; Part V)
5. Proposal C does not, in an educational proposal, intervene to prohibit the operation of a social welfare institution such as a fosterhome. (Question 4; Part VI)
6. Proposal C does not change Michigan's long-standing policy of tax exemption for religious, charitable, and educational institutions. (Question 5; Part VII)
7. Regarding the constitutionality of Proposal C (Questions 6 and 7; Part VIII):
  - a. The language "or at any location or institution where instruction is offered in whole or in part to such nonpublic school students" at the end of the second sentence in Proposal C is unconstitutional, void and unenforceable and is severable and capable of being removed from Article 8 Sec. 2 without altering the purpose and effect of the balance of the sentence and section. (Part III, Sec. 1)
  - b. The remainder of Proposal C's language by this Court's construction of Proposal C raises no questions of

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unconstitutionality under the Michigan or the United States Constitutions.

- c. An interpretation of Proposal C that nonpublic school children are barred from shared time in the public schools and from auxiliary services and drivers training at public and nonpublic schools is unconstitutional under the United States Constitution.

The foregoing answers to certified questions one through seven will be certified to the 13th Circuit for disposition of the cause in accord with this opinion. No costs.

FOOTNOTES:

1. The concept of the state purchasing secular educational services from nonpublic schools has been implemented in various ways. Michigan implemented it by paying public monies to eligible nonpublic schools to pay a portion of the salaries of lay teachers who taught secular subjects in the nonpublic school. 1970 PA 100 Secs. 55-66a; MSA 15.1919 (105-116a). This is similar to the Rhode Island statute which provides salary supplements to lay teachers in nonpublic school systems in order to attain salaries competitive with those of the public school system. The Pennsylvania statute provides public reimbursements to elementary parochial schools for the actual expenditures they incurred in purchasing services for secular education without regard to the fact whether the teacher was a layman or a member of a religious order.

2. Shared time classes were held in Houghton, as early as 1921. (Letter from Assistant Attorney General Eugene Krasicky to Donald F. Winters, Clerk of the Michigan Supreme Court, p 1 January 26, 1971. This letter was a response from the Attorney General's office to Mr. Winters' request of January 25, 1971, asking how long shared time programs have been available in various parts of the state ever since. (Letter from Assistant Attorney General Eugene Krasicky to Donald F. Winters, Clerk of the Michigan Supreme Court, p 1-2 January 26, 1971, see also, Administrative Code, 1944, pp 502-503; Stipulation of Facts paragraphs 8, 17, 17e, 17f, 17h, 17k, 21, 27 and 28.)

Bus transportation, a form of auxiliary services, goes back over thirty years to 1939, with only two years interruption. (1939 PA 38. The present statute requiring a public school district to provide bus transportation for both public and private school children is MCLA 340.590a; MSA 15.3590 1. See the Historical Note to MCLA 340.590 for the history of bus transportation acts in Michigan.) Drivers training was initiated in 1955. (1955 Extra Legislative Session PA 1; for the present state of the law, see MCLA 257.811; MSA 9.2511.) The present general auxiliary services act dates from 1965. (1965 PA 343; MCLA 340.622; MSA 15.3622.)

Federal assistance for school children is also an old and continuing story in this state. For example, hot lunch programs have been popular in the state since 1946. (National School Lunch Act, Secs 1-13, 60 Stat 230 as amended, 42 USC 1751-1761. The National School Lunch Act was enacted on June 4, 1946. It provided federal funds for school lunches for both public and private school children. If any state educational agency was not permitted by local law to disburse funds paid to it to nonprofit private schools in the state, the Secretary of Agriculture was authorized to disburse the pro rata share of funds for private

schools in that state directly to the private schools.) Federal monies under the Federal Elementary and Secondary Education Act have been available to public and private schools since 1965. (Title I of the Elementary and Secondary Education Act of 1965 which is the largest single Federal Education program and the program at issue in this case is found in 20 USC 241a et seq. The other relevant titles of the Elementary and Secondary Education Act are Title II promoting library services found in 20 USC 351 et seq., Title III for adult education found in 20 USC 1201 et seq., and Title IV for the education of handicapped children found in 20 USC 1401 et seq. See MCLA 388.801; MSA 15.2091 for Michigan law investing the Superintendent of Public Instruction with the authority to take any necessary action to receive the federal funds available to school districts under federal grant-in-aid programs. For specific reference to the Elementary and Secondary Education Act see MCLA 388.1031; MSA 15.1025 1 .)

Probate judges have been invested with the authority to place delinquent and neglected children in fosterhomes for their care and education at state expense since 1907. (1907 Extra Legislative Session PA 6; as to the present state of the law see, MCLA 712A.25; MSA 27.3178 598.25 .) Real and personal property tax exemptions for nonprofit, private schools date back over three-quarters of a century beginning in 1893. (See Historical Note, MCLA 211.7; MSA 7.7.)

Unlike these earlier forms of public aid to nonpublic schools and nonpublic school children, the steps leading up to the enactment of parochial aid and serious consideration of tuition support for parents of children attending private schools are recent developments on the Michigan scene. The events culminating in the passage of parochial aid began in 1967 when the Michigan School Finance Study proposed by the State Board of Education, funded by the legislature and conducted by Dr. J. Allen Thomas recommended additional state aid for private schools. (Dr. J. Allen Thomas, Michigan School Finance Study Michigan Department of Education, 1968 . See especially Chapter 8, "Non-Public Schools in Michigan.")

In 1968, the legislature created a joint committee to study the question of aid to private schools. The committee recommended to the 1969 legislature that it enact parochial aid. (A Report and Recommendations of the Joint Legislative Committee on Aid to Non-Public Schools, January 16, 1969. See especially pp 25-30.) House Bill 3875, which embodied the committee's recommendation was defeated by eight votes in the House. Two unsuccessful bills were introduced during the 1969 legislative session designed to give tax relief to tuition paying parents of children attending private schools. Senate Bill 1097 provided for a tax credit for any person who paid tuition for students in elementary or secondary grades in private schools. House Bill 2697 proposed that individual taxpayers be allowed to subtract the cost of tuition, books and fees for any school or college from their

adjusted gross income to determine taxable income for the Michigan income tax.

Subsequent to the House defeat of parochiaid, the Governor created a Committee on Educational Reform. The Committee recommended that the legislature enact parochiaid. (Report of the Governor's Commission on Educational Reform, September 30, 1969. See especially p 15.) Senate Bill 1082, which included the committee's recommendation adopted by the Governor, was passed by the Senate in the 1969 session. Foreseeing House approval, the Governor included \$22 million in his estimated state budget for 1970 to fund the parochiaid scheme. During February of 1970 the House approved parochiaid. The measure was sent to a joint House-Senate conference committee.

In contrast to the prior forms of state aid, parochiaid generated heated controversy both inside and outside the legislature. It took the legislature over two years to enact it. When it became clear in February of 1970 that the legislature would pass parochiaid, a group of citizens called Council Against Parochiaid circulated petitions containing the present language of Proposal C. They succeeded in obtaining sufficient signatures to place the proposal on the ballot for the next general election on November 3, 1970. However, the State Board of Canvassers refused to certify it on the grounds the petition was defective. But, the Michigan Court of Appeals in a mandamus action brought by members of the Council Against Parochiaid ordered Proposal C on the ballot. Carman v Secretary of State, 26 Mich App 403 (1970).

On September 14, 1970, this Court rendered two important decisions. It denied leave to appeal Carman and upheld the constitutional validity of parochiaid. Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82 (1970). Thus, it was clear by that date that parochiaid was law in Michigan. Indeed, funds were paid out under the parochiaid scheme following the decision by the Michigan Supreme Court to eligible private schools who accepted the aid. It was also clear that the Council against Parochiaid had its challenge ready in the form of Proposal C on the fall ballot.

The stage was set for the election on November 3, 1970, for the voters to speak their judgment when they voted on Proposal C. The news media and even the active supporters and opponents of Proposal C referred to it as the "Parochiaid Proposal." Everyone agreed the proposed amendment was designed to halt parochiaid and would have that effect if adopted.

What was unclear was the impact the amendment would have on other forms of state aid to private schools. During the campaign the voter was barraged with contradictory statements on what effect the proposal would have on these various forms of state aid. Pursuant to the advice of the Attorney General, both Governor Milliken and John W. Porter, the Acting Superintendent of Public



Instruction, made public statements to the effect that adoption of the amendment would terminate auxiliary service programs for nonpublic school students, jeopardize the availability of federal funds under Title I of the Elementary and Secondary Education Act of 1965, end tax exemptions for nonpublic schools including the property tax exemption secured to nonpublic schools by Article 9 Sec. 4 of the Michigan Constitution, and possibly affect fire and police protection as well as sewage and sanitation services. (Stipulation of Facts paragraphs 2 and 3.)

Erwin B. Ellmann, a spokesman for the Council Against Parochialism, who, as a lawyer, played a key role in drafting the amendment, took issue with the statements of Governor Milliken and Mr. Porter. In published letters to Mr. Porter and the Michigan electorate, he said Proposal C would not terminate shared time or bar nonpublic school students from receiving auxiliary services; it would only limit shared time and auxiliary services to those offered at the public school. Nor would the proposal cut off federal funds, jeopardize fire or police protection or sewage and sanitation services or terminate the property tax exemption according to Mr. Ellmann. (See Exhibit A and Exhibit B of Intervenor-Plaintiffs brief.)

As far as the voter was concerned, the result of all the pre-election talk and action concerning Proposal C was simply this -- Proposal C was an anti-parochialism amendment -- no public monies to run parochial schools -- and beyond that all else was utter and complete confusion.

On November 3, 1970, the proposal was adopted by the electorate by a vote of: Yes--1,416,800; No--1,078,705. As far as parochialism was concerned, the voters rejected it.

On the day of the election the Attorney General issued formal opinion 4715 which interpreted the language of Proposal C as terminating shared time and cancelling auxiliary services for private school students. Although an opinion of the Attorney General is not a binding interpretation of law which courts must follow, it does command the allegiance of state agencies. (Fowler v Kavanagh, 63 F Supp 167 ED Mich, 1944 ; Detroit Edison Co v Dept of Revenue, 320 Mich 506 1948 . David Wolcott Kendall Memorial School v City of Grand Rapids, 11 Mich App 231 1968 .) Thus, the State Board of Education announced its intention to follow the opinion of the Attorney General. This led to the Traverse City School District challenging the validity of the Attorney General's interpretation of Proposal C.

3. Authority for local school districts to initiate shared time programs is derived from the following statutory language:

"Every board shall establish and carry on such grades, schools and departments as it shall deem necessary or desirable for the maintenance and improvement of the schools;

determine the courses of study to be pursued and cause the pupils attending school in such district to be taught in such schools or departments as it may deem expedient:" (MCLA 340.583; MSA 15.3583.)

As good a description as any of shared time is found in the United States Senate Education Subcommittee Report on that subject, which reads:

"As generally used in current literature in the field of education, the term 'shared time' means an arrangement for pupils enrolled in nonpublic elementary or secondary schools to attend public schools for instruction in certain subjects . . . The shared time provision is or would be for public school instruction for parochial school pupils in subjects widely (but not universally) regarded as being mainly or entirely secular, such as laboratory science and home economics." (Staff of Senate Comm. on Labor and Public Welfare, 88th Congress, 1st Session, Proposed Federal Promotion of "Shared Time" Education (Comm. Print 1963) p 1.)

As this quotation indicates, shared time is an operation whereby the public school district makes available courses in its general curriculum to both public and nonpublic school students normally on the premises of the public school.

Shared time has been an accepted fact of American Life for more than forty years. (Shared Time: Indirect Aid to Parochial Schools, 65 Mich L Rev 1224 1967 ; Watkins, Experiment in Educational Sharing, 60 Religious Education 43 1965 ; Staff of Senate Comm on Labor and Public Welfare, 88th Congress, 1st Session, Proposed Federal Promotion of "Shared Time" Education 1 Comm Print 1963 p 2; US Dept of Health, Education & Welfare, Dual Enrollment in Public & Non-Public Schools 5 1965 .)

On the basis of historical analysis, therefore, it would require a strong showing that Proposal C really did intend to outlaw shared time in the public schools because that had become a long accepted practice over a number of years. (New York Trust v Eisner, 256 US 345, 349; 41 S Ct 506; 65 L Ed 963 1921 ; Walz v Tax Commission of the City of New York, 397 US 664, 678; 90 S Ct 1409; 25 L Ed 2d 697 1970 .)

The Stipulation of Facts in this case indicate that over 15,000 Michigan nonpublic school students participate in shared time programs at public schools, about 2,500 at premises leased by public schools from nonpublic schools, and about 800 at nonpublic schools. (Stipulation of Facts paragraphs 21, 27 and 28.)

4. Item 26 of the Stipulation of Facts details actual implementation of auxiliary services. It states:

"Under the provisions of the auxiliary services act, . . . nonpublic school students in attendance at state approved nonpublic schools affiliated with or operated by those of the Roman Catholic faith in the State of Michigan receive a variety of auxiliary services provided by public school districts through expenditure of public funds primarily at their nonpublic school of attendance. Specifically, 67,695 children at such nonpublic schools receive hearing tests; 79,630 children at such nonpublic schools receive vision testing; 3,364 children at such nonpublic schools receive physical examinations; 28,207 children at such nonpublic schools participate or receive the services of crossing guards; 3,764 children at such nonpublic schools receive remedial reading; 8,831 children at such nonpublic schools receive speech correction; 1,713 children at such nonpublic schools receive school diagnostician services; 1,265 children at such nonpublic schools are being serviced by visiting teachers."

5. According to statute drivers training:

" . . . shall be conducted by the local public school district, and enrollment in driver education courses shall be open to children enrolled in the high school grades of public, parochial and private schools as well as resident out-of-school youth. Reimbursement to local school districts shall be made on the basis of an application made by the local school district superintendent to the state department of education." (MCLA 257.811 c ; MSA 912511 c .)

6. Elementary & Secondary Education Act, Title I, 79 Stat 27 (1965), as amended, 20 USC 241a-244.
7. MCLA 712A.25; MSA 27.3178 (598.25).
8. MCLA Sec 712A.18; MSA 27.3178 (598.18).
9. MCLA Sec 712A.2; MSA 27.3178 (598.2).
10. MCLA Sec 712A.20; MSA 27.3178 (598.20).
11. MCLA Sec 712A.24; MSA 27.3178 (598.24).
12. MCLA Sec 722.102; MSA 25.358(2). See also Administrative Code 1954 AACS R 400.141-178; 1962 AACS R 400.191-195.
13. MCLA Sec 722.103; MSA 25.358(3).
14. 1907 PA 325 Sec 7; 1907 LA 684 Sec 14; MCLA 400.207; MSA 25.387.
15. MCLA 840.251; MSA 15.3251. MCLA 804.106; MSA 28.2026.

16. The United States Tax Court has utilized this same concept of a "special school" to decide when the cost of attending a school for mentally or physically handicapped persons is deductible as a medical expense for purposes of the federal income tax.

In the Griesdorf case, decided last year, a girl of average intelligence suffered from an emotional disturbance which caused her to retreat from reality to the point where she could not function normally in an ordinary school. A psychiatrist recommended that she attend a private school organized to give such maladjusted children psychological and psychiatric help in the process of educating them. The Tax Court ruled that this was a "special school" operating primarily to remedy mental handicaps with only incidental educational benefits. Thus, the entire tuition fee was deductible as a medical expense. (54 TC No 167, paragraph 54.167 P-H TC 1970.)

17. The gasoline tax exemption given to private schools for gasoline used in transporting students to and from school by bus (MCLA 207.112a; MSA 7.302 1 ) comes within the last sentence of the amendment which allows the legislature to provide for the transportation of students to and from school.
18. Stipulation of Facts paragraphs 19 and 20.
19. Generally in the past, the questions regarding state aid to church-related schools have arisen when the state has extended its aid programs to public schools or public school children to include church-related schools or their pupils. This aid is challenged on the grounds it violates the establishment clause of the First Amendment to the United States Constitution made applicable to the states through the Fourteenth Amendment to the United States Constitution. Hence, the issue has generally been whether the form of state aid provided to church-related schools or their pupils was permissible.

In this case Proposal C restricts state aid to church-related and other nonpublic schools. Thus, the question here is whether Proposal C violates the free exercise of religion guarantee of the First Amendment and the equal protection clause of the Fourteenth Amendment. In other words the question is whether in certain situations state aid to nonpublic schools or their pupils is mandatory.

20. Attorney General's Brief, p. 83.
21. In State ex rel. Hughes v Board of Education, 174 SE 2d 711 (W Va 1970), cert. pending in the United States Supreme Court as No. 517, October 1970 term, the West Virginia Supreme Court held that statutory language providing that a county board of education "shall have authority to provide at public expense adequate means of transportation for all children of school age" made it mandatory on the school board to provide transportation for those attending

parochial schools when transportation was provided for public schools. Not to do so, said the West Virginia Supreme Court, would deny to parochial school children and their parents the equal protection of the laws guaranteed by the Fourteenth Amendment, and would also violate the free exercise of religion clause of the First Amendment.

22. Everson v Board of Education, 330 US 1; 67 S Ct 504; 91 L Ed 711 (1947) illuminates the circumstances when the state's interest in preventing state sponsorship of religion or excessive entanglement between church and state applies; or rather does not apply. In Everson, the United States Supreme Court upheld a New Jersey statute that reimbursed parents of both parochial and public school children for costs of bus transportation to and from school. The statute was challenged on grounds that it violated the establishment clause of the First Amendment. The court compared bus transportation to police and fire protection, saying both were examples of general health and safety legislation. As such, they served a legitimate secular legislative purpose with only an incidental benefit to religion. This reasoning would apply to auxiliary services and driver education which are also examples of general health and safety legislation.

In the light of the Everson case, it is clear that health and safety measures only incidentally benefit religion and do not constitute state support of or excessive entanglement in religion. Hence, it is not necessary to prohibit auxiliary services on the premises of the nonpublic school to achieve this objective.

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BEFORE THE ENTIRE BENCH.

T. M. KAVANAGH, C. J.

For the reasons stated in my separate opinion in Carman v Secretary of State (1971), \_\_\_ Mich \_\_\_, we believe this case should be dismissed with prejudice. However, the majority opinion in Carman, supra, is for the present at least, the law in Michigan.

We agree that if Proposal C was properly submitted to the People and properly adopted, the opinion of Justice Williams correctly interprets our Constitution as amended and correctly applies the due process and equal protection clauses of the Federal Constitution.

S/ Thomas M. Kavanagh.

S/ Thomas Giles Kavanagh

## DISSENTING OPINIONS

## BEFORE THE ENTIRE BENCH

ADAMS, J.

In Carman v. Hare (1971), \_\_\_ Mich \_\_\_, this Court decided that the people duly adopted an amendment to the Constitution, submitted as Proposal C at the general election of November 3, 1970, and that its language became a part of the Michigan Constitution on the following December 18. If this added provision does not violate the federal constitution (Questions 6 and 7), it is controlling and our duty in this case, in answering the stated questions, is simply to apply and, if need be, to construe its provisions.

I agree with Justice Williams that this case raises the question of the construction of article 8, § 2, as amended. I agree with him as to the rules of construction, but would add that we recently had occasion to consider the language of the first paragraph of article 8, § 2, in the case of Bond v. Ann Arbor School District (1970), 383 Mich 693. In that case, in a unanimous per curiam opinion, this Court stated (pp 699-700):

"The first rule a court should follow in ascertaining the meaning of words in a constitution is to give effect to the plain meaning of such words as understood by the people who adopted it. See People, ex rel. Twitchell, v. Blodgett (1865), 13 Mich 127, 141, 167; People v. Board of State Canvassers (1949), 323 Mich 523, 528, 529; and Michigan Farm Bureau v. Secretary of State (1967), 379 Mich 387, 390, 391." (Emphasis added.)

The petitions to place proposal C on the ballot were drafted and circulated before the legislative enactment appropriating \$22,000,000 for private schools, commonly known as "parochiaid," became law. The petitions were circulated in February and March of 1970 and were filed with the Secretary of State on June 25 and July 2, 1970. Parochiaid did not become law until July 20, 1970. Prior to the adoption of parochiaid, other proposals by way of tax relief to parents of children attending private schools, or to individual taxpayers for expenses connected with attendance at schools or colleges, were considered by the legislature.

Before the adoption of Proposal C, the Constitution clearly provided for "free public elementary and secondary schools \*\*\* without discrimination as to religion, creed, race, color or national origin." Proposal C addressed itself to State involvement in private schools in the light of the debate that had been raging in the legislature and among the public as to whether there should be any such involvement, whether in the form of parochiaid, tax credits, or whatsoever. The language of Proposal C is clearly aimed at no involvement in whatever

form it might take with the one exception that the legislature could provide for the transportation of students to and from any school.

Turning to the certified questions, as to question number one, my answer is: At the public school, "No"; on nonpublic school premises, "Yes." I would leave for future determination on a case-by-case basis whether or not so-called leased premises constitute a bona fide portion of the public school premises or are merely a device to attempt to circumvent the prohibitions of Proposal C. It seems obvious that to provide shared-time programs in private schools would constitute the use of public moneys to aid or maintain such schools in their operations and that it would tend to support the attendance of students at such nonpublic schools. Once the door is open to shared-time programs in private schools, it would be a simple matter, by the use of such programs, to achieve all of the objectives attempted by parochial and to defeat completely what the people attempted to achieve by adopting Proposal C.

I agree with Justice Williams that Proposal C does not prohibit shared-time instruction for private school students in the public schools. In such a situation, the so-called shared-time student is nothing more than a part-time public school student. His status is no different from that of any other student who is enrolled less than full time. In dealing with this constitutional question, I would therefore determine a student's status at a given time by the school he attends. Students who attend both public school and nonpublic school for different courses of study are, in my opinion, both public and nonpublic school students.

This is the rationale of the released time student who attends a private school for religious instruction. If he were considered to be a public school student while in attendance at the religious school, this would be constitutionally forbidden. There is nothing about attendance at a public school or a private school that justifies tagging a student as belonging exclusively to one or the other. Therefore, I can find no partial invalidity in what Justice Williams refers to as Proposal C's fourth and fifth prohibitions. A student attending public school, even for only a portion of the day, is a public school student while attending public school classes.

If place of attendance is not used as the test of student status, all rules of constitutional construction as to the meaning of Proposal C are violated -- (1) we fail to give effect to the plain meaning of the words of Proposal C as understood by the people who adopted it--the "common understanding"; (2) we fail to take account of the circumstances surrounding the adoption of Proposal C; and (3) we ignore an interpretation that does not create constitutional invalidity, going out of our way to adopt an interpretation that does.

The language of Proposal C and the prohibitions therein contained are aimed at private schools and institutions--to expand the prohibitions

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as applying to public schools runs counter to the plain meaning and intent of Proposal C and of the language used. In any event, federal and State equal protection guarantees require that programs offered in the public school be made available to all students, whether from public or private schools, on an equal basis.

I agree with Justice Williams' answer to question number two-- Auxiliary Services. General health and safety measures are not within the reach of the prohibitions contained in Proposal C.

I agree with Justice Williams' answer to question number three-- Federal Moneys under Title I.

I am unable to agree with Justice Williams' answer to question number four--Private Foster Homes. The question which confronts us here is not whether a probate judge has authority to place a minor in a private foster home but whether public moneys paid to private foster homes may be used to provide educational facilities and instruction for the minor who resides in the home. The prohibitions of Proposal C are against the expenditure of public moneys "to aid or maintain any private, denominational or other nonpublic, pre-elementary, elementary, or secondary school," and against payment "to support the attendance of any student or the employment of any person at any such nonpublic school or at any location or institution where instruction is offered in whole or in part to such nonpublic school students." A school is a school, whether conducted by a private foster home, by a church, or by the State.

Neglected or dependent children are wards of the State. The State owes a special obligation to them, especially the neglected child who, through no fault of his own, lacks a proper home atmosphere. In fulfilling its obligation, some such children are sent to State institutions. Others are placed in private foster homes. The responsibility to provide schooling for all children is a State responsibility, specifically enunciated in the first paragraph of article 8, § 9, wherein the legislature is required to maintain and support a system of "free public elementary and secondary schools \*\*\* without discrimination as to religion, creed, race, color or national origin." I fail to see how this responsibility can be shifted to private foster homes at public expense without unduly discriminating against the neglected or dependent children who are sent to those private foster homes and are thereby relegated to private schooling wholly outside the bounds of the State's constitutional responsibility.

I agree with Justice Williams that the answer to question number five is "Yes" as to parents, and "No" as to schools.

With regard to questions number six and number seven--Constitutional Questions--as I would construe Proposal C, there is no violation of due process of law or equal protection of the laws guaranteed by the Fourteenth Amendment to the Constitution of the United States, or of the right to free exercise of religion and other enumerated rights guaranteed



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by the First Amendment to the Constitution of the United States as made applicable to the State of Michigan through the Fourteenth Amendment to the Constitution of the United States.

APPENDIX G

- G-I COMMUNITIES INCLUDED IN FIELD INVESTIGATION
- G-II INTERVIEWEES IN FIELD INVESTIGATION
- G-III PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT
- G-IV NO. 86, AN ACT
- G-V NO. 224, AN ACT

APPENDIX G-I  
COMMUNITIES INCLUDED IN FIELD INVESTIGATION  
PENNSYLVANIA

<u>Name</u>	<u>Population (1970)</u>
Allentown	108,926
Bellevue	11,431
Chambersburg	17,173
Jenkintown	5,925
Philadelphia	1,927,863
Pittsburgh	512,789

APPENDIX G-II

INTERVIEWEES IN FIELD INVESTIGATION

PENNSYLVANIA

Henry J. Aschenbrenner  
Deputy Executive Director  
Pennsylvania Catholic Conference  
Harrisburg, Pennsylvania

John Baughman  
Chambersburg Teachers Association  
Chambersburg, Pennsylvania

Kenneth Beaver  
Managing Editor  
Public Opinion  
Chambersburg, Pennsylvania

Sister Bernarda, S.S.J.  
Principal  
St. Stephen's School  
Philadelphia, Pennsylvania

James Brahm  
Bellevue Teachers Association  
Bellevue, Pennsylvania

John Cicco  
Superintendent of Schools  
Diocese of Pittsburgh  
Pittsburgh, Pennsylvania

Sister Mary Claire, O.S.F.  
Principal,  
Mount Assisi Academy  
Pittsburgh, Pennsylvania

Rev. Paul Curran  
Assistant Superintendent  
for Planning and Funded Programs  
Archdiocese of Philadelphia  
Philadelphia, Pennsylvania

Sister Adrian Dimmerling  
Principal  
St. Basil's High School  
Pittsburgh, Pennsylvania

Sister Francis Elizabeth  
Principal  
Corpus Christi School  
Cambersburg, Pennsylvania

Rev. George Evans  
Chairman O SCOPE  
Camp Hill, Pennsylvania

Mary Fahey  
Diocesan School Board Member  
Diocese of Pittsburgh,  
Pittsburgh, Pennsylvania

Rev. Francis Flatley  
Pastor  
Immaculate Conception  
Jenkintown, Pennsylvania

Richard G. Gilmore  
Deputy Superintendent for  
Administration  
Philadelphia Public Schools  
Philadelphia, Pennsylvania

Frederick Heddinger  
Executive Director  
Pennsylvania School Boards  
Association  
Harrisburg, Pennsylvania

Sister Mary Helen, S.S.J.  
Principal  
Immaculate Conception  
Jenkintown, Pennsylvania

John Hodrick  
Vice Principal  
Allentown Central Catholic School  
Allentown, Pennsylvania

Rev. Dr. John Ketchum  
Executive Director  
Pennsylvania Council of Churches  
Harrisburg, Pennsylvania

Dr. Robert Kochenour  
Superintendent of Schools  
Chambersburg Public Schools  
Chambersburg, Pennsylvania

Leslie H. Marietta  
Superintendent of Schools  
Bellevue Public Schools  
Bellevue, Pennsylvania

Vincent J. McCoola  
Director, Office for Aid to  
Nonpublic Education  
Harrisburg, Pennsylvania

Msgr. Hubert J. McGuire  
Pastor Corpus Christi Parish  
Chambersburg, Pennsylvania

James H. McK'Quinn  
President Emeritus  
Pennsylvania Association of  
Independent Schools

Representative Martin Mullen  
Chairman House Appropriations  
Committee  
Pennsylvania House of  
Representatives  
Harrisburg, Pennsylvania

Sr. Muriel  
Principal - St. Basil's Grade School  
Pittsburgh, Pennsylvania

Msgr. Chalres B. Mynaugh  
Pastor - St. Stephen's Church  
Philadelphia, Pennsylvania

Sr. M. Carolyn Phelan  
Principal - Assumption Elementary  
School  
Bellvue, Pennsylvania

Rabbi Aaron Popack  
Executive Director of Pennsylvania  
Commission for Legislative Aid to  
Hebrew Day Schools  
Philadelphia, Pennsylvania

Sr. M. Clarise Reddon  
Principal - St. Mary of the Mount  
High School  
Pittsburgh, Pennsylvania

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Dr. John E. Rice  
Superintendent of Schools  
Jenkintown Public Schools  
Jenkintown, Pennsylvania

Robert Saunders  
Business Manager  
Abington Friends School  
Jenkintown, Pennsylvania

Msgr. Francis Schulte  
Superintendent of Schools  
Archdiocese of Philadelphia  
Harrisburg, Pennsylvania

George Seidel  
Pennsylvania State Education  
Association  
Harrisburg, Pennsylvania

John Sobosley  
Director of Government Liason  
Pittsburgh Public Schools  
Pittsburgh, Pennsylvania

Rev. James Stilwell  
Principal - Allentown Central  
Catholic High  
Allentown, Pennsylvania

James Swain  
Swain Country Day School  
Allentown, Pennsylvania

Rev. Dr. Chauncey Varner  
Former Executive Director  
Pennsylvania Council of Churches  
Philadelphia, Pennsylvania

Dr. George Wilson  
Superintendent of Schools  
Allentown Public Schools  
Allentown, Pennsylvania

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APPENDIX G-III  
PENNSYLVANIA NONPUBLIC ELEMENTARY  
AND SECONDARY EDUCATION ACT

Introduced as H. 2170 December 12, 1967  
Amended by Senate June 11, 1968.  
Signed into law June 19, 1968.

AN ACT

To promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania for the benefit of residents of the Commonwealth of Pennsylvania; authorizing the Superintendent of Public Instruction to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedure for reimbursement in payment for the rendering of secular educational services; and designating a portion of revenues of the State Harness Racing Fund and of the State Horse Racing Fund as the sources of funds.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Short Title.--This act shall be known and may be cited as the "Nonpublic Elementary and Secondary Education Act."

Section 2. Legislative Finding; Declaration of Policy.--It is hereby determined and declared as a matter of legislative finding--

(1) That a crisis in elementary and secondary education exists in the Nation and in the Commonwealth involving (i) the new recognition of our intellectual and cultural resources as prime national assets and of the national imperative now to spur the maximum educational development of every young American's capacity; (ii) rapidly increasing costs occasioned by the rise in school population, consequent demands for more teachers and facilities, new but costly demands, in the endeavor for excellence, upon education generally; general impact of inflation upon the economy; and the struggle of the Commonwealth, commonly with many other states, to find sources by which to finance education, while also attempting to bear the mounting financial burden of the many other areas of modern State governmental responsibility.

(2) That nonpublic education in the Commonwealth today, as during past recent decades, bears the burden of educating more than twenty percent of all elementary and secondary school pupils in Pennsylvania; that the requirements of the compulsory school attendance laws of the

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Commonwealth are fulfilled through nonpublic education;

(3) That the elementary and secondary education of children is today recognized as a public welfare purpose; that nonpublic education, through providing instruction in secular subjects, makes an important contribution to the achieving of such public welfare purpose; that the governmental duty to support the achieving of public welfare purposes in education may be in part fulfilled through government's support of those purely secular educational objectives achieved through nonpublic education.

(4) That freedom to choose nonpublic education, meeting reasonable State standards, for a child is a fundamental parental liberty and a basic right;

(5) That the Commonwealth has the right and freedom, in the fulfillment of its duties, to enter into contracts for the purchase of needed services with persons or institutions whether public or nonpublic, sectarian or nonsectarian.

(6) That, should a majority of parents of the present nonpublic school population desire to remove their children to the public schools of the Commonwealth, an intolerable added financial burden to the public would result, as well as school stoppages and long term derangement and impairment of education in Pennsylvania; that such hazard to the education of children may be substantially reduced and all education in the Commonwealth improved through the purchase herein provided of secular educational services from Pennsylvania nonpublic schools.

Section 3. Definitions.--The following terms whenever used or referred to in this act shall have the following meanings, except in those instances where the context clearly indicates otherwise:

(1) "Nonpublic Elementary and Secondary Education Fund" shall mean the fund created by this act.

(2) "Secular educational service" shall mean the providing of instruction in a secular subject.

(3) "Secular subject" shall mean any course which is presented in the curricula of the public schools of the Commonwealth and shall not include any subject matter expressing religious teaching, or the morals or forms of worship of any sect.

(4) "Nonpublic school" shall mean any school, other than a public school, within the Commonwealth of Pennsylvania wherein a resident of the Commonwealth may legally fulfill the compulsory school attendance requirements of law.

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(5) "Purchase secular educational services" shall mean the purchase by the Superintendent of Public Instruction from a nonpublic school, pursuant to contract, of secular educational service at the reasonable cost thereof.

(6) "Reasonable cost" shall mean the actual cost of a nonpublic school of providing a secular educational service and shall be deemed to include solely the cost pertaining thereto of teachers' salaries, textbooks and instructional materials.

Section 4. Nonpublic Elementary and Secondary Education Fund.-- There is hereby created for the special purpose of this act a Nonpublic Elementary and Secondary Education Fund dedicated to the particular use of purchasing secular educational service consisting of courses solely in the following subjects: mathematics, modern foreign languages, physical science, and physical education, provided, however, that as a condition for payment by the Superintendent of Public Instruction for secular educational service rendered hereunder, the Superintendent of Public Instruction shall establish that (i) solely textbooks and other instructional materials approved by the Superintendent of Public Instruction shall have been employed in the instruction rendered; (ii) a satisfactory level of pupil performance in standardized tests approved by the Superintendent of Public Instruction, shall have been attained; (iii) after five years following the effective date of this act, the secular educational service for which reimbursement is sought was rendered by teachers holding certification approved by the Department of Public Instruction as equal to the standards of this Commonwealth for teachers in the public schools: Provided, however, That any such service rendered by a teacher who, at the effective date of this act, was a full time teacher in a nonpublic school, shall be deemed to meet this condition.

Section 5. Administration.--The administration of this act shall be under the direction of the Superintendent of Public Instruction, who shall establish rules and regulations pertaining thereto, make contracts of every name and number, and execute all instruments necessary or convenient for the purchase of secular educational services hereunder. All expenses incurred in connection with the administration of this act shall be paid solely out of the Nonpublic Elementary and Secondary Education Fund and no money raised for the support of the public schools of the Commonwealth shall be used in connection with the administration of this act.

Section 6. Moneys for Fund.--(a) Permanent moneys. Into the Nonpublic Elementary and Secondary Education Fund shall be paid each year:  
(1) All proceeds from horse racing up to the first ten million dollars (\$10,000,000) realized by the State Horse Racing Fund established by the act of December 11, 1967 (Act No. 331), remaining after, and not required for, payment of all of the items of administrative cost set forth in subsection (b) of Section 18 of that act, plus

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(2) One-half of all such horse racing proceeds in excess of the sum of ten million dollars (\$10,000,000), the remaining half thereof to be paid into the General Fund.

(b) Temporary moneys. Until the time that proceeds in the amount of ten million dollars (\$10,000,000) shall, in a given fiscal year, have been paid into the Nonpublic Elementary and Secondary Education Fund as provided for under subsection (2) of Section 6 hereof, three-fourths of the proceeds from harness racing realized by the State Harness Racing Fund established by the act of December 22, 1959 (P. L. 1978), as amended, remaining after and not required for, the payments provided for in subsections (b) and (d) of Section 16 of that act, shall be paid into the Nonpublic Elementary and Secondary Education Fund according to the following formula:

(1) The entire three-fourths of the harness racing proceeds for any fiscal year shall be paid into the Nonpublic Elementary and Secondary Education Fund until such year as the horse racing proceeds designated by this section for the said fund are of such amount that, combined with the harness racing proceeds, the sum of ten million dollars (\$10,000,000) shall have been realized by the Nonpublic Elementary and Secondary Education Fund.

(2) Proceeds from harness racing shall cease to be paid into the Nonpublic Elementary and Secondary Education Fund for any fiscal year in which proceeds from horse racing designated by this section for the Nonpublic Elementary and Secondary Education Fund, shall equal ten million dollars (\$10,000,000).

Moneys in the Nonpublic Elementary and Secondary Education Fund are hereby appropriated to the Department of Public Instruction to be used by the Superintendent of Public Instruction solely for the purchase of secular educational services hereunder and administrative expenses pertaining thereto as provided for in Section 5 of this act.

Section 7. Reimbursement Procedures.--(a) Requests for reimbursement in payment for the purchase of secular educational service hereunder shall be made on such forms and under such conditions as the Superintendent of Public Instruction shall prescribe. Any nonpublic school seeking such reimbursement shall maintain such accounting procedures, including maintenance of separate funds and accounts pertaining to the cost of secular educational service, as to establish that it actually expended in support of such service an amount of money equal to the amount of money sought in reimbursement. Such accounts shall be subject to audit by the Auditor General. Reimbursement payments shall be made by the Superintendent of Public Instruction in four equal installments payable on the first day of September, December, March and June of the school term following the school term in which the secular educational service was rendered.

G-III:4

(b) Reimbursements for any fiscal year for the purchase of secular educational service hereunder shall not exceed the total amount of the moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund in that fiscal year.

(c) In the event that, in any fiscal year, the total amount of moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund shall be insufficient to pay the total amount of validated requests hereunder in reimbursement for that year, reimbursements shall be made in that proportion which the total amount of such requests bears to the total amount of moneys in the Nonpublic Elementary and Secondary Education Fund.

(d) The Budget Secretary shall, by July fifteenth of each year, certify to the Superintendent of Public Instruction, the total amount of money in the Nonpublic Elementary and Secondary Education Fund.

Section 8. Effective Date.--This act shall take effect July 1, 1968.

Section 9. Severability.--If a part of this act is invalid, all valid parts that are severable from the invalid part remain in effect. If a part of this act is invalid in one or more of its applications, the part remains in effect, in all valid applications that are severable from the invalid applications.

G-III:5

APPENDIX G-IV

No. 86

AN ACT

HB 674

Amending the act of June 19, 1968 (Act No. 109), entitled "An act to promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania for the benefit of residents of the Commonwealth of Pennsylvania; authorizing the Superintendent of Public Instruction to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment for the rendering of secular educational service; and designating a portion of revenues of the State Harness Racing Fund and of the State Horse Racing Fund as the sources of funds," further providing for moneys and funds to carry out the act and appropriations therefor and making the same conform to existing law.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. The title, clause (5) of section 3 and sections 4 and 5, act of June 19, 1968 (Act No. 109), known as the "Nonpublic Elementary and Secondary Education Act," are amended to read:

AN ACT

To promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania for the benefit of residents of the Commonwealth of Pennsylvania; authorizing the [Superintendent of Public Instruction] Secretary of Education to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment for the rendering of secular educational service; and designating a portion of revenues [of the State Harness Racing Fund and of the State Horse Racing Fund] derived from the "Pennsylvania Cigarette Tax Act," as amended, as the sources of funds.

Section 3. Definitions -- The following terms whenever used or referred to in this act shall have the following meanings, except in those instances where the context clearly indicates otherwise:

\*\*\*\*

(5) "Purchase secular educational service: shall mean the purchase by the [Superintendent of Public Instruction] Secretary of Education from a nonpublic school, pursuant to contract, of secular educational service at the reasonable cost thereof.

\*\*\*\*

Section 4. Nonpublic Elementary and Secondary Education Fund.-- There is hereby created for the special purpose of this act a Nonpublic Elementary and Secondary Education Fund dedicated to the particular use of purchasing secular educational service consisting of courses solely in the following subjects: mathematics, modern foreign languages, physical science, and physical education, provided, however, that as a condition for payment by the [Superintendent of Public Instruction] Secretary of Education shall establish that (i) solely textbooks and other instructional materials approved by the [Superintendent of Public Instruction] Secretary of Education, shall have been employed in the instruction rendered; (ii) a satisfactory level of pupil performance in standardized tests approved by the [Superintendent of Public Instruction] Secretary of Education, shall have been attained; (iii) after five years following the effective date of this act, the secular educational service for which reimbursement is sought was rendered by teachers holding certification approved by the Department of [Public Instruction] Education as equal to the standards of this Commonwealth for teachers in the public schools: Provided, however. That any such service rendered by a teacher who, at the effective date of this act, was a full time teacher in a nonpublic school, shall be deemed to meet this condition.

Section 5. Administration. -- The administration of this act shall be under the direction of the [Superintendent of Public Instruction] Secretary of Education, who shall establish rules and regulations pertaining thereto, make contracts of every name and number, and execute all instruments necessary or convenient for the purchase of secular educational service hereunder. All expenses incurred in connection with the administration of this act shall be paid solely out of the Nonpublic Elementary and Secondary Education Fund and no money raised for the support of the public schools of the Commonwealth shall be used in connection with the administration of this act.

G-IV:2

Section 2. Section 6 of the act is repealed effective June 30, 1970, the moneys provided for in section 6 to continue to be paid into the Nonpublic Elementary and Secondary Education Fund until July 1, 1970.

Section 3. The act is amended by adding before section 7 thereof, a new section to read:

Section 6.1 Payments Into Fund. -- Beginning immediately, fourteen per cent of the tax revenue collected by the Department of Revenue pursuant to the act of July 8, 1957 (P.L.594), as amended, known as the "Pennsylvania Cigarette Tax Act, " shall be paid into the State Treasury to the credit of the Pennsylvania Nonpublic Elementary and Secondary Education Fund created by section 4 of this act.

Moneys in the Nonpublic Elementary and Secondary Education Fund are hereby appropriated to the Department of Education to be used by the Secretary of Education solely for the purchase of secular educational service hereunder the administrative expenses pertaining thereto as provided for in section 5 of this act.

Section 4. Subsections (a) and (d) of section 7 of the act are amended to read:

Section 7. Reimbursement Procedures. -- (a) Requests for reimbursement in payment for the purchase of secular educational service hereunder shall be made on such forms and under such conditions as the [Superintendent of Public Instruction] Secretary of Education in four equal installments payable on the first day of September, December, March and June of the school term following the school term in which the secular educational service was rendered.

\*\*\*\*

(d) The Budget Secretary shall, by July fifteenth of each year, certify to the [Superintendent of Public Instruction] Secretary of Education, the total amount of money in the Nonpublic Elementary and Secondary Education Fund.

Section 5. This act shall take effect immediately.

Approved -- The 25th day of March, A.D. 1970.

RAYMOND P. SHAFER

The foregoing is a true and correct copy of Act of the General Assembly No. 86.

(Signed)

Secretary of the Commonwealth

G-IV:3

APPENDIX G-V

No. 224

AN ACT

HB 1920

Amending the act of June 19, 1968 (Act No. 109), entitled "An act to promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania; authorizing the Superintendent of Public Instruction to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment for the rendering of secular educational service; and designating a portion of revenues of the State Harness Racing Fund and of the State Horse Racing Fund as the sources of funds," placing a limitation on reimbursements.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Section 7, act of June 19, 1968 (Act No. 109), known as the "Nonpublic Elementary and Secondary Education Act," is amended to read:

Section 7. Reimbursement Procedures.--(a) Requests for reimbursement in payment for the purchase of secular educational services hereunder shall be made on such forms and under such conditions as the [Superintendent of Public Instruction] Secretary of Education shall prescribe. Any nonpublic school seeking such reimbursement shall maintain such accounting procedures, including maintenance of separate funds and accounts, pertaining to the cost of secular educational service, as to establish that it actually expended in support of such service an amount of money equal to the amount of money sought in reimbursement. Such accounts shall be subject to audit by the Auditor General. Reimbursement payments shall be made by the [Superintendent of Public Instruction] Secretary of Education in four equal installments payable on the first day of September, December, March and June of the school term following the school term in which the secular educational service was rendered.

(b) Reimbursements for any fiscal year for the purchase of secular educational services hereunder shall not exceed the total amount of the moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund in that fiscal year.

(b.1) Reimbursement to a nonpublic school for any fiscal year for the purchase of secular educational service hereunder shall be limited to an amount determined by multiplying the number of Pennsylvania resident pupils enrolled in such school on the first day of February of the school year for which services are being purchased by a sum equal to twenty-five percent

G-V:1



of the State average actual instruction expense per weighted average daily membership for the school year immediately preceding the school year for which services are being purchased as calculated by the Secretary of Education pursuant to Article XXV, section 25J1, subsections (11.1) and (12) of the Public School Code of 1949.

(c) IN the event that, in any fiscal year, the total number of moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund shall be insufficient to pay the total amount of validated requests [hereunder] as limited under the provisions of subsection (b.1) of this section in reimbursement for that year, reimbursements shall be made in that proportion which the total amount of such requests bears to the total number of moneys in the Nonpublic Elementary and Secondary Education Fund.

(d) The Budget Secretary shall, by July fifteenth of each year, certify to the [Superintendent of Public Instruction] Secretary of Education, the total amount of money in the Nonpublic Elementary and Secondary Education Fund.

APPROVED--The 31st day of July, A.D. 1970.

RAYMOND P. SHAFER

The foregoing is a true and correct copy of Act of the General Assembly No. 224.

(Signed) Secretary of the Commonwealth

G-V:2

## APPENDIX H

- H-I COMMUNITIES INCLUDED IN FIELD INVESTIGATION
- H-II INTERVIEWEES IN FIELD INVESTIGATION
- H-III OHIO STATE LAW, CHAPTER 3327: TRANSPORTATION; TUITION
- H-IV OHIO STATE LAW, CHAPTER 3317: FOUNDATION PROGRAM

E:47

68. Were public school guidance counselors assigned to non-public schools? 1.  No  
2.  Yes  
3.  I don't know
69. Were public school curriculum specialists assigned to non-public schools? 1.  No  
2.  Yes  
3.  I don't know
70. Were programs planned for non-public school children but not carried out? 1.  No  
2.  Yes  
3.  I don't know
71. Were there non-public school children who would not participate? 1.  No  
2.  Yes
72. Has there been an annual discrepancy between estimated numbers on applications and actual participants? 1.  No  
2.  Yes  
3.  I don't know

Category VII: Evaluation of Title I Projects.

73. Were non-public school personnel involved in project evaluations? 1.  No  
2.  Yes  
3.  I don't know
74. Did non-public school personnel review the project evaluation reports before they were submitted to the State Department of Education? 1.  No  
2.  Yes  
3.  I don't know
75. Did non-public schools receive copies of the evaluation reports? 1.  No  
2.  Yes  
3.  I don't know
76. Have evaluation procedures been hampered by a lack of base line data on non-public school children? 1.  No  
2.  Yes  
3.  I don't know
77. In your judgment, were Title I projects effective in meeting the needs of public and non-public school children? 1.  No  
2.  Yes  
3.  I don't know

E:48

78. Have test scores and other data on non-public school children who participated in Title I projects been forwarded to their respective schools?
1.  No  
2.  Yes  
3.  I don't know
79. Are you aware of any changes in educational practices (testing, curriculum, etc.) that have taken place in the non-public schools of this community as a result of the involvement of their pupils in Title I projects?
1.  No  
2.  Yes

Category VIII: Recommendations

Are there other kinds of projects you would like to see that would better meet the needs of non-public school children?

What do you see as major problems in carrying out the intent of the legislation in terms of the involvement of non-public school children?

What factors can you identify as being causes of this problem?

What solutions or improvements can you suggest?

E:49

Category I:

Please state any comments you would like to make on the procedures for allocating Title I funds.

Category II:

Please state any comments you would like to make on the State policy on review and approval of application for Title I funds especially in response to Items 26 and 2.

Category III:

Please state any comments you would like to make about administrative relationships.

E:50

Category IV:

Please state any comments you would like to make on legal problems related to Title I.

Category V:

Please comment on the changes in involvement of local non-public school officials in orientation and planning 1969-1970 and 1970-1971.

Category VI:

Please comment on any changes in operation and implementation of programs from this year to last year.

Category VII:

Please state any comments you would like to make on Evaluation of Title I projects.

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition
1	Commodity Distribution School Children Nutrition										
2	Equipment to Initiate or Expand School Food Service										2:51
3	School Breakfasts										
4	School Lunches										
5	School Milk										
6	Importation of Duty Free Educational & Scientific Materials										
7	Machine Tools Loan to Vocational Schools										

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
8	Adult Basic Education										
9	Arts and Humanities Research										
10	Community Service and Continuing Education										11.52
11	Education of Handicapped and deaf-blind children										
12	Education of Handicapped Children Research & Demonstration										
13	Educational Research & Development Centers										



SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition. (10) Write: Yes, No, or "Don't Know"
14	Educational Research, Surveys, Demonstrations, and Dissemination										
15	Educational Research Training										
16	Educational Resources Information Center										
17	Educational-ly Deprived Children										
18	Encouraging Qualified Persons to Enter Education Careers										
19	Foreign Language Training & Area Studies										

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
20	Guidance, Counseling, & Testing										
21	Handicapped Children - Early Educational Assistance										
22	Manpower Development and Training Classroom Instruction										154
23	Regional Educational Laboratories										
24	Regional Educational Research										
25	School Equipment & Remodeling										

SURVEY PART THREE

Program No.	Program Name	(1) Are you Aware of this program? Write: Yes or No	(2) Participating Currently? Write: Yes or No	(3) Extent of eligibility Practicing? Write: Approx. percent or "Don't Know"	(4) Amount of funding in your local agency? Write: Amount or "Don't Know"	(5) Percent of funds given non-public children? Write: Percent or "Don't Know"	(6) Estimated Dollar Value of services Write: Dollars or "Don't Know"	(7) How many of your students eligible? Write: Number or "Don't Know"	(8) How many of your students actually participated. Write: Number or "Don't Know"	(9) Contact person in your state Write: Name or "Don't Know"	(10) Constitutional Prohibitions Write: Yes, No, or "Don't Know"
26	School Library Resources, Textbooks, & other Instructional Materials										
27	Strengthening Instruction in the Arts and Humanities										2:55
28	Supplementary Educational Centers and Services										
29	Teacher Corps										
30	Vocational Education Research & Training										
31	Overseas Education, Training, & Research Study										

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
32	Surplus Property Utilization										
33	Educational Talent Search										
34	School Desegregation Technical assistance and Training										FF 35
35	Mental Health Research & Training										
36	Neighborhood Youth Corps										
37	Space and Aeronautics Education & Information Services										
38	Progress in the Humanities										

SURVEY PART THREE

Program No.	Program Name	Are you Aware of this program? (1) Write: Yes or No	Participating Currently? (2) Write: Yes or No	Extent of eligibility Practicing? (3) Write: Approx. Percent or "Don't Know"	Amount of funding in your local agency? (4) Write: Amount or "Don't Know"	Percent of funds given non-public children? (5) Write: Percent or "Don't Know"	Estimated Dollar Value of services (6) Write: Dollars or "Don't Know"	How many of your students eligible? (7) Write: Number or "Don't Know"	How many of your students actually participated. (8) Write: Number or "Don't Know"	Contact person in your state (9) Write: Name or "Don't Know"	Constitutional Prohibition (10) Write: Yes, No, or "Don't Know"
39	Pre-College Education in Science										
40	Head Start										
41	Upward Bound										
42	Physical Fitness and Sports										E: 57
43	Model Cities										

APPENDIX F

F-I. MAJOR RECOMMENDATIONS IN GOVERNOR MILLIKEN'S  
REFORM PACKAGE, SEPT., 1969

F-II. STATEMENTS DURING PROPOSAL C CAMPAIGN BY TWO  
STATE OFFICIALS

F-III. THE MICHIGAN SUPREME COURT'S DECISION INTERPRETING  
PROPOSAL C

APPENDIX F-I

MAJOR RECOMMENDATIONS IN GOVERNOR MILLIKEN'S  
REFORM PACKAGE, SEPTEMBER, 1969

To fix responsibility for operation of the Department of Education, we recommend that the existing State Board of Education structure and the position of State Superintendent of Public Instruction be abolished by Constitutional amendment and replaced by a State Director of Education appointed by the Governor, subject to Senate confirmation. This Constitutional amendment should be submitted to voters in the primary election of August, 1970.

To strengthen further the organizational structure and responsibility of the State Department of Education, we recommend that intermediate school districts be discontinued and replaced by 10 - 15 regional education areas. The boundaries of these regions should be set by a special commission, with boundaries subject to approval of the Legislature.

The new regions we envision should operate in a well-defined structure of accountability and responsibility. To them should be assigned specific functions for which an adequate level of funding should be assured by the state. These functions should include, among others, special education, vocational and technical education, transportation, data processing, central business services, curriculum consulting; and budget review of constituent districts.

The chief executive officer of each region should be appointed by the State Director of Education and should be required to utilize advisory committees appointed by the constituent school districts.

To strengthen the regional administration, and to provide wider educational opportunities, we recommend further consolidation of local districts. To accomplish this, the Educational Reorganization Committee should be reactivated and should be given legislatively approved guidelines. These guidelines should include the merging of all K-6 and K-8 districts into K-12 districts and further reorganization of K-12 districts, consideration should be given to such factors as appropriate size, density of population, distance traveled by pupils, location of physical facilities, and the need to improve social and racial integration.

This reorganization should have two phases. First, there should be a period when, within legislative guidelines, affected districts have an opportunity to reorganize voluntarily. Second, in those cases where voluntary efforts fail, there should be proceedings which result in the state reorganization committee ordering reorganization.

We recommend: (1) that the constitution be amended to enable the Legislature to collect a uniform statewide property tax for school operating purposes in place of the existing local property taxes; (2) that measures be taken to assure that property assessment practices are improved before the statewide school property tax becomes effective; (3) that such a uniform state tax should be set at a rate somewhere below the statewide average for school operating purposes to provide property tax relief where it is most needed; (4) that the existing constitutionally imposed millage maximums on local property be correspondingly reduced to reflect the substitute of a state property tax for school operations; (5) that, if local option property taxes are permitted by the Legislature for funding meritorious educational enrichment programs, the state, through legislation, should guarantee an equal per mill yield for all districts, impose a maximum on the number of mills that can thus be levied, and exclude teacher salary increases from the enrichment purposes for which the additional money may be spent.

We recommend that in fiscal 1972-73, a budget system be adopted for the elementary and secondary school system based, at the district level, upon the classroom unit and employing such factors as teacher-student ratios, professional base salary rates adjusted by experience, education and region, and overhead costs keyed to professional costs and based at the regional level on students and programs.

For the interim two years before the new budget structure becomes effective, we urge that the Legislature revise the school state-aid distribution formula for the purpose of producing greater program and dollar equity among school districts and providing a smooth transition into the "classroom unit" concept of school fund distribution proposed in this report for the 1972-73 school year.

We recommend that the Legislature allocate funds immediately to develop and administer a statewide educational evaluation program. These funds should be used to contract for the services of an agency which has the human and material resources to develop such a program. Such a program should provide pupil testing at several grade levels and in many subject areas but impact heavily on the early grades. The evaluation should be the basis for allocating additional funds to pupils with learning problems and subsequent evaluations should be conducted to determine the effects of such additional funds on the learning levels of these pupils.

The Commission recommends that the Legislature approve salary support for certified lay teachers of secular subjects



F-I:3

in established non-public schools according to the following plan: 50% of such teachers' salaries for that portion of the time they teach secular subjects during the 1970-71 and 1971-72 school years, and 75% during the 1972-73 school year when other recommendations for educational reform will be fully effective.

We further recommend that the maximum allowance of aid to non-public schools in future years shall in no case exceed 2% of the total public school budget in Michigan; that by 1972, non-public schools receiving state aid be subjected to the same evaluation, accountability, and quality controls as public schools in Michigan and that a responsible legislative committee be appointed to determine the effects of this provision if accepted, on racial, ethnic, and socio-economic segregation in Michigan education with a view toward making recommendations designed to reduce such segregation in conjunction with state aid to Michigan's non-public schools.

APPENDIX F-II  
STATEMENTS DURING PROPOSAL C CAMPAIGN BY TWO  
STATE OFFICIALS

John W. Porter  
Acting Superintendent  
of Public Instruction  
State of Michigan  
Department of Education  
Lansing, Michigan 48902

September 17, 1970

The Honorable William G. Milliken  
Governor of Michigan  
State Capitol Building  
Lansing, Michigan

Dear Governor Milliken:

In response to your request of Tuesday morning, I am providing you the following information.

.....

A number of questions have been raised concerning possible effects of the proposed amendment should it be enacted by the people in November's general election. The principal ones include the following:

- (1) the effect on various state programs which presently provide assistance to pupils attending nonpublic schools;
- (2) the effect on federal funds to public school districts providing services to nonpublic school pupils; and
- (3) the effect on federal funds to public schools.

1) Effect on Various State Programs which Presently Provide Assistance to Pupils Attending Nonpublic Schools

The proposed amendment would have a number of consequences relative to state programs providing assistance to nonpublic school pupils. These include, but are not necessarily limited to, the following:

- (a) Services available under the provisions of Act No. 343 of the Public Acts of 1965 (M.C.L.A. 340.622) would be



terminated. These auxiliary services include (1) health and nursing services, (2) health and nursing examinations, (3) street crossing guards services, (4) national defense education act testing services, (5) speech correction services, (6) visiting teacher services for delinquent and disturbed children, (7) school diagnostician services for all mentally handicapped children, (8) teacher counsellor services for physically handicapped children, and (9) teacher consultant services for mentally handicapped or emotionally disturbed children and remedial reading.

(b) Dual enrollment programs, including vocational education programs attended by nonpublic school pupils, would be terminated. Dual enrollment is defined as the attending of public school by nonpublic pupils for the purpose of receiving instruction in certain secular courses.

(c) Shared time arrangements would be eliminated. This includes the leasing of nonpublic school buildings by public school authorities for the purpose of providing secular instruction to the nonpublic school pupils as a group.

(d) The availability of driver education courses under the provisions of Act No. 300 of the Public Acts of 1949 (M.C.L.A. 257.811) to nonpublic school pupils would be ended.

(e) Library services presently available to nonpublic school pupils under Section 23 of Act No. 286 of the Public Acts of 1965 would be eliminated.

(f) Athletic activities between public and nonpublic schools would be prohibited if public facilities are utilized.

(g) Nonpublic schools must meet sanitation standards under the provisions of Act No. 302 of the Public Acts of 1921 (M.C.L.A. 388.551 et seq.) and construction safety standards under the provisions of Act No. 306 of the Public Acts of 1937 (M.C.L.A. 388.851 et seq.) The language of the proposed amendment would be interpreted as restricting all political subdivisions of the state from rendering aid to nonpublic schools. Conceivably, this would include fire and police protection as well as sewage and sanitation services. The possible absence of essential services would necessitate the closing of nonpublic schools.

(h) Nonpublic school buildings enjoy tax exemption under Article IX, Section 4 of the Michigan Constitution. The adoption of the amendment would mean the loss of such exemption because the exemption helps the attendance of students at the nonpublic schools and is a form of aid to the nonpublic school.

2) Effect on Federal Funds to Public School Districts Providing Services to Nonpublic School Pupils.

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Title I of the Elementary and Secondary Education Act (grants to local school districts to meet special educational needs of educationally deprived children), Title III of the same act (providing grants for supplementary educational centers and services), the Vocational Education Act, and the National Defense Education Act require assurances that nonpublic school children will participate in programs available under the Acts. Should the proposed amendment be adopted, assurances would no longer be given and the availability of federal monies to public school districts providing services to nonpublic school pupils would be jeopardized.

The proposed amendment would have no effect on Title II of the Elementary and Secondary Education Act, which provides library materials, textbooks and other instructional materials for the reason that the Commissioner of Education could make arrangements to provide such materials directly to nonpublic school students.

3) Effect on Federal Funds to Public Schools

Due to the assurances required by the U.S. Office of Education that nonpublic school students participate in Titles I and III of the Elementary and Secondary Education Act, the Vocational Education Act of 1963, as amended, and the National Defense Education Act of 1958, as amended, it may be that such assurances would no longer be given if the amendment is adopted. Therefore, the proposed amendment would jeopardize the availability of federal monies to public school districts receiving grants under these Acts.

Sincerely,

John W. Porter

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OFFICE OF ATTORNEY GENERAL FRANK J. KELLEY

HOLD FOR RELEASE AT 2:30 p.m., THURSDAY, OCTOBER 8, 1970.

Attorney General Frank J. Kelley today delivered the following remarks to the State Government Day meeting of the Michigan Press Association at the State Highway Auditorium in Lansing:

The issues of Parochialism and the proposed constitutional amendment to prohibit it have in recent weeks become the subject of increased confusion and dispute. Citizens have been subjected to a barrage of conflicting claims, counterclaims, accusations, and recriminations from all sides.

The latest matter of disagreement is the question of what would be the effect of the passage of the anti-Parochialism amendment on other programs and activities.

It should not be surprising that there is wide disagreement on this question. The language of this proposed amendment was not prepared by this office. It was the reason that the proposed amendment is unclear that this office found it necessary to rule that it could not be placed on the ballot in its present form. I believe that October's confusion justifies our May opinion.

Nevertheless, a majority of the Court of Appeals rules that the amendment is in proper form to be placed on the ballot, and Michigan voters now face the problem of trying to determine exactly what the proposed amendment would do.

There has been a clamor recently, some of it expressing genuine concern; some of it obviously politically motivated, for an Attorney General's opinion. Others have indicated that they expect to disagree with whatever opinion is issued since they have already decided what the effect of the amendment will be.

The real answer is that the effect will be whatever the Supreme Court ultimately rules it to be if the amendment is passed. All other judgments by legal authorities, by political candidates, by news media, by proponents and opponents -- all assumedly made with the best of motives -- are educated guesses and opinions, and nothing more.

Nevertheless, since there is so much interest, and in order to render whatever assistance possible to the concerned voter, I have decided to express my legal judgment on this issue at this time.

A formal legal opinion with the proper legal citations will be issued by my office later. But with the election just a

month away, both time and public understanding are of primary importance and compel me to speak now as to my legal judgment.

Therefore, I advise the people of this state as follows:

1) "Parochiaid" is a term used to describe a law passed this year by the state legislature which grants public money to pay a portion of the salaries of lay teachers who are teaching nonreligious subjects in private or parochial schools. The theory is that the state is buying educational services for the benefit of pupils attending nonpublic schools, but only for subjects that they would receive in public schools. Twenty-two million dollars was appropriated for this purpose for the fiscal year 1971-1972. This law is now in effect in Michigan as of September 1, 1970.

2) "Proposition C" is a proposal which will be on the ballot on November 3. It would add a provision to our state Constitution which would prohibit public aid to nonpublic schools and students.

3) If a majority of the people vote "yes" on "Proposition C," the amendment will become a part of our Constitution and it will, without question, end the Parochiaid law passed by the legislature this year.

4) If "Proposition C" passes, it will not end public transportation programs for non-public school students since those programs are specifically exempted.

5) If "Proposition C" passes, it will prohibit assistance in the form of payments or tax benefits to parents, children, or persons employed in the teaching of nonpublic school children.

6) What else will happen if "Proposition C" passes? What other laws or rights will be affected? This is the area of dispute, and here are my legal views:

A) Most auxiliary service programs for nonpublic school students would be ended and barred. This would include speech correction services, visiting teachers for delinquent and disturbed children, remedial reading programs, school diagnostician services, teachers' counseling services for physically handicapped children, and teachers' counseling services for emotionally and mentally handicapped children. With regard to health services or school crossing guard programs, they could be terminated. However, if a court reviewing the matter found that these latter two programs could be rendered without supporting the attendance of any student at a nonpublic school, they might be preserved.

B) With regard to the language of the amendment dealing with property tax exemptions to nonpublic schools, this is a closer question. In my judgment, property tax exemptions would not be lost. The Court of Appeals, in ruling on the question of whether the amendment could go on the ballot, held that the present Constitution would not be altered or abrogated by that amendment. However, I am mindful that a literal reading of the amendment enables a valid legal argument to be raised about the loss of these exemptions. This is not to be confused with tax benefits to parents, children, or persons employed in the teaching of nonpublic school students which would be specifically prohibited by the amendment.

C) Regular government services; such as, fire, police, sewage, and public sanitation, would not be affected, nor would athletic events between public and nonpublic schools. The United States Supreme Court has held that the state must furnish its ordinary health and safety services to all on a nondiscriminatory basis. In regard to athletic events, it is my view that permitting such events neither "aids or maintains" the nonpublic schools nor does it "support the attendance" of its students at such schools or elsewhere.

D) The question of whether federal funds to public school districts providing services to nonpublic schools could be jeopardized would depend on a federal, not a state, interpretation. The various federal acts require assurances that nonpublic school children will participate in their programs, but several states which constitutionally restrict public support for nonpublic schools still receive federal funds. These states' laws are less restrictive, however, than the language of "Proposition C." The federal government is empowered to make this decision, and it could go either way.

E) Shared time or dual enrollment programs would be barred. Under the amendment, public funds could not be used to support the attendance of nonpublic students at "any location or institution where instruction is offered in whole or in part to nonpublic students." This would be interpreted by a court to apply to public schools offering curricular programs to nonpublic school students. By curricular programs, I am referring to such academic subjects as math and science; such technical curriculum as vocational training; and such special or extra curriculum as drivers' training.

The conclusions I have stated represent my judgment of what the effect would be of the passage of "Proposition C." They do not represent an attempt to aid either side in this controversy. I expect both sides will disagree with it in part.

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Nor should it be surprising that my conclusions differ in part from Dr. John Porter's, who considered discussions with a member of the Attorney General's staff in reaching his own decision. Of the six members of my staff with whom I have discussed this matter, no two agreed completely on the interpretation. I have the highest professional respect for Dr. Porter and these top members of my staff. In addition, Governor Milliken, Senator Levin, and spokesmen for the supporters and opponents of the proposed amendment, have all put forth analyses in which there are major disagreements with each other.

I believe each of these gentlemen has approached the issue honestly and with integrity. That there could be so many differing views gives support, I suppose, to my original contention that the proposed amendment is unclear.

But, as I stated earlier, only a court ruling can give us the final authoritative interpretation of this issue. Another factor is that the United States Supreme Court will soon decide the basic question of direct payments to nonpublic schools.

I would also caution against anyone drawing any conclusions about my personal views on the subject of Parochial aid based upon the legal actions I have taken. On various occasions the legal actions I have taken on various issues have not supported my private views as a citizen. I must follow the law, not my own personal desires.

It is for this same reason that I do not intend to discuss my personal views on whether or not this amendment should be supported since I may be called upon either to defend Parochial aid in the courts or to defend the amendment to do away with it if it passes. As attorney for the state of Michigan, I believe that I serve the people in my legal responsibilities best by keeping my personal views out of the litigation and legal processes in which the State is involved as a party.

Finally, I would like to say that no useful purpose will be served by continuing accusations and heated words. As I have said before, we have enough divisions in our society without letting this one tear us apart further.

Let us remember that it is our children and their education which is the subject of this question. We do not encourage their support for our democratic institutions and practices if we display to them an inability to approach and decide such issues within the framework of decent, democratic, meaningful debate.

Eventually, each of us must abide by whatever decision is reached by the voters on November 3. We owe it to ourselves, our children, and to the Michigan tradition of fair play to maintain the climate for us to be able to do so.



APPENDIX F-III  
THE MICHIGAN SUPREME COURT'S DECISION REGARDING  
PROPOSAL C (MARCH 31, 1971)

Majority Opinion

STATE OF MICHIGAN  
SUPREME COURT

In the Matter of:

EXECUTIVE MESSAGE OF GOVERNOR  
RECERTIFICATION OF QUESTIONS  
PERTAINING TO PROPOSAL C.

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IN THE CIRCUIT COURT FOR THE COUNTY OF GRAND TRAVERSE

THE SCHOOL DISTRICT OF THE CITY OF TRAVERSE CITY,  
a municipal corporation,

Plaintiff,

v

FRANK J. KELLEY, Attorney General; THE STATE BOARD OF EDUCATION,  
and JOHN W. PORTER, Acting Superintendent of Public Instruction,

Defendants,

and

ST. FRANCIS SCHOOL, SYLVAN CHRISTIAN SCHOOL AND  
YESHIVATH BETH YEHUDA SCHOOL, HOLY CHILDHOOD OF JESUS BOARDING AND  
DAY SCHOOL, et al.,

Intervenor-Defendants  
and Cross-Plaintiffs,

and

RICHARD HENRY CRAMPTON, et al.

Intervenor-Plaintiffs.

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BEFORE THE ENTIRE BENCH

WILLIAMS, J.

This case arises from a declaratory judgment suit, brought by the

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Traverse City School District in the 13th Circuit Court against the Attorney General, and joined by all the appropriate parties in interest, to test the validity of the Attorney General's opinion, (OAG 4715) issued on November 3, 1970, which construes Proposal C, the constitutional initiative amendment prepared by the Council Against Parochialism, as forbidding public monies for shared time and auxiliary services and expanded by counterclaims and cross-claims to include questions of Proposal C's impact upon private fosterhomes, Title I programs under the Federal Elementary and Secondary Education Act of 1965 and tax exemptions for nonpublic schools and the federal constitutionality of Proposal C. The case properly came before this Court pursuant to General Court Rule 797 on the request by the Governor to consider seven specific questions of public importance relating to the construction of Proposal C. This Court ordered the Grand Traverse Circuit Court to certify these seven questions, and in its discretion added an eighth related question which will not be considered here, as it became the subject matter of a companion case, Carman v Secretary of State, \_\_\_ Mich \_\_\_ (1971).

In Carman v Secretary of State, *supra*, this Court held that the result of the November 1970 referendum on Proposal C was to add the language of Proposal C as a second paragraph of Article 8 Sec. 2 of the Michigan Constitution. This instant case therefore raises the question of the construction of Article 8 Sec. 2 as amended. Article 8 Sec. 2 originally read as follows:

"Sec. 2. The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin."

Proposal C added the following paragraph:

"No public monies or property shall be appropriated or paid or any public credit utilized, by the legislature, or any other political subdivision or agency of the state directly or indirectly to aid or maintain any private, denominational or other nonpublic, pre-elementary, elementary, or secondary school. No payment, credit, tax benefit, exemption or deductions, tuition voucher, subsidy, grant or loan of public monies or property shall be provided, directly or indirectly, to support the attendance of any student or the employment of any person at any such nonpublic school or at any location or institution where instruction is offered in whole or in part to such nonpublic school students. The legislature may provide for the transportation of students to and from any school."

I.

RULES OF CONSTRUCTION

This case requires the construction of a constitution, where the technical rules of statutory construction do not apply. McCulloch v Maryland, 17 US (4 Wheat) 316, 407; 4 L Ed 579 (1819).

The primary rule is the rule of "common understanding" described by Justice Cooley:

"A constitution is made for the people and by the people. The interpretation that should be given it is that which reasonable minds, the great mass of the people themselves, would give it. 'For as the Constitution does not derive its force from the convention which framed, but from the people who ratified it, the intent to be arrived at is that of the people, and it is not to be supposed that they have looked for any dark or abstruse meaning in the words employed, but rather that they have accepted them in the sense most obvious to the common understanding, and ratified the instrument in the belief that that was the sense designed to be conveyed.' (Cooley's Const Lim 81)." (Emphasis added.)

(See also quotations on "common understanding" in the per curiam opinion of the companion Carman case, supra.)

A second rule is that to clarify meaning, the circumstances surrounding the adoption of a constitutional provision and the purpose sought to be accomplished may be considered. On this point this Court said the following:

"In construing constitutional provisions where the meaning may be questioned, the court should have regard to the circumstances leading to their adoption and the purpose sought to be accomplished." Kearney v Board of State Auditors, 189 Mich 666, 673.

A third rule is that wherever possible an interpretation that does not create constitutional invalidity is preferred to one that does. Chief Justice Marshall pursued this thought fully in Marbury v Madison, 5 US (1 Cr) 137; 2 L Ed 60, which we quote in part;

"If any other construction would render the clause inoperative, that is an additional reason for rejecting such other construction, . . . "

II.

THE EFFECT OF AMENDED ARTICLE 8, SECTION 2,  
CONSTITUTION OF 1963 ON CHAPTER 2, ACT 100 OF 1970

In Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82 (1970), we held that the Constitution of Michigan did not prohibit the purchase with public funds of secular educational services from a nonpublic school.<sup>1</sup>

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Article 8, Sec. 2, as amended by Proposal C, now prohibits the use of public funds "directly or indirectly to aid or maintain" a nonpublic school. The language of this amendment, read in the light of the circumstances leading up to and surrounding its adoption,<sup>2</sup> and the common understanding of the words used, prohibits the purchase, with public funds, of educational services from a nonpublic school.

Accordingly, we hold Chapter 2, Act 100, PA 1970, unconstitutional as of December 19, 1970, the effective date of the amendment, and any payments made or credits accumulated on or after that date are invalid.

Payments to eligible units made or credits accumulated from September 14, 1970, to and including December 18, 1970, were and are valid and constitutional, whether already disbursed or hereafter paid out. Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82.

### III.

#### EFFECT OF AMENDED ARTICLE 8, SECTION 2, CONSTITUTION OF 1963, ON SHARED TIME

Certified question No. 1 is as follows:

Does Proposal C preclude the provision, through shared time or dual enrollment programs, of elementary or secondary instruction or educational services to nonpublic school students at any nonpublic school or at any other location or institution where instruction is offered in whole or in part to such nonpublic school students?

Answer: At the public school, no; on leased premises, not necessarily; on nonpublic school premises, not necessarily.

The first paragraph of Article 8 Sec. 2 requires a non-discriminatory system of education. The second paragraph, or the Proposal C part of Article 8 Sec. 2 contains five prohibitions against the appropriation directly or indirectly of public monies or its equivalent. The five prohibitions are:

1. No public money "to aid or maintain" a nonpublic school;
2. No public money "to support the attendance of any student" at a nonpublic school;
3. No public money to employ any one at a nonpublic school;
4. No public money to support the attendance of any student at any location where instruction is offered to a nonpublic school student.
5. No public money to support the employment of any person at any location where instruction is offered to a nonpublic school student.

This Court must construe whether shared time services<sup>3</sup> to nonpublic school students are prohibited by any of the five prohibitions mentioned above. This question will be considered under three headings:

1. Shared time -- at the public school.

Attorney General's Opinion 4715 construes Proposal C to prohibit shared time services at the public school as follows:

"Under the amendment, public funds could not be used to support the attendance of nonpublic school students at 'any location or institution where instruction is offered in whole or in part to nonpublic school students.' (Emphasis supplied.)"

This is a shocking result. It violates both the free exercise of religion and equal protection provisions of the United States Constitution. (See Part VIII)

These reasons evoke the necessity of applying the rules of construction (Part I). As a consequence, the question before this Court is whether there is an alternative constitutional construction to that adopted in the aforesaid Attorney General's Opinion, which also preserves the purpose of Proposal C of proscribing parochial aid and, of course, is consonant with a common understanding of the language used in Proposal C. This Court has already considered a similar problem in Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82 (1970). This Court there refused to adopt "a strict 'no benefits, primary or incidental' rule" and found "no evidence . . . that the people intended such a rule when they adopted this (Article 1, Sec. 4) provision of the Constitution." The same reasoning is applicable to the terms "support" in the second, third, fourth and fifth prohibitions and "aid or maintain" in the first prohibition.

A comparison of the parochial aid act, which this first prohibition proscribes, and shared time which this prohibition does not proscribe, is illuminating as to the construction of the prohibition.

Parochial aid as authorized by Chapter 2 of PA 1970, No 100 provided \$22,000,000 of public monies for participating nonpublic school units to pay a portion of the salaries of private lay teachers of secular nonpublic school courses in the nonpublic school for nonpublic school students. In contrast shared time provides public monies for local public school districts to use to hire public school teachers to teach public school courses in public or nonpublic schools to public or public and nonpublic school students.

Shared time differs from parochial aid in three significant respects. First, under parochial aid the public funds are paid to a private agency whereas under shared time they are paid to a public agency. Second, parochial aid permitted the private school to choose and to control a lay teacher whereas under shared time the public school district chooses

and controls the teacher. Thirdly, parochial aid permitted the private school to choose the subjects to be taught, so long as they are secular, whereas shared time means the public school system prescribes the public school subjects. These differences in control are legally significant.

Obviously, a shared time program offered on the premises of the public school is under the complete control of the public school district and is not invalidated by the first prohibition against aiding a nonpublic school since such shared time instruction provides only incidental aid, if any. The second prohibition of Proposal C precludes public monies to "support the attendance of any student . . . at any such nonpublic school." Any support to a nonpublic school student from a shared time program at a public school in which he participates would be only remotely incidental to his attendance at the nonpublic school and thus not prohibited. The third prohibition, no public money to employ anyone at a nonpublic school, is not here in question.

Prohibitions four and five are based particularly on the last portion of the second sentence of the second paragraph of Article 8, Sec. 2 -- no public money "to support the attendance of any student or the employment of any person at any such nonpublic school or at any location or institution where instruction is offered in whole or in part to such nonpublic school students." (Emphasis added.) The plain meaning of this language is that when nonpublic school students go to a public school, the public school becomes an "institution where instruction is offered . . . to such nonpublic school students" and hence ineligible for public monies. This quoted language contravenes the free exercise of religion guaranteed by the United States Constitution and is violative of the equal protection of the laws provisions of the United States Constitution. (Part VIII)

We hold that portion of the second sentence of Article 8 Sec. 2 hereinafter quoted unconstitutional, void and unenforceable: "or at any location or institution where instruction is offered in whole or in part to such nonpublic school students."

We hold, however, that the quoted portion is severable and capable of being removed from Article 8 Sec. 2 without altering the purpose and effect of the balance of the sentence and section.

## 2. Shared Time -- upon leased or other premises.

Premises occupied by lease or otherwise for public school purposes under the authority, control and operation of the public school system by public school personnel as a public school open to all eligible to attend a public school are public schools. This is true even though the lessor or grantor is a nonpublic school and even though such premises are contiguous or adjacent to a nonpublic school.

Nonpublic school students receiving shared time services under such circumstances are in the same position as such students at any

other form of public school and are entitled to the same rights and benefits. Consequently, as already noted, the valid portion of Article 8 Sec. 2 does not prohibit funds for shared time under such conditions.

3. Shared Time -- at the nonpublic school.

Shared time can be provided by a public school system only under conditions appropriate for a public school. This means that the ultimate and immediate control of the subject matter, the personnel and premises must be under the public school system authorities, and the courses open to all eligible to attend a public school.

Where such conditions exist the prohibitions of the valid portion of amended Article 8 Sec. 2 do not proscribe shared time at a nonpublic school.

As to the first prohibition -- no public monies "to aid or maintain" a nonpublic school -- shared time at a nonpublic school provides only incidental aid, if any, to a nonpublic school under such conditions of control as a public school, as defined in the first paragraph of this section.

As to the second prohibition -- no public monies "to support the attendance of any student . . . at any such nonpublic school" -- shared time at a nonpublic school under such conditions of control as a public school, as defined in the first paragraph of this section, provides only incidental support to the attendance of a nonpublic school student at a nonpublic school.

As to the third prohibition -- no public monies "to support . . . the employment of any person at any such nonpublic school" -- shared time supports the employment of public school teachers at the public school where they draw their check, and that the location where they perform some or all of their services for shorter or longer periods of time may be a nonpublic school under such conditions of control as a public school, as defined in the first paragraph of this section, does not alter the location of their employment. This conforms to our "control" construction of the amendment and the purposes (see Part VII) for which it was adopted.

Whether or not all the public school standards described at the beginning of this section exist, this Court finds that Proposal C does not prohibit "incidental" or casual occasions of shared time instruction upon nonpublic school premises, for example, special limited courses by experts in the employ of the public school system or public instruction at a planetarium or art collection of a nonpublic school. Nor does Proposal C prohibit the regular visitations by non-instructional public school employees provided the purpose of the visitation is otherwise proper and they are not so extensive as to constitute the nonpublic school as the regular and usual work station of the public school employees.

It should be needless to observe special circumstances not considered above may create unconstitutional religious entanglements,

but shared time in and of itself does not.

IV.

AUXILIARY SERVICES

Certified question No. 2 is as follows:

Does Proposal C preclude the provision of auxiliary services (as defined in Section 622 of Act 629, PA 1955, being Section of Act 343, PA 1965, being Section 340.622 of the Compiled Laws of 1948) to nonpublic school students at any nonpublic school or at any other location or institution where instruction is offered in whole or in part to such nonpublic school students?

Answer: No.

Auxiliary services are best described by the statute which introduced them into the Michigan educational system. The statute reads:

"Whenever the board of education of a school district provides any of the auxiliary services specified in this section to any of its resident children in attendance in the elementary and high school grades, it shall provide the same auxiliary services on an equal basis to school children in attendance in the elementary and high school grades at nonpublic schools. The board of education may use state school aid funds of the district to pay for such auxiliary services. Such auxiliary services shall include health and nursing services and examinations; street crossing guards services; national defense education act testing services; speech correction services; visiting teacher services for delinquent and disturbed children; school diagnostician services for all mentally handicapped children; teacher counsellor services for physically handicapped children; teacher consultant services for mentally handicapped or emotionally disturbed children; remedial reading; and such other services as may be determined by the legislature. Such auxiliary services shall be provided in accordance with rules and regulations promulgated by the state board of education . . ."  
(MCLA Sec 340.622; MSA 15.3622).

The State Board of Education defined "on an equal basis" to mean:

(c) 'Equal basis' means that the services shall be made available at the nonpublic school to nonpublic school children during the established regular public school day," (Administrative Code 1965 AACCS, R 340.291).

By statutory definition and practical application,<sup>4</sup> auxiliary services are special educational services designed to remedy physical and mental deficiencies of school children and provide for their



physical health and safety. Functionally, they are general health and safety measures.

Drivers training, from a functional point of view, is also a general health and safety measure.<sup>5</sup> The state interest in providing driving instruction to high school age youth is to enable neophyte drivers to safely handle an automobile in order to protect themselves and other citizens from injuries caused by the actions of improperly trained drivers.

The legislature treats drivers education as a general safety measure rather than an educational matter. The act which created a drivers training program was enacted as an amendment to the Michigan Vehicle Code. The specific act amended was entitled "An act . . . to provide for the examination, licensing and control of operators and chauffeurs."

The prohibitions of Proposal C have no impact upon auxiliary services. Since auxiliary services are general health and welfare measures, they have only an incidental relation to the instruction of private school children. They are related to educational instruction only in that by design and purpose they seek to provide for the physical health and safety of school children, or they treat physical and mental deficiencies of school children so that such children can learn like their normal peers. Consequently, the prohibitions of Proposal C which are keyed into prohibiting the passage of public funds into private school hands for purposes of running the private school operation are not applicable to auxiliary services which only incidentally involve the operation of educating private school children.

In addition auxiliary services are similar to shared time instruction in that private schools exercise no control over them. They are performed by public employees under the exclusive direction of public authorities and are given to private school children by statutory direction, not by an administrative order from a private school.

However, we must voice one caveat and that is the possibility of excessive entanglement between church and state when auxiliary services are offered at the private school. Since auxiliary services are general health and safety measures rather than instructional measures, the possibility of excessive involvement of the state in religious affairs is, of course, at most, minimal.

Of course, what this Court holds regarding auxiliary services is limited to those services enumerated in the Auxiliary Services Act. The clause in the Act which states that auxiliary services shall include "such other services as may be determined by the legislature" does not give the legislature a blank check to make any service a health and safety measure outside the reach of Proposal C simply by calling it an auxiliary service.

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We do not read the prohibition against public expenditures to support the employment of persons at nonpublic schools to include policemen, firemen, nurses, counsellors and other persons engaged in governmental, health and general welfare activities. Such an interpretation would place nonpublic schools outside of the sovereign jurisdiction of the State of Michigan.

Since the employment stricture is a part of the educational article of the constitution, we construe it to mean employment for educational purposes only.

V.

#### FEDERAL FUNDS

The third certified question is as follows:

Does Proposal C preclude use of federal monies, made available to the State of Michigan through Title I of the Elementary and Secondary Education Act of 1965, being 20 USC, Section 241a et seq., for the purpose of providing elementary or secondary instruction or educational services to nonpublic school students at any nonpublic school or at any other location or institution where instruction is offered in whole or in part to such nonpublic school students?

Answer: No.

Federal grants are made available to local school districts under Title I of the Federal Elementary and Secondary Education Act of 1965 (hereinafter cited as ESEA) to fund programs of special educational benefits, in the form of services or equipment, which are designed to aid educationally deprived children.<sup>6</sup> The grants to a public school district in conformity to a plan submitted by the school district to obtain federal funds are subject to the requirement that:

". . . to the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency has made provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate;" ESEA, Sec 205 (a) (2), 79 State 30 (1965), 20 USC 241e(a) (2) (Supp 1965).

The question is, does the language of Proposal C which prohibits "public monies" to "aid" a private school, "support the attendance" of a student at a nonpublic school or support the "employment" of any person at a nonpublic school encompass the situation where public school districts make available special educational services to both public and private school students under the required conditions of a federal grant. We hold it does not. The adoption of Proposal C does not disallow a public school district from participation in any federal

program under Title I of ESEA for aiding elementary and secondary school children.

Two reasons lead to this conclusion. First, the nature of the special educational services are similar to auxiliary services. The character of the educational programs made available under Title I was described as follows:

"Although available statistics are far from complete, it appears that the bulk of Title I projects involve some type of non-instructional service, such as remedial reading or speech therapy. The similarity of the projects actually implemented . . . seems to indicate a belief on the part of educators that the solution to the problems of educational deprivation lies in 'compensatory' educational services, which services offer the student special instruction in a skill or subject, thereby enabling him to proceed at the same rate as his peers."

(Comment, The Elementary and Secondary Education Act - The Implications of the Trust Fund Theory for Church-State Questions Raised by Title I, 65 Mich L Rev 1184, 1187 1967 ). (Footnotes not shown.)

As this appraisal indicates, these educational services are general health and safety measures similar in nature to auxiliary services which we have found to be permissible under Proposal C.

Second, the federal funds do not become "public monies" when they are transmitted from the Office of Education in the Department of Health, Education and Welfare through the State Board of Education to the public school district. Instead the federal funds are impressed with a trust and must be used by state agencies in accordance with federal guidelines and for the purposes for which the funds were granted. Other courts when confronted with the question of the status of federal grants in aid of education to the states have determined that a trust arose with the federal funds serving as the res and the state agency, which administers the program, serving as trustee. Montana State Federation of Labor v School Dist, 7 F Supp 82 (D Mont 1934), Ross v Trustees of Univ of Wyoming, 31 Wyo 464; 228 Pac 642 (1924).

The "public monies" phrase of Proposal C, used in the five prohibitions of the proposal, has reference only to state resources and does not include federal funds. Since the federal grants under Title I do not become public monies of the state when they come under the administrative control of public school boards, Proposal C has no effect on them.

## VI.

### PRIVATE FOSTERHOMES

The fourth certified question asks:

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Does Proposal C preclude direct or indirect assistance to private institutions providing educational services to children who are placed there pursuant to court order?

Answer: No.

Under the probate code a probate judge is clothed with the authority to place a minor, that is any child who has not attained his seventeenth birthday, in a private fosterhome. The relevant statutory authority states:

"(The probate court) may enter an order of disposition which shall be appropriate for the welfare of said child and society . . . as follows:

(d) Place the child in or commit the child to a private institution or agency incorporated under the laws of this state and approved or licensed by the state department of social welfare for the care of children of similar age, sex and characteristics;" (MCLA 712A.18 d ; MSA 27.3178 598.18 .)

The private fosterhome receives county funds to pay all expenses incurred in caring for a minor placed in the home by court order.<sup>7</sup> Some private fosterhomes provide educational facilities and instruction for the minors who reside in the home. Payments may be made from two funds, either out of the county's general fund or out of the county's child care fund established under the social services act. These arrangements raise the question whether public funds are paid to "aid or maintain" a private school in violation of Proposal C's first prohibition.

The key language of Proposal C is "any private, denominational or other nonpublic pre-elementary, elementary or secondary school." Is a private fosterhome which serves primarily as a home but also as a school for court appointed juveniles a "nonpublic school" for purposes of the amendment?

Both in function and operation, a private fosterhome which, in addition to providing food, shelter and personal care to its residents, offers incidental educational services is a special kind of private institution. The minors placed in its care are committed to the fosterhome by order of the Probate Court.<sup>8</sup>

The minors who are committed are lawbreakers, victims of intemperate habits or products of an unsuitable home environment.<sup>9</sup> At the time of their commitment to a private fosterhome, they are either in the custody of the Probate Court or the Department of Social Welfare.<sup>10</sup> The fosterhome must file semi-annual progress reports to the Probate Court.<sup>11</sup> The Department of Social Welfare is responsible for developing and enforcing adequate standards of child care including living quarters, food, clothing, medical care, sanitation and recreation.<sup>12</sup> And the private fosterhome must be licensed by the Department of Social Welfare.<sup>13</sup>

Fosterhomes are special institutions for special children and are in no way a private substitute for a public school. A private fosterhome is in many ways the private counterpart to the state institutions under the purview of the Department of Social Welfare charged with caring for dependent, neglected and delinquent children, such as the Boys Training School and the Girls Training School which receive court appointed juveniles.<sup>14</sup> These state institutions are distinguished from "public schools" by Michigan statutes.<sup>15</sup> Similarly, private fosterhomes which serve the same function as these state institutions, could be distinguished from "nonpublic schools." Moreover, private fosterhomes are not "nonpublic schools" within the ordinary understanding of that term.

The highest court of the State of New York was called upon to decide whether a contract between a private orphanage and a city board of education pursuant to a statute allowing cities to contribute municipal funds, but not common school funds, to private orphanages whereby the salaries of four teachers at the orphanage were paid with city funds violated the New York constitutional prohibition against the use of public credit in aid of sectarian schools. In Sargent v Rochester Board of Education, 177 NY 317, 69 NE 722 (1904), the New York Court of Appeals held that the orphanage was not a school or institution of learning within the meaning of the state constitutional prohibition against aid to sectarian schools.

Like our sister state of New York, we hold that a private fosterhome which provides incidental educational services falls outside the scope of "any private, denominational or other nonpublic pre-elementary, elementary or secondary school"<sup>16</sup> for purposes of the prohibitions against public aid or maintenance, support of attendance and employment of persons at such schools.

## VII.

### TAX EXEMPTIONS

Certified question number 5 states:

Does Proposal C deny to intervenors and their respective represented class or classes, any tax exemption, including but not limited to any exemption or exemptions from property, income, sales, use, franchise, intangibles, inheritance, "in lieu of," or any other tax or taxes, allowed them, pursuant to the Constitution and laws of the State of Michigan, prior to the adoption of Proposal C?

Answer: As to parents, yes. As to schools, no.

Property tax exemptions for private schools have been an accepted part of Michigan law for over three quarters of a century. What is new on the Michigan scene is serious consideration of tax relief for parents who support two school systems by paying taxes for

the public school system and tuition for the private school. In fact, the Michigan legislature entertained two proposals during the 1969 legislative session which would have provided tuition paying parents tax relief.

Reading the no "credit, tax benefit, exemption or deductions" language which prefaces the second and third prohibitions in context indicates it was designed to outlaw personal tax exemptions for parents of private school children but not tax exemptions for private schools. This is the interpretation of Professor Paul G. Kauper of the University of Michigan Law School and nationally recognized authority and author on church-state affairs and constitutional law. Professor Kauper, in a memorandum on Proposal C addressed to his colleagues on the University of Michigan Law School Faculty, writes:

"In singling out prohibited types of public benefits that may be used directly or indirectly to support the attendance of children or the employment of persons at nonpublic schools, it uses the terms 'payment credit, tax benefit, exemption or deduction, tuition vouchers, subsidy, grant or loan of public monies or property . . .' The 'tuition voucher' reference is clear. Under the amendment any system whereby parents are given vouchers payable out of public funds to subsidize education of their children at a school of their choice would be unconstitutional, at least to the extent that such voucher could be used to purchase education at nonpublic schools. I think it is fairly clear too that the phrase 'credit, tax benefit, exemptions or deductions,' has reference to various devices whereby special tax benefits are accorded parents who send their children to private schools . . .

"I do not believe, however, that the effect of the proposed amendment will be to destroy the property tax exemption for property used for private school purposes, as some are contending. As indicated above, what seems to me to be the natural interpretation of the prohibition on tax exemption in the proposed amendment is that it refers to tax exemptions for parents of children attending private schools." (Kauper, Proposal to Amend Michigan Constitution to Prohibit State Financial Assistance to Private Schools, October 8, 1970, pp. 11-12.)

We agree with this argument taken from the Attorney General's brief at p. 50:

"Had the people intended to withdraw from nonpublic schools any tax exemptions, benefits or credits they would have placed appropriate language to accomplish such purpose in the first sentence of Proposal C. Instead, such language was placed in the second sentence only, as it relates to the support of attendance of nonpublic school pupils and the support of the employment of any person. The failure to make appropriate

provision for denial of such tax exemptions is significant and compels the conclusion that Proposal C does not evidence an interest on the part of the people to prohibit any tax exemptions to nonpublic schools."

Since tax exemptions are not appropriations or payments of public monies, nor the utilization of public credit, a tax exemption granted to a nonpublic school is not unconstitutional, even though it may directly or indirectly "aid or maintain" the nonpublic school.<sup>17</sup>

VIII.

CONSTITUTIONAL QUESTIONS

The sixth certified question is:

Does Proposal C deny to intervenors and their respective represented class or classes due process of law or equal protection of the laws guaranteed by the Fourteenth Amendment to the Constitution of the United States?

Answer: By this Court's interpretation, no, except for the last clause of Proposal C's second sentence. By the Attorney General's interpretation, yes.

The seventh question certified to us reads:

Does Proposal C deny to intervenors and their respective represented class or classes the right to free exercise of religion and other enumerated rights guaranteed by the First Amendment to the Constitution of the United States as made applicable to the State of Michigan through the Fourteenth Amendment to the Constitution of the United States?

Answer: By this Court's interpretation, no, except for the last clause of Proposal C's second sentence. By the Attorney General's interpretation, yes.

As this Court construes Proposal C, no constitutional questions arise except for the last clause of the amendment's second sentence which we found to be unconstitutional in Part III. However, if we adopted the interpretation of the Attorney General (the interpretation we refer to here and hereinafter appears in Attorney General Opinion No 4715), serious constitutional problems would arise. The Attorney General reads Proposal C as terminating shared time instruction and auxiliary services for private school children. This literal perspective on Proposal C's mandate of no public funds for nonpublic schools would place the state in a position where it discriminates against the class of nonpublic school children in violation of the equal protection provisions of the Fourteenth Amendment of the United States Constitution. In the case of parochial or other church-related school children (and some 270,000 of the 274,000 nonpublic school students in

Michigan attend church-related schools),<sup>18</sup> Proposal C would violate the free exercise of religion clause of the First Amendment to the United States Constitution.<sup>19</sup>

FEDERAL CONSTITUTIONAL QUESTION: EQUAL PROTECTION - FREE EXERCISE

Nonpublic School Students at Public Schools

Proposal C involves the fundamental right, protected by the Fourteenth Amendment, of a parent to send his child to the school of his choice if it meets the state quality and curriculum standards. Pierce v Society of Sisters, 268 US 510; 45 S Ct 471; 69 L Ed 1070 (1925). Proposal C's restriction of this right under the Attorney General's Opinion by prohibiting nonpublic school children from receiving shared time and auxiliary services at a public school can be justified only by a compelling state interest and by means necessary to achieve the objective. Harper v Virginia Board of Elections, 383 US 663; 86 S Ct 1079; 16 L Ed 2d 196 (1966); Kramer v Union Free School District, 395 US 621; 89 S Ct 1886; 23 L Ed 2d 583 (1969); and Shapiro v Thompson, 394 US 618; 89 S Ct 1322; 22 L Ed 2d 600 (1969) (hereinafter cited as Shapiro). The constitutional doctrine governing indirect burdens has been well summarized by Mr. Justice Brennan in his recent opinion sustaining the power of Congress to set residency requirements in presidential elections:

"Of course, governmental action that has the incidental effect of burdening the exercise of a constitutional right is not ipso facto unconstitutional. But in such a case, governmental action may withstand constitutional scrutiny only upon a clear showing that the burden imposed is necessary to protect a compelling and substantial governmental interest." Oregon v Mitchell (1970), \_\_\_ US \_\_\_ (91 S Ct 260, 321; 27 L Ed 2d 272, 346).

Proposal C serves two state interests: precluding public expenditures for private schools and preventing state sponsorship of religion or excessive entanglement between church and state.

Shapiro recognized "that a state has a valid interest in preserving the fiscal integrity of its programs." However the Court said "It the state could not, for example reduce its expenditures for education by barring indigent children from its schools." Shapiro, 633. Neither can Proposal C bar nonpublic school students from shared time or auxiliary services at a public school, as it is unnecessary to achieve the purpose of prohibiting public monies to nonpublic schools.

The inappropriateness of denying nonpublic school students access to shared time and auxiliary services at public schools on the basis of a state interest in preventing state sponsorship of religion or excessive entanglement between church and state is self-evident. Even a released time program which permits public school students to



leave school during the school day to attend religious centers for religious instruction does not violate the "free exercise" and "establishment" clauses of the United States Constitution. Zorach v Clauson, 343 US 306; 72 S Ct 679; 96 L Ed 954 (1952).

The Attorney General's interpretation of Proposal C severely curtails the constitutional right of school selection while the state interests advanced by Proposal C do not require this intrusion upon the exercise of a fundamental constitutional right. Consequently, excluding private school children from receiving shared time instruction or auxiliary services at the public school is a denial of equal protection. This does not mean that a public school district must offer shared time instruction or auxiliary services; it means that if it does offer them to public school children at the public school, nonpublic school students also have a right to receive them at the public school.

When a private school student is denied participation in publicly funded shared time courses or auxiliary services offered at the public school because of his status as a nonpublic school student and he attends a private school out of religious conviction, he also has a burden imposed upon his right to freely exercise his religion. The constitutionally protected right of the free exercise of religion is violated when a legal classification has a coercive effect upon the practice of religion without being justified by a compelling state interest. Engel v Vitale, 370 US 421; 82 S Ct 1261; 8 L Ed 2d 601 (1962); Sherbert v Verner, 374 US 398; 83 S Ct 1790; 10 L Ed 2d 965 (1963) (hereinafter cited as Sherbert). As pointed out above, there are no compelling state interests advanced by Proposal C which justify the burden placed on the choice of attending a private school out of a religious conviction.

In passing, it may be noted that the Attorney General in his brief argued that Sherbert is inapplicable. He pointed out "Proposal C does not deal with religious schools as such but rather with all private schools whether sectarian or non sectarian."<sup>20</sup> However, the Supreme Court of the United States in matters of racial discrimination looks to the "impact" of the classification. Hunter v Erickson, 393 US 385; 89 S Ct 557; 21 L Ed 2d 616 (1969). This same principle should apply to the First Amendment's protection against religious discrimination and here with ninety-eight percent of the private school students being in church-related schools the "impact" is nearly total.

#### Nonpublic School Students at Nonpublic Schools

Nonpublic school students are not unconstitutionally discriminated against if shared time instruction is available at public schools but not at nonpublic schools so long as they have access to shared time instruction at the public school.

Auxiliary services and drivers training, however, are general

health and safety measures which must be given on a nondiscriminatory basis to all children. State ex rel Hughes v Board of Education, 174 SE 2d 711 (W Va 1970), cert. pending in the United States Supreme Court as No 517, October 1970 term,<sup>21</sup> and see Everson v Board of Education, 330 US 1; 67 S Ct 504; 91 L Ed 711 (1947).<sup>22</sup>

IX.

CONCLUSIONS

This Court reaches the following summary conclusions:

1. Proposal C above all else prohibits state funding of purchased educational services in the nonpublic school where the hiring and control is in the hands of the nonpublic school, otherwise known as "parochialid." (Part II)
2. Proposal C has no prohibitory impact upon shared time instruction wherever offered provided that the ultimate and immediate control of the subject matter, the personnel and the premises are under the public school system authorities and the courses are open to all eligible to attend the public school, or absent such public school standards, when the shared time instruction is merely "incidental" or "casual" or non-instructional in character, subject, of course, to the issue of religious entanglement. (Question 1; Part III)
3. Proposal C does not prohibit auxiliary services and drivers training, which are general health and safety services, wherever these services are offered except in those unlikely circumstances of religious entanglement. (Question 2; Part IV)
4. Proposal C does not attempt to interfere with the distribution of federal funds. (ESEA) (Question 3; Part V)
5. Proposal C does not, in an educational proposal, intervene to prohibit the operation of a social welfare institution such as a fosterhome. (Question 4; Part VI)
6. Proposal C does not change Michigan's long-standing policy of tax exemption for religious, charitable, and educational institutions. (Question 5; Part VII)
7. Regarding the constitutionality of Proposal C (Questions 6 and 7; Part VIII):
  - a. The language "or at any location or institution where instruction is offered in whole or in part to such nonpublic school students" at the end of the second sentence in Proposal C is unconstitutional, void and unenforceable and is severable and capable of being removed from Article 8 Sec. 2 without altering the purpose and effect of the balance of the sentence and section. (Part III, Sec. 1)
  - b. The remainder of Proposal C's language by this Court's construction of Proposal C raises no questions of

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unconstitutionality under the Michigan or the United States Constitutions.

- c. An interpretation of Proposal C that nonpublic school children are barred from shared time in the public schools and from auxiliary services and drivers training at public and nonpublic schools is unconstitutional under the United States Constitution.

The foregoing answers to certified questions one through seven will be certified to the 13th Circuit for disposition of the cause in accord with this opinion. No costs.

FOOTNOTES:

1. The concept of the state purchasing secular educational services from nonpublic schools has been implemented in various ways. Michigan implemented it by paying public monies to eligible nonpublic schools to pay a portion of the salaries of lay teachers who taught secular subjects in the nonpublic school. 1970 PA 100 Secs. 55-66a; MSA 15.1919 (105-116a). This is similar to the Rhode Island statute which provides salary supplements to lay teachers in nonpublic school systems in order to attain salaries competitive with those of the public school system. The Pennsylvania statute provides public reimbursements to elementary parochial schools for the actual expenditures they incurred in purchasing services for secular education without regard to the fact whether the teacher was a layman or a member of a religious order.

2. Shared time classes were held in Houghton, as early as 1921. (Letter from Assistant Attorney General Eugene Krasicky to Donald F. Winters, Clerk of the Michigan Supreme Court, p 1 January 26, 1971 . This letter was a response from the Attorney General's office to Mr. Winters' request of January 25, 1971, asking how long shared time programs have been available in various parts of the state ever since. (Letter from Assistant Attorney General Eugene Krasicky to Donald F. Winters, Clerk of the Michigan Supreme Court, p 1-2 January 26, 1971 , see also, Administrative Code, 1944, pp 502-503; Stipulation of Facts paragraphs 8, 17, 17e, 17f, 17h, 17k, 21, 27 and 28.)

Bus transportation, a form of auxiliary services, goes back over thirty years to 1939, with only two years interruption. (1939 PA 38. The present statute requiring a public school district to provide bus transportation for both public and private school children is MCLA 340.590a; MSA 15.3590 1 . See the Historical Note to MCLA 340.590 for the history of bus transportation acts in Michigan.) Drivers training was initiated in 1955. (1955 Extra Legislative Session PA 1; for the present state of the law, see MCLA 257.811; MSA 9.2511.) The present general auxiliary services act dates from 1965. (1965 PA 343; MCLA 340.622; MSA 15.3622.)

Federal assistance for school children is also an old and continuing story in this state. For example, hot lunch programs have been popular in the state since 1946. (National School Lunch Act, Secs 1-13, 60 Stat 230 as amended, 42 USC 1751-1761. The National School Lunch Act was enacted on June 4, 1946. It provided federal funds for school lunches for both public and private school children. If any state educational agency was not permitted by local law to disburse funds paid to it to nonprofit private schools in the state, the Secretary of Agriculture was authorized to disburse the pro rata share of funds for private

schools in that state directly to the private schools.) Federal monies under the Federal Elementary and Secondary Education Act have been available to public and private schools since 1965. (Title I of the Elementary and Secondary Education Act of 1965 which is the largest single Federal Education program and the program at issue in this case is found in 20 USC 241a et seq. The other relevant titles of the Elementary and Secondary Education Act are Title II promoting library services found in 20 USC 351 et seq., Title III for adult education found in 20 USC 1201 et seq., and Title IV for the education of handicapped children found in 20 USC 1401 et seq. See MCLA 388.801; MSA 15.2091 for Michigan law investing the Superintendent of Public Instruction with the authority to take any necessary action to receive the federal funds available to school districts under federal grant-in-aid programs. For specific reference to the Elementary and Secondary Education Act see MCLA 388.1031; MSA 15.1025 1 .)

Probate judges have been invested with the authority to place delinquent and neglected children in fosterhomes for their care and education at state expense since 1907. (1907 Extra Legislative Session PA 6; as to the present state of the law see, MCLA 712A.25; MSA 27.3178 598.25 .) Real and personal property tax exemptions for nonprofit, private schools date back over three-quarters of a century beginning in 1893. (See Historical Note, MCLA 211.7; MSA 7.7.)

Unlike these earlier forms of public aid to nonpublic schools and nonpublic school children, the steps leading up to the enactment of parochial aid and serious consideration of tuition support for parents of children attending private schools are recent developments on the Michigan scene. The events culminating in the passage of parochial aid began in 1967 when the Michigan School Finance Study proposed by the State Board of Education, funded by the legislature and conducted by Dr. J. Allen Thomas recommended additional state aid for private schools. (Dr. J. Allen Thomas, Michigan School Finance Study Michigan Department of Education, 1968 . See especially Chapter 8, "Non-Public Schools in Michigan.")

In 1968, the legislature created a joint committee to study the question of aid to private schools. The committee recommended to the 1969 legislature that it enact parochial aid. (A Report and Recommendations of the Joint Legislative Committee on Aid to Non-Public Schools, January 16, 1969. See especially pp 25-30.) House Bill 3875, which embodied the committee's recommendation was defeated by eight votes in the House. Two unsuccessful bills were introduced during the 1969 legislative session designed to give tax relief to tuition paying parents of children attending private schools. Senate Bill 1097 provided for a tax credit for any person who paid tuition for students in elementary or secondary grades in private schools. House Bill 2697 proposed that individual taxpayers be allowed to subtract the cost of tuition, books and fees for any school or college from their

adjusted gross income to determine taxable income for the Michigan income tax.

Subsequent to the House defeat of parochial aid, the Governor created a Committee on Educational Reform. The Committee recommended that the legislature enact parochial aid. (Report of the Governor's Commission on Educational Reform, September 30, 1969. See especially p 15.) Senate Bill 1082, which included the committee's recommendation adopted by the Governor, was passed by the Senate in the 1969 session. Foreseeing House approval, the Governor included \$22 million in his estimated state budget for 1970 to fund the parochial aid scheme. During February of 1970 the House approved parochial aid. The measure was sent to a joint House-Senate conference committee.

In contrast to the prior forms of state aid, parochial aid generated heated controversy both inside and outside the legislature. It took the legislature over two years to enact it. When it became clear in February of 1970 that the legislature would pass parochial aid, a group of citizens called Council Against Parochial Aid circulated petitions containing the present language of Proposal C. They succeeded in obtaining sufficient signatures to place the proposal on the ballot for the next general election on November 3, 1970. However, the State Board of Canvassers refused to certify it on the grounds the petition was defective. But, the Michigan Court of Appeals in a mandamus action brought by members of the Council Against Parochial Aid ordered Proposal C on the ballot. Carman v Secretary of State, 26 Mich App 403 (1970).

On September 14, 1970, this Court rendered two important decisions. It denied leave to appeal Carman and upheld the constitutional validity of parochial aid. Advisory Opinion re Constitutionality of PA 1970, No 100, 384 Mich 82 (1970). Thus, it was clear by that date that parochial aid was law in Michigan. Indeed, funds were paid out under the parochial aid scheme following the decision by the Michigan Supreme Court to eligible private schools who accepted the aid. It was also clear that the Council against Parochial Aid had its challenge ready in the form of Proposal C on the fall ballot.

The stage was set for the election on November 3, 1970, for the voters to speak their judgment when they voted on Proposal C. The news media and even the active supporters and opponents of Proposal C referred to it as the "Parochial Aid Proposal." Everyone agreed the proposed amendment was designed to halt parochial aid and would have that effect if adopted.

What was unclear was the impact the amendment would have on other forms of state aid to private schools. During the campaign the voter was barraged with contradictory statements on what effect the proposal would have on these various forms of state aid. Pursuant to the advice of the Attorney General, both Governor Milliken and John W. Porter, the Acting Superintendent of Public

Instruction, made public statements to the effect that adoption of the amendment would terminate auxiliary service programs for nonpublic school students, jeopardize the availability of federal funds under Title I of the Elementary and Secondary Education Act of 1965, end tax exemptions for nonpublic schools including the property tax exemption secured to nonpublic schools by Article 9 Sec. 4 of the Michigan Constitution, and possibly affect fire and police protection as well as sewage and sanitation services. (Stipulation of Facts paragraphs 2 and 3.)

Erwin B. Ellmann, a spokesman for the Council Against Parochialism, who, as a lawyer, played a key role in drafting the amendment, took issue with the statements of Governor Milliken and Mr. Porter. In published letters to Mr. Porter and the Michigan electorate, he said Proposal C would not terminate shared time or bar nonpublic school students from receiving auxiliary services; it would only limit shared time and auxiliary services to those offered at the public school. Nor would the proposal cut off federal funds, jeopardize fire or police protection or sewage and sanitation services or terminate the property tax exemption according to Mr. Ellmann. (See Exhibit A and Exhibit B of Intervenors-Plaintiffs brief.)

As far as the voter was concerned, the result of all the pre-election talk and action concerning Proposal C was simply this -- Proposal C was an anti-parochialism amendment -- no public monies to run parochial schools -- and beyond that all else was utter and complete confusion.

On November 3, 1970, the proposal was adopted by the electorate by a vote of: Yes--1,416,800; No--1,078,705. As far as parochialism was concerned, the voters rejected it.

On the day of the election the Attorney General issued formal opinion 4715 which interpreted the language of Proposal C as terminating shared time and cancelling auxiliary services for private school students. Although an opinion of the Attorney General is not a binding interpretation of law which courts must follow, it does command the allegiance of state agencies. (Fowler v Kavanagh, 63 F Supp 167 ED Mich, 1944 ; Detroit Edison Co v Dept of Revenue, 320 Mich 506 1948 . David Wolcott Kendall Memorial School v City of Grand Rapids, 11 Mich App 231 1968 .) Thus, the State Board of Education announced its intention to follow the opinion of the Attorney General. This led to the Traverse City School District challenging the validity of the Attorney General's interpretation of Proposal C.

3. Authority for local school districts to initiate shared time programs is derived from the following statutory language:

"Every board shall establish and carry on such grades, schools and departments as it shall deem necessary or desirable for the maintenance and improvement of the schools;

determine the courses of study to be pursued and cause the pupils attending school in such district to be taught in such schools or departments as it may deem expedient:" (MCLA 340.583; MSA 15.3583.)

As good a description as any of shared time is found in the United States Senate Education Subcommittee Report on that subject, which reads:

"As generally used in current literature in the field of education, the term 'shared time' means an arrangement for pupils enrolled in nonpublic elementary or secondary schools to attend public schools for instruction in certain subjects . . . The shared time provision is or would be for public school instruction for parochial school pupils in subjects widely (but not universally) regarded as being mainly or entirely secular, such as laboratory science and home economics." (Staff of Senate Comm. on Labor and Public Welfare, 88th Congress, 1st Session, Proposed Federal Promotion of "Shared Time" Education (Comm. Print 1963) p 1.)

As this quotation indicates, shared time is an operation whereby the public school district makes available courses in its general curriculum to both public and nonpublic school students normally on the premises of the public school.

Shared time has been an accepted fact of American Life for more than forty years. (Shared Time: Indirect Aid to Parochial Schools, 65 Mich L Rev 1224 1967 ; Watkins, Experiment in Educational Sharing, 60 Religious Education 43 1965 ; Staff of Senate Comm on Labor and Public Welfare, 88th Congress, 1st Session, Proposed Federal Promotion of "Shared Time" Education 1 Comm Print 1963 p 2; US Dept of Health, Education & Welfare, Dual Enrollment in Public & Non-Public Schools 5 1965 .)

On the basis of historical analysis, therefore, it would require a strong showing that Proposal C really did intend to outlaw shared time in the public schools because that had become a long accepted practice over a number of years. (New York Trust v Eisner, 256 US 345, 349; 41 S Ct 506; 65 L Ed 963 1921 ; Walz v Tax Commission of the City of New York, 397 US 664, 678; 90 S Ct 1409; 25 L Ed 2d 697 1970 .)

The Stipulation of Facts in this case indicate that over 15,000 Michigan nonpublic school students participate in shared time programs at public schools, about 2,500 at premises leased by public schools from nonpublic schools, and about 800 at nonpublic schools. (Stipulation of Facts paragraphs 21, 27 and 28.)

4. Item 26 of the Stipulation of Facts details actual implementation of auxiliary services. It states:



"Under the provisions of the auxiliary services act, . . . nonpublic school students in attendance at state approved nonpublic schools affiliated with or operated by those of the Roman Catholic faith in the State of Michigan receive a variety of auxiliary services provided by public school districts through expenditure of public funds primarily at their nonpublic school of attendance. Specifically, 67,695 children at such nonpublic schools receive hearing tests; 79,630 children at such nonpublic schools receive vision testing; 3,364 children at such nonpublic schools receive physical examinations; 28,207 children at such nonpublic schools participate or receive the services of crossing guards; 3,764 children at such nonpublic schools receive remedial reading; 8,831 children at such nonpublic schools receive speech correction; 1,713 children at such nonpublic schools receive school diagnostician services; 1,265 children at such nonpublic schools are being serviced by visiting teachers."

5. According to statute drivers training:

" . . . shall be conducted by the local public school district, and enrollment in driver education courses shall be open to children enrolled in the high school grades of public, parochial and private schools as well as resident out-of-school youth. Reimbursement to local school districts shall be made on the basis of an application made by the local school district superintendent to the state department of education." (MCLA 257.811 c ; MSA 912511 c .)

6. Elementary & Secondary Education Act, Title I, 79 Stat 27 (1965), as amended, 20 USC 241a-244.
7. MCLA 712A.25; MSA 27.3178 (598.25).
8. MCLA Sec 712A.18; MSA 27.3178 (598.18).
9. MCLA Sec 712A.2; MSA 27.3178 (598.2).
10. MCLA Sec 712A.20; MSA 27.3178 (598.20).
11. MCLA Sec 712A.24; MSA 27.3178 (598.24).
12. MCLA Sec 722.102; MSA 25.358(2). See also Administrative Code 1954 AACS R 400.141-178; 1962 AACS R 400.191-195.
13. MCLA Sec 722.103; MSA 25.358(3).
14. 1907 PA 325 Sec 7; 1907 LA 684 Sec 14; MCLA 400.207; MSA 25,387.
15. MCLA 340.251; MSA 15.3251. MCLA 804.106; MSA 28.2026.

16. The United States Tax Court has utilized this same concept of a "special school" to decide when the cost of attending a school for mentally or physically handicapped persons is deductible as a medical expense for purposes of the federal income tax.

In the Griesdorf case, decided last year, a girl of average intelligence suffered from an emotional disturbance which caused her to retreat from reality to the point where she could not function normally in an ordinary school. A psychiatrist recommended that she attend a private school organized to give such maladjusted children psychological and psychiatric help in the process of educating them. The Tax Court ruled that this was a "special school" operating primarily to remedy mental handicaps with only incidental educational benefits. Thus, the entire tuition fee was deductible as a medical expense. (54 TC No 167, paragraph 54.167 P-H TC 1970.)

17. The gasoline tax exemption given to private schools for gasoline used in transporting students to and from school by bus (MCLA 207.112a; MSA 7.302 1 ) comes within the last sentence of the amendment which allows the legislature to provide for the transportation of students to and from school.
18. Stipulation of Facts paragraphs 19 and 20.
19. Generally in the past, the questions regarding state aid to church-related schools have arisen when the state has extended its aid programs to public schools or public school children to include church-related schools or their pupils. This aid is challenged on the grounds it violates the establishment clause of the First Amendment to the United States Constitution made applicable to the states through the Fourteenth Amendment to the United States Constitution. Hence, the issue has generally been whether the form of state aid provided to church-related schools or their pupils was permissible.

In this case Proposal C restricts state aid to church-related and other nonpublic schools. Thus, the question here is whether Proposal C violates the free exercise of religion guarantee of the First Amendment and the equal protection clause of the Fourteenth Amendment. In other words the question is whether in certain situations state aid to nonpublic schools or their pupils is mandatory.

20. Attorney General's Brief, p. 83.
21. In State ex rel. Hughes v Board of Education, 174 SE 2d 711 (W Va 1970), cert. pending in the United States Supreme Court as No. 517, October 1970 term, the West Virginia Supreme Court held that statutory language providing that a county board of education "shall have authority to provide at public expense adequate means of transportation for all children of school age" made it mandatory on the school board to provide transportation for those attending

parochial schools when transportation was provided for public schools. Not to do so, said the West Virginia Supreme Court, would deny to parochial school children and their parents the equal protection of the laws guaranteed by the Fourteenth Amendment, and would also violate the free exercise of religion clause of the First Amendment.

22. Everson v Board of Education, 330 US 1; 67 S Ct 504; 91 L Ed 711 (1947) illuminates the circumstances when the state's interest in preventing state sponsorship of religion or excessive entanglement between church and state applies; or rather does not apply. In Everson, the United States Supreme Court upheld a New Jersey statute that reimbursed parents of both parochial and public school children for costs of bus transportation to and from school. The statute was challenged on grounds that it violated the establishment clause of the First Amendment. The court compared bus transportation to police and fire protection, saying both were examples of general health and safety legislation. As such, they served a legitimate secular legislative purpose with only an incidental benefit to religion. This reasoning would apply to auxiliary services and driver education which are also examples of general health and safety legislation.

In the light of the Everson case, it is clear that health and safety measures only incidentally benefit religion and do not constitute state support of or excessive entanglement in religion. Hence, it is not necessary to prohibit auxiliary services on the premises of the nonpublic school to achieve this objective.

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BEFORE THE ENTIRE BENCH.

T. M. KAVANAGH, C. J.

For the reasons stated in my separate opinion in Carman v Secretary of State (1971), \_\_\_ Mich \_\_\_, we believe this case should be dismissed with prejudice. However, the majority opinion in Carman, supra, is for the present at least, the law in Michigan.

We agree that if Proposal C was properly submitted to the People and properly adopted, the opinion of Justice Williams correctly interprets our Constitution as amended and correctly applies the due process and equal protection clauses of the Federal Constitution.

S/ Thomas M. Kavanagh.

S/ Thomas Giles Kavanagh

## DISSENTING OPINIONS

## BEFORE THE ENTIRE BENCH

ADAMS, J.

In Carman v. Hare (1971), \_\_\_ Mich \_\_\_, this Court decided that the people duly adopted an amendment to the Constitution, submitted as Proposal C at the general election of November 3, 1970, and that its language became a part of the Michigan Constitution on the following December 18. If this added provision does not violate the federal constitution (Questions 6 and 7), it is controlling and our duty in this case, in answering the stated questions, is simply to apply and, if need be, to construe its provisions.

I agree with Justice Williams that this case raises the question of the construction of article 8, § 2, as amended. I agree with him as to the rules of construction, but would add that we recently had occasion to consider the language of the first paragraph of article 8, § 2, in the case of Bond v. Ann Arbor School District (1970), 383 Mich 693. In that case, in a unanimous per curiam opinion, this Court stated (pp 699-700):

"The first rule a court should follow in ascertaining the meaning of words in a constitution is to give effect to the plain meaning of such words as understood by the people who adopted it. See People, ex rel. Twitchell, v. Blodgett (1865), 13 Mich 127, 141, 167; People v. Board of State Canvassers (1949), 323 Mich 523, 528, 529; and Michigan Farm Bureau v. Secretary of State (1967), 379 Mich 387, 390, 391." (Emphasis added.)

The petitions to place proposal C on the ballot were drafted and circulated before the legislative enactment appropriating \$22,000,000 for private schools, commonly known as "parochiaid," became law. The petitions were circulated in February and March of 1970 and were filed with the Secretary of State on June 25 and July 2, 1970. Parochiaid did not become law until July 20, 1970. Prior to the adoption of parochiaid, other proposals by way of tax relief to parents of children attending private schools, or to individual taxpayers for expenses connected with attendance at schools or colleges, were considered by the legislature.

Before the adoption of Proposal C, the Constitution clearly provided for "free public elementary and secondary schools \*\*\* without discrimination as to religion, creed, race, color or national origin." Proposal C addressed itself to State involvement in private schools in the light of the debate that had been raging in the legislature and among the public as to whether there should be any such involvement, whether in the form of parochiaid, tax credits, or whatsoever. The language of Proposal C is clearly aimed at no involvement in whatever

form it might take with the one exception that the legislature could provide for the transportation of students to and from any school.

Turning to the certified questions, as to question number one, my answer is: At the public school, "No"; on nonpublic school premises, "Yes." I would leave for future determination on a case-by-case basis whether or not so-called leased premises constitute a bona fide portion of the public school premises or are merely a device to attempt to circumvent the prohibitions of Proposal C. It seems obvious that to provide shared-time programs in private schools would constitute the use of public moneys to aid or maintain such schools in their operations and that it would tend to support the attendance of students at such nonpublic schools. Once the door is open to shared-time programs in private schools, it would be a simple matter, by the use of such programs, to achieve all of the objectives attempted by parochial aid and to defeat completely what the people attempted to achieve by adopting Proposal C.

I agree with Justice Williams that Proposal C does not prohibit shared-time instruction for private school students in the public schools. In such a situation, the so-called shared-time student is nothing more than a part-time public school student. His status is no different from that of any other student who is enrolled less than full time. In dealing with this constitutional question, I would therefore determine a student's status at a given time by the school he attends. Students who attend both public school and nonpublic school for different courses of study are, in my opinion, both public and nonpublic school students.

This is the rationale of the released time student who attends a private school for religious instruction. If he were considered to be a public school student while in attendance at the religious school, this would be constitutionally forbidden. There is nothing about attendance at a public school or a private school that justifies tagging a student as belonging exclusively to one or the other. Therefore, I can find no partial invalidity in what Justice Williams refers to as Proposal C's fourth and fifth prohibitions. A student attending public school, even for only a portion of the day, is a public school student while attending public school classes.

If place of attendance is not used as the test of student status, all rules of constitutional construction as to the meaning of Proposal C are violated -- (1) we fail to give effect to the plain meaning of the words of Proposal C as understood by the people who adopted it--the "common understanding"; (2) we fail to take account of the circumstances surrounding the adoption of Proposal C; and (3) we ignore an interpretation that does not create constitutional invalidity, going out of our way to adopt an interpretation that does.

The language of Proposal C and the prohibitions therein contained are aimed at private schools and institutions--to expand the prohibitions

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as applying to public schools runs counter to the plain meaning and intent of Proposal C and of the language used. In any event, federal and State equal protection guarantees require that programs offered in the public school be made available to all students, whether from public or private schools, on an equal basis.

I agree with Justice Williams' answer to question number two-- Auxiliary Services. General health and safety measures are not within the reach of the prohibitions contained in Proposal C.

I agree with Justice Williams' answer to question number three-- Federal Moneys under Title I.

I am unable to agree with Justice Williams' answer to question number four--Private Foster Homes. The question which confronts us here is not whether a probate judge has authority to place a minor in a private foster home but whether public moneys paid to private foster homes may be used to provide educational facilities and instruction for the minor who resides in the home. The prohibitions of Proposal C are against the expenditure of public moneys "to aid or maintain any private, denominational or other nonpublic, pre-elementary, elementary, or secondary school," and against payment "to support the attendance of any student or the employment of any person at any such nonpublic school or at any location or institution where instruction is offered in whole or in part to such nonpublic school students." A school is a school, whether conducted by a private foster home, by a church, or by the State.

Neglected or dependent children are wards of the State. The State owes a special obligation to them, especially the neglected child who, through no fault of his own, lacks a proper home atmosphere. In fulfilling its obligation, some such children are sent to State institutions. Others are placed in private foster homes. The responsibility to provide schooling for all children is a State responsibility, specifically enunciated in the first paragraph of article 8, § 9, wherein the legislature is required to maintain and support a system of "free public elementary and secondary schools \*\*\* without discrimination as to religion, creed, race, color or national origin." I fail to see how this responsibility can be shifted to private foster homes at public expense without unduly discriminating against the neglected or dependent children who are sent to those private foster homes and are thereby relegated to private schooling wholly outside the bounds of the State's constitutional responsibility.

I agree with Justice Williams that the answer to question number five is "Yes" as to parents, and "No" as to schools.

With regard to questions number six and number seven--Constitutional Questions--as I would construe Proposal C, there is no violation of due process of law or equal protection of the laws guaranteed by the Fourteenth Amendment to the Constitution of the United States, or of the right to free exercise of religion and other enumerated rights guaranteed

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by the First Amendment to the Constitution of the United States as made applicable to the State of Michigan through the Fourteenth Amendment to the Constitution of the United States.

APPENDIX G

- G-I COMMUNITIES INCLUDED IN FIELD INVESTIGATION
- G-II INTERVIEWEES IN FIELD INVESTIGATION
- G-III PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT
- G-IV NO. 86, AN ACT
- G-V NO. 224, AN ACT



APPENDIX G- I  
COMMUNITIES INCLUDED IN FIELD INVESTIGATION  
PENNSYLVANIA

<u>Name</u>	<u>Population (1970)</u>
Allentown	108,926
Bellevue	11,431
Chambersburg	17,173
Jenkintown	5,925
Philadelphia	1,927,863
Pittsburgh	512,789

APPENDIX G-II

INTERVIEWEES IN FIELD INVESTIGATION

PENNSYLVANIA

Henry J. Aschenbrenner  
Deputy Executive Director  
Pennsylvania Catholic Conference  
Harrisburg, Pennsylvania

John Baughman  
Chambersburg Teachers Association  
Chambersburg, Pennsylvania

Kenneth Beaver  
Managing Editor  
Public Opinion  
Chambersburg, Pennsylvania

Sister Bernarda, S.S.J.  
Principal  
St. Stephen's School  
Philadelphia, Pennsylvania

James Brahm  
Bellevue Teachers Association  
Bellevue, Pennsylvania

John Cicco  
Superintendent of Schools  
Diocese of Pittsburgh  
Pittsburgh, Pennsylvania

Sister Mary Claire, O.S.F.  
Principal,  
Mount Assisi Academy  
Pittsburgh, Pennsylvania

Rev. Paul Curran  
Assistant Superintendent  
for Planning and Funded Programs  
Archdiocese of Philadelphia  
Philadelphia, Pennsylvania

Sister Adrian Dimmerling  
Principal  
St. Basil's High School  
Pittsburgh, Pennsylvania

Sister Francis Elizabeth  
Principal  
Corpus Christi School  
Cambersburg, Pennsylvania

Rev. George Evans  
Chairman O SCOPE  
Camp Hill, Pennsylvania

Mary Fahey  
Diocesan School Board Member  
Diocese of Pittsburgh,  
Pittsburgh, Pennsylvania

Rev. Francis Flatley  
Pastor  
Immaculate Conception  
Jenkintown, Pennsylvania

Richard G. Gilmore  
Deputy Superintendent for  
Administration  
Philadelphia Public Schools  
Philadelphia, Pennsylvania

Frederick Heddinger  
Executive Director  
Pennsylvania School Boards  
Association  
Harrisburg, Pennsylvania

Sister Mary Helen, S.S.J.  
Principal  
Immaculate Conception  
Jenkintown, Pennsylvania

John Hodrick  
Vice Principal  
Allentown Central Catholic School  
Allentown, Pennsylvania

Rev. Dr. John Ketchum  
Executive Director  
Pennsylvania Council of Churches  
Harrisburg, Pennsylvania

Dr. Robert Kochenour  
Superintendent of Schools  
Chambersburg Public Schools  
Chambersburg, Pennsylvania

Leslie H. Marietta  
Superintendent of Schools  
Bellevue Public Schools  
Bellevue, Pennsylvania

Vincent J. McCoola  
Director, Office for Aid to  
Nonpublic Education  
Harrisburg, Pennsylvania

Msgr. Hubert J. McGuire  
Pastor Corpus Christi Parish  
Chambersburg, Pennsylvania

James H. McK'Quinn  
President Emeritus  
Pennsylvania Association of  
Independent Schools

Representative Martin Mullen  
Chairman House Appropriations  
Committee  
Pennsylvania House of  
Representatives  
Harrisburg, Pennsylvania

Sr. Muriel  
Principal - St. Basil's Grade School  
Pittsburgh, Pennsylvania

Msgr. Chalres B. Mynaugh  
Pastor - St. Stephen's Church  
Philadelphia, Pennsylvania

Sr. M. Carolyn Phelan  
Principal - Assumption Elementary  
School  
Bellvue, Pennsylvania

Rabbi Aaron Popack  
Executive Director of Pennsylvania  
Commission for Legislative Aid to  
Hebrew Day Schools  
Philadelphia, Pennsylvania

Sr. M. Clarise Reddon  
Principal - St. Mary of the Mount  
High School  
Pittsburgh, Pennsylvania

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Dr. John E. Rice  
Superintendent of Schools  
Jenkintown Public Schools  
Jenkintown, Pennsylvania

Robert Saunders  
Business Manager  
Abington Friends School  
Jenkintown, Pennsylvania

Msgr. Francis Schulte  
Superintendent of Schools  
Archdiocese of Philadelphia  
Harrisburg, Pennsylvania

George Seidel  
Pennsylvania State Education  
Association  
Harrisburg, Pennsylvania

John Sobosley  
Director of Government Liason  
Pittsburgh Public Schools  
Pittsburgh, Pennsylvania

Rev. James Stilwell  
Principal - Allentown Central  
Catholic High  
Allentown, Pennsylvania

James Swain  
Swain Country Day School  
Allentown, Pennsylvania

Rev. Dr. Chauncey Varner  
Former Executive Director  
Pennsylvania Council of Churches  
Philadelphia, Pennsylvania

Dr. George Wilson  
Superintendent of Schools  
Allentown Public Schools  
Allentown, Pennsylvania

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APPENDIX G-III  
PENNSYLVANIA NONPUBLIC ELEMENTARY  
AND SECONDARY EDUCATION ACT

Introduced as H. 2170 December 12, 1967  
Amended by Senate June 11, 1968.  
Signed into law June 19, 1968.

AN ACT

To promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania for the benefit of residents of the Commonwealth of Pennsylvania; authorizing the Superintendent of Public Instruction to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedure for reimbursement in payment for the rendering of secular educational services; and designating a portion of revenues of the State Harness Racing Fund and of the State Horse Racing Fund as the sources of funds.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Short Title.--This act shall be known and may be cited as the "Nonpublic Elementary and Secondary Education Act."

Section 2. Legislative Finding; Declaration of Policy.--It is hereby determined and declared as a matter of legislative finding--

(1) That a crisis in elementary and secondary education exists in the Nation and in the Commonwealth involving (i) the new recognition of our intellectual and cultural resources as prime national assets and of the national imperative now to spur the maximum educational development of every young American's capacity; (ii) rapidly increasing costs occasioned by the rise in school population, consequent demands for more teachers and facilities, new but costly demands, in the endeavor for excellence, upon education generally; general impact of inflation upon the economy; and the struggle of the Commonwealth, commonly with many other states, to find sources by which to finance education, while also attempting to bear the mounting financial burden of the many other areas of modern State governmental responsibility.

(2) That nonpublic education in the Commonwealth today, as during past recent decades, bears the burden of educating more than twenty percent of all elementary and secondary school pupils in Pennsylvania; that the requirements of the compulsory school attendance laws of the

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Commonwealth are fulfilled through nonpublic education;

(3) That the elementary and secondary education of children is today recognized as a public welfare purpose; that nonpublic education, through providing instruction in secular subjects, makes an important contribution to the achieving of such public welfare purpose; that the governmental duty to support the achieving of public welfare purposes in education may be in part fulfilled through government's support of those purely secular educational objectives achieved through nonpublic education.

(4) That freedom to choose nonpublic education, meeting reasonable State standards, for a child is a fundamental parental liberty and a basic right;

(5) That the Commonwealth has the right and freedom, in the fulfillment of its duties, to enter into contracts for the purchase of needed services with persons or institutions whether public or nonpublic, sectarian or nonsectarian.

(6) That, should a majority of parents of the present nonpublic school population desire to remove their children to the public schools of the Commonwealth, an intolerable added financial burden to the public would result, as well as school stoppages and long term derangement and impairment of education in Pennsylvania; that such hazard to the education of children may be substantially reduced and all education in the Commonwealth improved through the purchase herein provided of secular educational services from Pennsylvania nonpublic schools.

Section 3. Definitions.--The following terms whenever used or referred to in this act shall have the following meanings, except in those instances where the context clearly indicates otherwise:

(1) "Nonpublic Elementary and Secondary Education Fund" shall mean the fund created by this act.

(2) "Secular educational service" shall mean the providing of instruction in a secular subject.

(3) "Secular subject" shall mean any course which is presented in the curricula of the public schools of the Commonwealth and shall not include any subject matter expressing religious teaching, or the morals or forms of worship of any sect.

(4) "Nonpublic school" shall mean any school, other than a public school, within the Commonwealth of Pennsylvania wherein a resident of the Commonwealth may legally fulfill the compulsory school attendance requirements of law.

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(5) "Purchase secular educational services" shall mean the purchase by the Superintendent of Public Instruction from a nonpublic school, pursuant to contract, of secular educational service at the reasonable cost thereof.

(6) "Reasonable cost" shall mean the actual cost of a nonpublic school of providing a secular educational service and shall be deemed to include solely the cost pertaining thereto of teachers' salaries, textbooks and instructional materials.

Section 4. Nonpublic Elementary and Secondary Education Fund.-- There is hereby created for the special purpose of this act a Nonpublic Elementary and Secondary Education Fund dedicated to the particular use of purchasing secular educational service consisting of courses solely in the following subjects: mathematics, modern foreign languages, physical science, and physical education, provided, however, that as a condition for payment by the Superintendent of Public Instruction for secular educational service rendered hereunder, the Superintendent of Public Instruction shall establish that (i) solely textbooks and other instructional materials approved by the Superintendent of Public Instruction shall have been employed in the instruction rendered; (ii) a satisfactory level of pupil performance in standardized tests approved by the Superintendent of Public Instruction, shall have been attained; (iii) after five years following the effective date of this act, the secular educational service for which reimbursement is sought was rendered by teachers holding certification approved by the Department of Public Instruction as equal to the standards of this Commonwealth for teachers in the public schools: Provided, however, That any such service rendered by a teacher who, at the effective date of this act, was a full time teacher in a nonpublic school, shall be deemed to meet this condition.

Section 5. Administration.--The administration of this act shall be under the direction of the Superintendent of Public Instruction, who shall establish rules and regulations pertaining thereto, make contracts of every name and number, and execute all instruments necessary or convenient for the purchase of secular educational services hereunder. All expenses incurred in connection with the administration of this act shall be paid solely out of the Nonpublic Elementary and Secondary Education Fund and no money raised for the support of the public schools of the Commonwealth shall be used in connection with the administration of this act.

Section 6. Moneys for Fund.--(a) Permanent moneys. Into the Nonpublic Elementary and Secondary Education Fund shall be paid each year:

(1) All proceeds from horse racing up to the first ten million dollars (\$10,000,000) realized by the State Horse Racing Fund established by the act of December 11, 1967 (Act No. 331), remaining after, and not required for, payment of all of the items of administrative cost set forth in subsection (b) of Section 18 of that act, plus

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(2) One-half of all such horse racing proceeds in excess of the sum of ten million dollars (\$10,000,000), the remaining half thereof to be paid into the General Fund.

(b) Temporary moneys. Until the time that proceeds in the amount of ten million dollars (\$10,000,000) shall, in a given fiscal year, have been paid into the Nonpublic Elementary and Secondary Education Fund as provided for under subsection (2) of Section 6 hereof, three-fourths of the proceeds from harness racing realized by the State Harness Racing Fund established by the act of December 22, 1959 (P. L. 1978), as amended, remaining after and not required for, the payments provided for in subsections (b) and (d) of Section 16 of that act, shall be paid into the Nonpublic Elementary and Secondary Education Fund according to the following formula:

(1) The entire three-fourths of the harness racing proceeds for any fiscal year shall be paid into the Nonpublic Elementary and Secondary Education Fund until such year as the horse racing proceeds designated by this section for the said fund are of such amount that, combined with the harness racing proceeds, the sum of ten million dollars (\$10,000,000) shall have been realized by the Nonpublic Elementary and Secondary Education Fund.

(2) Proceeds from harness racing shall cease to be paid into the Nonpublic Elementary and Secondary Education Fund for any fiscal year in which proceeds from horse racing designated by this section for the Nonpublic Elementary and Secondary Education Fund, shall equal ten million dollars (\$10,000,000).

Moneys in the Nonpublic Elementary and Secondary Education Fund are hereby appropriated to the Department of Public Instruction to be used by the Superintendent of Public Instruction solely for the purchase of secular educational services hereunder and administrative expenses pertaining thereto as provided for in Section 5 of this act.

Section 7. Reimbursement Procedures.--(a) Requests for reimbursement in payment for the purchase of secular educational service hereunder shall be made on such forms and under such conditions as the Superintendent of Public Instruction shall prescribe. Any nonpublic school seeking such reimbursement shall maintain such accounting procedures, including maintenance of separate funds and accounts pertaining to the cost of secular educational service, as to establish that it actually expended in support of such service an amount of money equal to the amount of money sought in reimbursement. Such accounts shall be subject to audit by the Auditor General. Reimbursement payments shall be made by the Superintendent of Public Instruction in four equal installments payable on the first day of September, December, March and June of the school term following the school term in which the secular educational service was rendered.

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(b) Reimbursements for any fiscal year for the purchase of secular educational service hereunder shall not exceed the total amount of the moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund in that fiscal year.

(c) In the event that, in any fiscal year, the total amount of moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund shall be insufficient to pay the total amount of validated requests hereunder in reimbursement for that year, reimbursements shall be made in that proportion which the total amount of such requests bears to the total amount of moneys in the Nonpublic Elementary and Secondary Education Fund.

(d) The Budget Secretary shall, by July fifteenth of each year, certify to the Superintendent of Public Instruction, the total amount of money in the Nonpublic Elementary and Secondary Education Fund.

Section 8. Effective Date.--This act shall take effect July 1, 1968.

Section 9. Severability.--If a part of this act is invalid, all valid parts that are severable from the invalid part remain in effect. If a part of this act is invalid in one or more of its applications, the part remains in effect, in all valid applications that are severable from the invalid applications.

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APPENDIX G-IV

No. 86

AN ACT

HB 674

Amending the act of June 19, 1968 (Act No. 109), entitled "An act to promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania for the benefit of residents of the Commonwealth of Pennsylvania; authorizing the Superintendent of Public Instruction to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment for the rendering of secular educational service; and designating a portion of revenues of the State Harness Racing Fund and of the State Horse Racing Fund as the sources of funds," further providing for moneys and funds to carry out the act and appropriations therefor and making the same conform to existing law.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. The title, clause (5) of section 3 and sections 4 and 5, act of June 19, 1968 (Act No. 109), known as the "Nonpublic Elementary and Secondary Education Act," are amended to read:

AN ACT

To promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania for the benefit of residents of the Commonwealth of Pennsylvania; authorizing the [Superintendent of Public Instruction] Secretary of Education to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment for the rendering of secular educational service; and designating a portion of revenues [of the State Harness Racing Fund and of the State Horse Racing Fund] derived from the "Pennsylvania Cigarette Tax Act," as amended, as the sources of funds.

Section 3. Definitions -- The following terms whenever used or referred to in this act shall have the following meanings, except in those instances where the context clearly indicates otherwise:

\*\*\*\*

(5) "Purchase secular educational service: shall mean the purchase by the [Superintendent of Public Instruction] Secretary of Education from a nonpublic school, pursuant to contract, of secular educational service at the reasonable cost thereof.

\*\*\*\*

Section 4. Nonpublic Elementary and Secondary Education Fund.-- There is hereby created for the special purpose of this act a Nonpublic Elementary and Secondary Education Fund dedicated to the particular use of purchasing secular educational service consisting of courses solely in the following subjects: mathematics, modern foreign languages, physical science, and physical education, provided, however, that as a condition for payment by the [Superintendent of Public Instruction] Secretary of Education shall establish that (i) solely textbooks and other instructional materials approved by the [Superintendent of Public Instruction] Secretary of Education, shall have been employed in the instruction rendered; (ii) a satisfactory level of pupil performance in standardized tests approved by the [Superintendent of Public Instruction] Secretary of Education, shall have been attained; (iii) after five years following the effective date of this act, the secular educational service for which reimbursement is sought was rendered by teachers holding certification approved by the Department of [Public Instruction] Education as equal to the standards of this Commonwealth for teachers in the public schools: Provided, however, That any such service rendered by a teacher who, at the effective date of this act, was a full time teacher in a nonpublic school, shall be deemed to meet this condition.

Section 5. Administration. -- The administration of this act shall be under the direction of the [Superintendent of Public Instruction] Secretary of Education, who shall establish rules and regulations pertaining thereto, make contracts of every name and number, and execute all instruments necessary or convenient for the purchase of secular educational service hereunder. All expenses incurred in connection with the administration of this act shall be paid solely out of the Nonpublic Elementary and Secondary Education Fund and no money raised for the support of the public schools of the Commonwealth shall be used in connection with the administration of this act.

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Section 2. Section 6 of the act is repealed effective June 30, 1970, the moneys provided for in section 6 to continue to be paid into the Nonpublic Elementary and Secondary Education Fund until July 1, 1970.

Section 3. The act is amended by adding before section 7 thereof, a new section to read:

Section 6.1 Payments Into Fund. -- Beginning immediately, fourteen per cent of the tax revenue collected by the Department of Revenue pursuant to the act of July 8, 1957 (P.L.594), as amended, known as the "Pennsylvania Cigarette Tax Act, " shall be paid into the State Treasury to the credit of the Pennsylvania Nonpublic Elementary and Secondary Education Fund created by section 4 of this act.

Moneys in the Nonpublic Elementary and Secondary Education Fund are hereby appropriated to the Department of Education to be used by the Secretary of Education solely for the purchase of secular educational service hereunder the administrative expenses pertaining thereto as provided for in section 5 of this act.

Section 4. Subsections (a) and (d) of section 7 of the act are amended to read:

Section 7. Reimbursement Procedures. -- (a) Requests for reimbursement in payment for the purchase of secular educational service hereunder shall be made on such forms and under such conditions as the [Superintendent of Public Instruction] Secretary of Education in four equal installments payable on the first day of September, December, March and June of the school term following the school term in which the secular educational service was rendered.

\*\*\*\*

(d) The Budget Secretary shall, by July fifteenth of each year, certify to the [Superintendent of Public Instruction] Secretary of Education, the total amount of money in the Nonpublic Elementary and Secondary Education Fund.

Section 5. This act shall take effect immediately.

Approved -- The 25th day of March, A.D. 1970.

RAYMOND P. SHAFER

The foregoing is a true and correct copy of Act of the General Assembly No. 86.

(Signed)

Secretary of the Commonwealth

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APPENDIX G-V

No. 224

AN ACT

HB 1920

Amending the act of June 19, 1968 (Act No. 109), entitled "An act to promote the welfare of the people of the Commonwealth of Pennsylvania; to promote the secular education of children of the Commonwealth of Pennsylvania attending nonpublic schools; creating a Nonpublic Elementary and Secondary Education Fund to finance the purchase of secular educational services from nonpublic schools located within the Commonwealth of Pennsylvania; authorizing the Superintendent of Public Instruction to enter into contracts to carry out the intent and purposes of this act, and to establish such rules and regulations as are necessary; providing for the payment of administrative costs incident to the operation of the act; providing procedures for reimbursement in payment for the rendering of secular educational service; and designating a portion of revenues of the State Harness Racing Fund and of the State Horse Racing Fund as the sources of funds," placing a limitation on reimbursements.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Section 7, act of June 19, 1968 (Act No. 109), known as the "Nonpublic Elementary and Secondary Education Act," is amended to read:

Section 7. Reimbursement Procedures.--(a) Requests for reimbursement in payment for the purchase of secular educational services hereunder shall be made on such forms and under such conditions as the [Superintendent of Public Instruction] Secretary of Education shall prescribe. Any nonpublic school seeking such reimbursement shall maintain such accounting procedures, including maintenance of separate funds and accounts, pertaining to the cost of secular educational service, as to establish that it actually expended in support of such service an amount of money equal to the amount of money sought in reimbursement. Such accounts shall be subject to audit by the Auditor General. Reimbursement payments shall be made by the [Superintendent of Public Instruction] Secretary of Education in four equal installments payable on the first day of September, December, March and June of the school term following the school term in which the secular educational service was rendered.

(b) Reimbursements for any fiscal year for the purchase of secular educational services hereunder shall not exceed the total amount of the moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund in that fiscal year.

(b.1) Reimbursement to a nonpublic school for any fiscal year for the purchase of secular educational service hereunder shall be limited to an amount determined by multiplying the number of Pennsylvania resident pupils enrolled in such school on the first day of February of the school year for which services are being purchased by a sum equal to twenty-five percent

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of the State average actual instruction expense per weighted average daily membership for the school year immediately preceding the school year for which services are being purchased as calculated by the Secretary of Education pursuant to Article XXV, section 2501, subsections (11.1) and (12) of the Public School Code of 1949.

(c) IN the event that, in any fiscal year, the total number of moneys which were actually paid into the Nonpublic Elementary and Secondary Education Fund shall be insufficient to pay the total amount of validated requests [hereunder] as limited under the provisions of subsection (b.1) of this section in reimbursement for that year, reimbursements shall be made in that proportion which the total amount of such requests bears to the total number of moneys in the Nonpublic Elementary and Secondary Education Fund.

(d) The Budget Secretary shall, by July fifteenth of each year, certify to the [Superintendent of Public Instruction] Secretary of Education, the total amount of money in the Nonpublic Elementary and Secondary Education Fund.

APPROVED--The 31st day of July, A.D. 1970.

RAYMOND P. SHAFER

The foregoing is a true and correct copy of Act of the General Assembly No. 224.

(Signed) Secretary of the Commonwealth

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APPENDIX H

- H-I COMMUNITIES INCLUDED IN FIELD INVESTIGATION
- H-II INTERVIEWEES IN FIELD INVESTIGATION
- H-III OHIO STATE LAW, CHAPTER 3327: TRANSPORTATION; TUITION
- H-IV OHIO STATE LAW, CHAPTER 3317: FOUNDATION PROGRAM



APPENDIX H-I  
COMMUNITIES INCLUDED IN FIELD INVESTIGATION  
OHIO

<u>Name</u>	<u>Population (1970)</u>
Cincinnati	448,492
Cleveland (and Parma)	838,647
Columbus	533,418
Dennison	3,478
New Philadelphia	14,963
Zanesville	32,426

APPENDIX H-II

INTERVIEWEES IN FIELD INVESTIGATION

OHIO

Fred Beckman  
Clerk-treasurer  
Cleveland Board of Education  
Cleveland, Ohio

Sister Charlotte,  
Principal  
Sacred Heart Elementary School  
New Philadelphia, Ohio

Frank Dobos  
Assistant Superintendent of Schools  
Cleveland Catholic Board of Education  
Cleveland, Ohio

Sr. Elaine Eggert, O.P.  
Principal  
St. Agatha Elementary School  
Cleveland, Ohio

Dr. Martin Essex  
Superintendent of Public Instruction  
State of Ohio  
Department of Education  
Columbus, Ohio

Brother Lawrence Everslage, S.M.  
Principal  
Purcell High School  
2935 Hackberry Street  
Cincinnati, Ohio

Rev. John L. Fiala  
Principal  
Cleveland Central Catholic High School  
Cleveland, Ohio

Sr. Mary Frances, C.S.J.  
Assistant Principal  
St. Aloysius Elementary School  
Cleveland, Ohio

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Irving Fried  
Columbus Torah Academy  
Columbus, Ohio

Dr. Marius Garofolo  
Director  
Division of Educational Opportunities  
Services,  
Cincinnati Board of Education  
Cincinnati, Ohio

Sister Mary Alice Graser, O.S.U.  
Principal  
St. Monica Elementary School  
Cincinnati, Ohio

Rev. Kenneth Grimes  
Assistant Superintendent of Schools  
Diocese of Columbus  
Columbus, Ohio

James Grit  
Principal  
Celeryville Christian Elementary School  
R.R. 2, Willard, Ohio

John Hall  
Assistant Executive Secretary for  
Government Relations  
Ohio Educational Association  
Columbus, Ohio

Nelson Harper  
Catholic Conference of Ohio  
Columbus, Ohio

Ewald Kane  
Superintendent of Lutheran Schools  
Olmsted Falls, Ohio

Rev. Herman Kenning  
Superintendent of Catholic Schools  
Archdiocese of Cincinnati  
Cincinnati, Ohio

Sister Dorothy Kirchner, O.F.M.  
Assistant Principal  
St. Francis Seraph Elementary School  
Cincinnati, Ohio

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Gary Klussman  
Chairman, Board of Education  
Grace Lutheran Elementary School  
Cheviot, Ohio

Dr. Wilbur Lewis  
Assistant Superintendent  
Parma Board of Education  
Parma, Ohio

Robert Lynch  
Coordinator of State and Federal Programs  
Catholic Conference of Ohio  
Columbus, Ohio

Rev. Joseph Mach  
Assistant Principal  
Cleveland Central Catholic High School  
6550 Baxter Avenue  
Cleveland, Ohio

Rabbi Albert Mayerfeld  
Cincinnati Hebrew Day School  
Cincinnati, Ohio

Paul Mecklenborg  
Cincinnati, Ohio

James J. Miller  
Coordinator of State and Federal Programs  
Cleveland Catholic Board of Education  
Cleveland, Ohio

Monsignor William N. Novicky  
Superintendent of Schools  
Cleveland Catholic Board of Education  
Cleveland, Ohio

Rev. Daniel O'Connell, O.F.M.  
Principal  
Padua Franciscan High School  
Parma, Ohio

Rev. James A. Ogurchock  
Principal  
Zanesville Rosecrans High School  
Zanesville, Ohio

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Miss Martha Petrucci  
Library Supervisor of Government Programs  
Diocese of Columbus  
Columbus, Ohio

Rev. Laurian Rausch, O.F.M.  
Principal  
Roger Bacon High School  
Cincinnati, Ohio

Rabbi Joseph P. Rischall  
Hebrew Academy  
University Heights  
Cleveland, Ohio

Sister Rita Ann  
Principal  
Immaculate Conception Elementary School  
Dennison, Ohio

Sister Roseanne, O.S.U.  
Principal  
St. Vivian Elementary School  
Finneytown, Ohio

Rabbi Zelig Sharfstein  
Chairman, Board of Education  
Cincinnati Hebrew Day School  
Cincinnati, Ohio

Rev. David Sorohan  
Graduate Student  
Teachers College  
Columbia University  
Bronx, New York

Theodore Staudt  
Director, Catholic Conference of Ohio  
Columbus, Ohio

Sr. Agnes Therese, O.S.U.  
Principal  
St. Charles Elementary School  
Parma, Ohio

Ronald Wagoner  
Principal  
St. Paul Lutheran Elementary School  
Cleveland, Ohio

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Dr. Carleton Weber  
Executive Director, Ohio Council of Churches  
Columbus, Ohio

Benson Wolman  
American Civil Liberties Union  
Columbus, Ohio

David Young  
Legal Consultant  
Catholic Conference of Ohio  
Columbus, Ohio

## APPENDIX H-III

### Chapter 3327: Transportation; tuition

#### 3327.01 Transportation of pupils; excess cost from federal funds.

In all city, exempted village, and local school districts where resident elementary school pupils live more than two miles from the school for which the state board of education prescribes minimum standards pursuant to division (D) of section 3301.07 of the Revised Code and to which they are assigned by the board of education of the district of residence or to and from the non-public school which they attend the board of education shall provide transportation for such pupils to and from such school except when, in the judgment of such board, confirmed by the state board of education, such transportation is unnecessary or unreasonable.

In all city, exempted village, and local school districts the board may provide transportation for resident high school pupils to and from the high school to which they are assigned by the board of education of the district of residence or to and from the non-public high school which they attend for which the state board of education prescribes minimum standards pursuant to division (D) of section 3301.07 of the Revised Code.

In determining the necessity for transportation, availability of facilities and distance to the school shall be considered.

A board of education shall not be required to transport elementary or high school pupils to and from a non-public school where such transportation would require more than thirty minutes of direct travel time as measured by school bus from the collection point as designated by the coordinator of school transportation, appointed under section 3327.011 of the Revised Code, for the attendance area of the district of residence.

Where it is impractical to transport a pupil by school conveyance, a board of education may, in lieu of providing such transportation, pay a parent, guardian, or other person in charge of such child, an amount per pupil which shall in no event exceed the average transportation cost per pupil, such average cost to be based on the cost of transportation of children by all boards of education in this state during the next preceding year.

In all city, exempted village, and local school districts the board shall provide transportation for all children who are so crippled that they are unable to walk to and from the school for which the state board of education prescribes minimum standards pursuant to division (D) of section 3301.07 of the Revised Code and which they attend. In case of dispute whether the child is able to walk to and from the school, the health commissioner shall be the judge of such ability.

When transportation of pupils is provided the conveyance shall be run on a time schedule that shall be adopted and put in force by the board not later than ten days after the beginning of the school term.

A district receiving a payment pursuant to division (B) of section 3317.02 of the Revised Code is not eligible for reimbursement of transportation operating costs or eligible for school bus purchase subsidy payment pursuant to section 3317.06 of the Revised Code, except

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for transporting children who are crippled and for transporting pupils attending non-public schools.

The cost of any transportation service authorized by this section shall be paid first out of federal funds, if any, available for the purpose of pupil transportation, and secondly out of state appropriations, in accordance with regulations adopted by the state board of education.

No transportation of elementary or high school pupils shall be provided by any board of education to or from any school which in the selection of pupils, faculty members, or employees, practices discrimination against any person on the grounds of race, color, religion or national origin. (132 vS 451. Eff. 2-29-68 132 vH 823, H1; 131 vS 365)

See Baldwin's Ohio School Law, Text 7.01, 35.11.97.02, 97.04, 97.05, 97.07, 99.19, 105.13, 115.18, 123.02; Form 29.09 to 29.11, 29.14, 39.24, 39.26

Constitutionality:

Honohan v Holt, 17 Misc 57 (1968).

3327.011 Coordinator of school transportation; contracts; appeal.

Coordinators of school transportation shall be appointed according to provisions of section 3301.13 of the Revised Code to assure that each pupil, as provided in section 3327.01 of the Revised Code, is transported to and from the school which he attends in a safe, expedient, and economical manner using public school collection points, routes, and schedules.

In determining how best to provide such transportation where persons or firms on or after April 1, 1965, were providing transportation to and from schools pursuant to contracts with persons or agencies responsible for the operation of such schools, a coordinator or the board of education responsible for transportation in accordance with section 3327.01 of the Revised Code shall give preference if economically feasible during the term of any such contract to the firm or person providing such transportation. The boards of education within the county or group of counties shall recommend to the coordinator of transportation routes, schedules, and utilization of transportation equipment. The coordinator, upon receipt of such recommendations, shall establish transportation routes, schedules, and utilization of transportation equipment, following such recommendations to whatever extent is feasible. The appeals from the determination of the coordinator shall be taken to the state board of education. (132 vH 455. Eff. 12-11-67. 131 vS 365).

See Baldwin's Ohio School Law, Text 35.11, 97.05

Constitutionality:

Honohan v Holt, 17 Misc 57, 244 NE (2d) 537 (1968).



APPENDIX H-IV

Chapter 3317: Foundation Program

3317.06 Distribution of payments for educational programs and special circumstances; auxiliary services.

In addition to the moneys paid to eligible school districts pursuant to section 3317.02 of the Revised Code, there shall be distributed monthly, quarterly, or annually as may be determined by the state board of education, moneys appropriated for Chapter 3317. of the revised Code for the following education programs:

(H) An amount to each school district as approved by the state department of education, to provide services and materials to pupils attending non-public schools within the school district for: guidance, testing, and counseling programs; programs for the deaf, blind, emotionally disturbed, crippled, and physically handicapped children; audio visual aids; speech and hearing services; remedial reading programs; educational television services; programs for the improvement of the educational and cultural status of disadvantaged pupils, approved pursuant to division (F) of this section; and for programs for the enhancement of instruction in secular courses required to be taught in nonpublic schools by minimum standards adopted by the state board of education pursuant to section 3301.07 of the Revised Code. Such programs of enhancement of secular instruction are to be accomplished by supplementary educational service contracts between the school district and lay teachers who teach one or more such required secular courses, who are employed by nonpublic schools complying with state board of education minimum standards, who, no later than July 1, 1970 hold valid certificates meeting qualifications required for certificates valid for teaching in the public schools issued by the state board of education certifying qualification to instruct pupils in one or more such required secular courses, and who make written application for such educational service contract salary supplementation. Such contracts shall be entered into on the basis of guidelines adopted by the state department of education. Such guidelines shall provide equitable salary supplementation for lay teachers based upon the percentage of full-time service each such lay teacher devotes to instruction in secular subjects. Such services, instructional materials, or programs provided for pupils attending nonpublic schools shall not exceed in cost or quality such services, instructional materials, and programs as provided for pupils in the public schools of the district. Textbooks and other instructional material used in secular courses by nonpublic teachers receiving salary supplementation from public funds shall be nonsectarian in nature.

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To determine whether the services, materials, and programs provided for the benefit of nonpublic school pupils pursuant to this division achieve the purposes of encouraging and enhancing the means of secular instruction and of promoting the continued availability of high quality general education in nonpublic schools the superintendent of public instruction shall periodically review courses of study, programs of student and teacher evaluation, and pupil achievement tests utilized in nonpublic schools. Each nonpublic school shall establish a satisfactory program of evaluation which measures pupil achievement in required secular courses taught by teachers who are receiving educational service contract salary supplements under this division.

No school district shall provide services, materials, or programs for use in sectarian religious courses or devotional exercises. No educational materials provided shall be used in, especially suitable for use in, or selected for use in sectarian religious courses or devotional exercises.

Educational services, materials, and programs provided for the benefit of nonpublic school pupils under this division shall be provided without distinction as to the race, color, or creed of such pupils or of their teachers. No services, materials, or programs shall be provided for pupils in nonpublic schools unless such services, materials or programs are available for pupils in the public schools of the school district.

The state department of education shall adopt guidelines and procedures under which such programs and services shall be provided. Nothing in this division shall be construed as entitling nonpublic school teachers who enter into supplementary educational service contracts to participation in the state teachers retirement system provided for in Chapter 3307, of the Revised Code, to the benefits of public school teachers that arise from entry into contracts with school districts pursuant to section 3319.08 of the Revised code, to workmen's compensation benefits pursuant to Chapter 4123. of the Revised Code, to sick leave benefits pursuant to Section 143.29 of the Revised Code, or as causing such nonpublic school teachers to be included in the definition of "teacher" as defined in division (A) of section 3319.09 of the Revised Code.

(1969 H 531. Eff. 8-18-59. 132 vs 350, H 729; 131 vH 950)

Note: Former 3317.06 (GC 4848-4a) repealed by 131 v H 950, eff. 8-16-65; 130 v H 1; 129 v 1581, 582; 128 v 997; 126 v 288; 125 v 603, 903.

See Baldwin's Ohio School Law, text 7.01, 13.07, 15.04, 21.05, 21.13, 63.01, 93.04, 97.07, 111.13, 115.17 to 115.19, 115.21, 123.02, 123.29, 123.35

APPENDIX I

- I-I INTERVIEWEES
- I-II EDUCATION LAW - NEW YORK STATE, ARTICLE 73
- I-III EDUCATION LAW - NEW YORK STATE, SECTION 701
- I-IV LAWS OF NEW YORK, 1970, CHAPTER 138

## Appendix I-I

### Interviewees

Sister Beatrice  
Principal, St. James School  
Brooklyn, New York

Mr. Allan Davitt  
Executive Secretary  
Council of Catholic School Superintendents of New York State

Sister Elizabeth  
Principal, Immaculate Heart of Mary Elementary School  
Brooklyn, New York

Mr. Joseph Fox  
Assistant Superintendent of Schools  
Diocese of Rockville Centre, New York

Rabbi Goldenberg  
Director of School Organizations  
National Society of Hebrew Day Schools

Dr. Thomas Heath  
Co-ordinator for Nonpublic Schools' Service Legislation  
New York State

Dr. Virginia Kendall  
Assistant Secretary of Education  
Diocese of Brooklyn

Mr. James Mahoney  
Director of Publicly Assisted Programs  
Archdiocese of New York

Mr. Appleton Mason, Jr.  
Executive Secretary, New York State Association of Independent Schools

Mr. Dennis McCarthy  
Vice Principal, Vincentian Academy  
Albany, New York

Rabbi S. Rephun  
Principal, Manhattan Hebrew Day School  
New York, N.Y.

Sister M. Rosaleta  
Principal, Our Lady of Lourdes School  
Melverne, New York

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Mrs. Mary Walddillig  
Assistant in Charge of Administrative Aid  
Vincentian Academy  
Albany, New York

Appendix I - II

Education Law - New York State

Article 73

Part III - Transportation

3635. Transportation

1. Sufficient transportation facilities (including the operation and maintenance of motor vehicles) shall be provided by the school district for all the children residing within the school district to and from the school they legally attend, who are in need of such transportation because of the remoteness of the school to the child or for the promotion of the best interest of such children. Such transportation shall be provided for all children attending grades kindergarten through eight who live more than two miles from the school which they legally attend and for all children attending grades nine through twelve who live more than three miles from the school which they legally attend and shall be provided for each such child up to a distance of ten miles, the distances in each case being measured by the nearest available route from home to school. The cost of providing such transportation between two or three miles, as the case may be, and ten miles shall be considered for the purposes of this chapter to be a charge upon the district and an ordinary contingent expense of the district. Transportation for a lesser distance than two miles in the case of children attending grades kindergarten through eight or three miles in the case of children attending grades nine through twelve and for a greater distance than ten miles may be provided by the district, and, if provided, shall be offered equally to all children in like circumstances residing in the district. The foregoing provisions of this

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subdivision shall not require transportation to be provided for children residing within a city school district, but if provided by such district pursuant to other provisions of this chapter, such transportation shall be offered equally to all such children in like circumstances. Nothing contained in this subdivision, however, shall be deemed to require a school district (i) to furnish transportation to a child directly to or from his home, or (ii) in the case of a child attending a parochial school of his denomination, to furnish transportation except to or from the nearest available parochial school of such denomination.

2. A parent or guardian of a child residing in any school district, or any representative authorized by such parent or guardian, who desires for a child during the next school year any transportation authorized or directed by this chapter shall submit a written request therefor to the school trustees or board of education of such district not later than the first day of April preceding the next school year, provided, however, that a parent or guardian of a child not residing in the district on such date shall submit a written request within thirty days after establishing residence in the district but in no event later than the first day of August. If the voters, school trustees, or board of education fail to provide the transportation authorized or directed by this chapter after receiving such a request, such parent, guardian or representative, or any taxpayer residing in the district, may appeal to the commissioner of education, as provided in section three hundred ten of this chapter. Except as hereinbefore provided, the commissioner of education shall not require that such parent, guardian or representative present a request for such transportation to any meeting of the voters, school trustees or board of education in order to appeal. Upon such appeal, the commissioner of education shall make such order as is required to effect compliance with the provisions of this chapter and this section.....

Appendix I-III

Education Law - New York State, Section 701

Text - Books

Article 15 -- Text - Books

701. Power to designate text-books; purchase and loan of text-books; purchase of supplies

1. In the several cities and school districts of the state, boards of education, trustees or such body or officer as perform the functions of such boards, shall designate text-books to be used in the schools under their charge.

2. A text-book, for the purposes of this section shall mean a book which a pupil is required to use as a text for a semester or more in a particular class in the school he legally attends.

3. In the several cities and school districts of the state, boards of education, trustees or such body or officers as perform the function of such boards shall have the power and duty to purchase and to loan upon individual request, to all children residing in such district who are enrolled in grades seven to twelve of a public or private school which complies with the compulsory education law, text-books. Text-books loaned to children enrolled in grades seven to twelve of said private schools shall be text-books which are designated for use in any public, elementary or secondary schools of the state or are approved by any boards of education, trustees or other school authorities. Such text-books are to be loaned free to such children subject to such rules and regulations as are or may be prescribed by the board of regents and such boards of education, trustees or other school authorities.

4. No school district shall, during the school year nineteen hundred sixty-six-sixty-seven, the school year nineteen hundred sixty-seven-sixty-eight or the school year nineteen hundred sixty-eight-sixty-nine be required to purchase or otherwise acquire text-books, pursuant to this section, the cost of which shall exceed an amount equal to fifteen dollars multiplied by the number of children residing in such district who on the first day of October of such school year are enrolled in grades seven through twelve of a public or private school which complies with the compulsory education law, or in any subsequent school year be required to purchase or otherwise acquire textbooks, the cost of which shall exceed an amount equal to ten dollars multiplied by the number of children residing in such district and so enrolled on the first day of October of such subsequent school year; and no school district shall be required to loan textbooks in excess of the textbooks owned or acquired by such district; provided, however that all textbooks owned or acquired by such district shall be loaned to children



residing in the district and so enrolled in grades seven through twelve in public and private schools on an equitable basis.

5. In the several cities and school districts of the state, boards of education, trustees or other school authorities may purchase supplies and either rent, sell or loan the same to the pupils attending the public schools in such cities and school districts upon such terms and under such rules and regulations as may be prescribed by such boards of education, trustees or other school authorities.

6. The commissioner of education, in addition to the annual apportionment of public monies pursuant to article seventy-three of this chapter, shall apportion to each school district an amount equal to the cost of the text-books purchased and loaned by the district pursuant to this section, but in no case shall the aid apportioned to the district be in excess of the following amounts:

- a. on account of expenditures made during the school year nineteen hundred sixty-six-sixty-seven, the school year nineteen hundred sixty-seven-sixty-eight or the school year nineteen hundred sixty-eight-sixty-nine an average of fifteen dollars per pupil residing in the district and enrolled in grades seven through twelve, and
- b. on account of expenditures made in any subsequent school year an average of ten dollars per pupil residing in the district and enrolled in grades seven through twelve.

7. The apportionment provided for in this section shall be paid, at such times as may be determined by the commissioner and approved by the director of the budget, during the school year in which the expenditures are made to the extent that such expenditures have been made and reported to the department prior to such apportionment. Expenditures by a school district in excess of the average of fifteen dollars per pupil in the school year nineteen hundred sixty-six-sixty-seven, the school year nineteen hundred sixty-seven-sixty-eight or the school year nineteen hundred sixty-eight-sixty-nine or in excess of ten dollars per pupil in any subsequent school year shall be deemed approved operating expense of the district for the purpose of computation of state aid pursuant to subdivision five of section thirty-six hundred two of the chapter, but expenditures up to such average of fifteen dollars or ten dollars above mentioned shall not be deemed approved operating expenses for such purpose.

Appendix I-IV

Laws of New York 1970  
Chapter 138

An Act to provide for the apportionment of state monies to certain nonpublic schools in connection with inspection and examination, and making an appropriation therefor.

Approved April 18, 1970, effective July 1, 1970.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. It is hereby determined and declared as a matter of legislative finding:

That the state has a primary responsibility to assure that its precious resource, the young people of the state, receive educational opportunity which will prepare them for the challenges of American life in the last decades of the twentieth century.

That the state has the duty and authority to provide the means to assure, through examination and inspection, and through other activities, that all of the young people of the state, regardless of the school in which they are enrolled, are attending upon instruction as required by the education law and are maintaining levels of achievement which will adequately prepare them, within their capabilities.

That these fundamental objectives are accomplished with respect to public schools in part through the provision by the state of aid to local school districts to meet such costs.

Nonpublic schools of the state are responsible for the education of more than 850,000 pupils in the state in conformity with the compulsory education law, and it is a matter of state duty and concern that the attendance, examination and other administrative services of the schools which these children attend in fulfillment of the above state purposes are adequately assisted in furtherance of the general welfare and that in enacting this measure the legislature will be reasonably assisting such services.

2. There shall be apportioned annually by the commissioner to each qualifying school, for school years beginning on and after July first, nineteen hundred seventy, the amounts set forth below, out of funds appropriated therefor, for expenses of services for examination and inspection in connection with administration, grading and the compiling and reporting of the results of tests and examinations

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maintenance of records of pupil enrollment and reporting thereon, maintenance of pupil health records, recording of personnel qualifications and characteristics and the preparation and submission to the state of various other reports as provided for or required by law or regulation. The amount to be apportioned to each qualifying school in each school year shall be the sum of the following:

a. The product of fifteen cents multiplied by one hundred eighty multiplied by the average daily attendance in such school in the base year and receiving instruction in grades one through six; and

b. The product of twenty-five cents multiplied by one hundred eighty multiplied by the average daily attendance in such school in the base year and receiving instruction in grades seven through twelve.

The apportionment shall be reduced by one one-hundred eightieth for each day less than one hundred eighty days that such school was actually in total session in the base year, except that the commissioner may disregard such reduction up to five days if he finds that the school was not in session for one hundred eighty days because of extraordinarily adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel or the destruction of a school building, and if the commissioner further finds that such school cannot make up such days of instruction during the school year. No such reduction shall be made, however, for any day on which such school was in session for the purpose of administering the regents examinations or the regents scholarship examinations, or any day, not to exceed three days, when such school was not in session because of a conference of teachers called by the principal of the school.

3. In this act:

1. "Average daily attendance" shall mean the total number of attendance days of enrolled pupils during the base year divided by the number of days the school was in session during the base year; except that for the school year commencing July first, nineteen hundred seventy, the term "average daily attendance" means the total number of attendance days of enrolled pupils during either September, October or November of such school year, as selected by the school, divided by the number of days such school was in session during such month.

2. "Base year" shall mean the school year immediately preceding the current year, except that for the school year commencing July first, nineteen hundred seventy, the base year shall be such school year, and any reduction in aid required for such base year by virtue of the failure to maintain the required total session shall be made in the apportionment in the subsequent school year.

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3. "Commissioner" shall mean the state commissioner of education.
4. "Current year" shall mean the school year during which an apportionment is to be paid pursuant to this chapter.
5. "Qualifying school" shall mean a non-profit school in the state, other than a public school, which provides instruction in accordance with section thirty-two hundred four of the education law.
4. Each school which seeks an apportionment pursuant to this act shall submit to the commissioner an application therefor, together with such additional reports and documents as the commissioner may require, at such times, in such form and containing such information as the commissioner may by regulation prescribe in order to carry out the purposes of this act.
5. The amount to be apportioned to a school in any current year shall be paid in two installments, the first to consist of one-half of the estimated total apportionment and to be paid on or before March fifteenth of such year, and the second to consist of the balance and to be paid on or before May fifteenth of such year; provided that the commissioner may provide for later payments for the purpose of adjusting and correcting apportionments.
6. Apportionments made for the benefit of any school which is not a corporate entity shall be paid, on behalf of such school, to such corporate body as may be designated for such purpose pursuant to regulations promulgated by the commissioner.
7. The sum of twenty-eight million dollars (\$28,000,000) or so much thereof as may be necessary, is hereby appropriated to the education department out of any monies in the state treasury in the general fund to the credit of the local assistance fund not otherwise appropriated, for the purposes of this act. Such sum shall be payable on order and warrant of the comptroller on vouchers certified or approved by the commissioner of education in the manner provided by law.
8. Nothing contained in this act shall be construed to authorize the making of any payment under this act for religious worship or instruction.
9. Any school receiving aid pursuant to this act shall be subject to the provisions of section three hundred thirteen of the education law.
10. This act shall take effect July first, nineteen hundred seventy.

APPENDIX J

- J-I NONPUBLIC EDUCATION QUESTIONNAIRE
- J-II EXPERIMENTS IN NONPUBLIC EDUCATION
- J-III LOCAL COOPERATIVE PROGRAMS
- J-IV SURVEY OF DUAL ENROLLMENT PROVISIONS

APPENDIX J-I

NON PUBLIC EDUCATION QUESTIONNAIRE

Interview with:

Wife \_\_\_\_\_  
Husband \_\_\_\_\_

---

(Establish identity of person) Hello, Mrs. \_\_\_\_\_. I'm \_\_\_\_\_ from Boston College at the Center for Field Research and School Services. The President's Commission on School Finance has asked our Center to conduct a survey in this area. You are included in our sample because you have at least one child who was formerly in a parochial school and is now enrolled in a public school. I wonder if you would help us by answering a few questions. Your answers would be strictly confidential. We're interested in group trends rather than individual cases.

(Secure agreement for the interview)  
The information you give us is important, Mrs. \_\_\_\_\_, but the privacy of your home is more important. And so if there is any question you would prefer not to answer, please feel free to tell us.

---

1. You have at least one child, Mrs. \_\_\_\_\_ who is now in grade school, is that correct?

Yes \_\_\_ (Go to 2)  
No \_\_\_ (Go to 2)

4a. cont'd  
Any other reason? (Go to 5)

2. How many children do you have in grade school?

No. \_\_\_ (Continue)

4b. Why did you decide to send (one child/some children) to parochial school and (others/another) to public school?

3a. (Does this child/Do all of these children) attend a public school?

Yes \_\_\_ (Continue)  
No \_\_\_

3b. Did (this child/all of these children) once attend a parochial school?

Yes \_\_\_ (Go to 4a)  
No \_\_\_ (Go to 4b)

Any other reason? (Go to 5)

4a. Why did you decide to send your (child/children) to parochial school originally?

J-I:1

5. At what grade level did you transfer (this child/these children) from the parochial school?

Grade \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Continue)

6. What were the reasons that you withdrew your child/children from the parochial school?

Any other reason? (Continue)

7a. Now I would like to ask you some questions about the schools around your area. Generally, how would you rate the quality of the public schools in your community? Would you say they are excellent, pretty good, only fair, or poor?

Excellent \_\_\_\_\_  
Pretty good \_\_\_\_\_  
Fair \_\_\_\_\_  
Poor \_\_\_\_\_  
Not sure " \_\_\_\_\_ (Continue)

7b. Based on your own experience, how do you feel that the public schools in the neighborhood compare to a few years ago? Would you say they're better, about the same, or not as good as they were a few years ago?

Better \_\_\_\_\_  
Same \_\_\_\_\_  
Not as good \_\_\_\_\_  
Not sure \_\_\_\_\_ (Continue)

7c. How about in the next few years -- do you think that public schools around here are going to get better, stay the same, or get worse?

Get better \_\_\_\_\_  
Stay the same \_\_\_\_\_  
Get worse \_\_\_\_\_  
Not sure \_\_\_\_\_ (Continue)

8a. Now I would like to ask you some questions about the quality of the Catholic schools in this area -- would you say they are excellent, pretty good, only fair, or poor?

Excellent \_\_\_\_\_  
Pretty good \_\_\_\_\_  
Only fair \_\_\_\_\_  
Poor \_\_\_\_\_  
Not sure \_\_\_\_\_ (Continue)

8b. Based on your own experience, how do you feel about the Catholic schools in the area compared to a few years ago? Would you say they are better, about the same, or not as good as they were a few years ago?

Better \_\_\_\_\_  
Same \_\_\_\_\_  
Not as good \_\_\_\_\_  
Not sure \_\_\_\_\_ (Continue)

8c. How about in the next few years - do you think that Catholic schools in your area are going to get better, stay the same, or get worse?

Get better \_\_\_\_\_  
Stay the same \_\_\_\_\_  
Get worse \_\_\_\_\_  
Not sure \_\_\_\_\_ (Continue)

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8d. Why do you say that?

Any other reason?

9. What do you think is going to happen to the Catholic schools in the Archdiocese of Boston?

Why do you say that?

Any other reason?

10. Do you think that anything can happen to save these schools?

11. Now that your child/children are in a public school, how do you provide for their religious education?

12. (Does your child/Do your children) have the same group of friends?

Same \_\_\_\_\_  
Different \_\_\_\_\_

13. Have you noticed any differences in (your child/your children) since they began attending public schools?

Any other differences?

14. About how often do you go to Mass?

About how often do you receive Holy Communion? (RECORD BELOW)

	Mass	H.D.
More than once a week	_____	_____
Once a week	_____	_____
1-3 times a month	_____	_____
Once every few months	_____	_____
Couple of times a year	_____	_____
Almost never	_____	_____
Not sure	_____	_____

14b. How often does your (wife/husband) go to Mass?

How often does your spouse receive Holy Communion? (RECORD BELOW)

	Mass	H.C.
More than once a week	_____	_____
Once a week	_____	_____
1-3 times a month	_____	_____
Once every few months	_____	_____
Couple of times a year	_____	_____
Almost never	_____	_____
Not sure	_____	_____



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15. What type of work does (did) your husband do? (PROBE FULLY --- FIND OUT WHAT JOB IS CALLED, DUTIES INVOLVED, ETC., IN ORDER TO CATEGORIZE CORRECTLY BELOW.

- Professional (doctor, lawyer, teacher, clergy, etc.)..... \_\_\_\_\_
- Executive, Managerial, Proprietor (President, vice President or other officer, owner, etc.)..... \_\_\_\_\_
- Creative and Communications (artist, writer, radio-TV, newspaper, magazines, etc.).. \_\_\_\_\_
- Sales (retail sales or retail store owner)..... \_\_\_\_\_
- All other sales ..... \_\_\_\_\_
- White Collar or Civil Service (clerical, administrative, supervisor, etc.)..... \_\_\_\_\_
- Transportation (train, car, bus, plane)..... \_\_\_\_\_
- Service (hotel, restaurant, repairs, etc.) ..... \_\_\_\_\_
- Skilled Labor, Craftsman, Foreman (carpenter, checker, machinist, tool-die worker, welder, etc.) ..... \_\_\_\_\_
- Semi- and Unskilled Labor (porter, sweeper, stockboy, chambermaid, farmhand, etc... \_\_\_\_\_
- Farmer ..... \_\_\_\_\_
- Other (specify) \_\_\_\_\_

16. We realize that it is a dangerous thing to ask a woman her age, but could you tell us how old you are, Mrs. \_\_\_\_\_?

And what is your husband's age?

	Respondent	Spouse
25-29.....	_____	_____
30-34.....	_____	_____
35-39.....	_____	_____
40-44.....	_____	_____
45-54.....	_____	_____
55-64.....	_____	_____
65 or older.....	_____	_____

17a. What is the last grade of school you attended? (RECORD BELOW)

(IF MARRIED) What is the last grade of school your (wife/husband) attended? Respondent Spouse

- 8th grade or less.... \_\_\_\_\_
- Some high school... \_\_\_\_\_
- High school graduate \_\_\_\_\_
- Some college..... \_\_\_\_\_
- 2 yr. college grad. (Junior college, community college, etc.)..... \_\_\_\_\_
- 4 yr. college grad \_\_\_\_\_
- LLB (Bachelor of Law) \_\_\_\_\_
- Master's Degree..... \_\_\_\_\_
- Doctoral Degree.... \_\_\_\_\_

17b. Did you attend a Catholic elementary school? (IF YES) For how many years?

- Never attended \_\_\_\_\_
- 1 year..... \_\_\_\_\_
- 2 years..... \_\_\_\_\_
- 3 years..... \_\_\_\_\_
- 4 years..... \_\_\_\_\_
- 5 years..... \_\_\_\_\_
- 6 years..... \_\_\_\_\_
- 7 years..... \_\_\_\_\_
- 8 years..... \_\_\_\_\_
- Not sure..... \_\_\_\_\_

17c. (IF HAD AT LEAST SOME HIGH SCHOOL) Did you attend a Catholic High school? (IF YES) For how many years?

- Never attended. \_\_\_\_\_
- 1 year..... \_\_\_\_\_
- 2 years..... \_\_\_\_\_
- 3 years..... \_\_\_\_\_
- 4 years..... \_\_\_\_\_
- Not sure..... \_\_\_\_\_

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17d. (IF HAD AT LEAST SOME COLLEGE) Did you attend a Catholic college or university (IF YES) for how many years?

- Never attended..... \_\_\_\_\_
- 1 year..... \_\_\_\_\_
- 2 years..... \_\_\_\_\_
- 3 years..... \_\_\_\_\_
- 4 years..... \_\_\_\_\_
- More than 4 yrs.... \_\_\_\_\_
- Not sure..... \_\_\_\_\_

13c. (IF HAD AT LEAST SOME COLLEGE) Did your wife/husband attend a Catholic college or university? (IF YES) For how many years?

- Never attended..... \_\_\_\_\_
- 1 year..... \_\_\_\_\_
- 2 years..... \_\_\_\_\_
- 3 years..... \_\_\_\_\_
- 4 years..... \_\_\_\_\_
- More than 4 years.. \_\_\_\_\_
- Not sure..... \_\_\_\_\_

IF RESPONDENT MARRIED AND SPOUSE IS ALSO CATHOLIC ASK F7 -- OTHERS SKIP TO F8a)

(THANK RESPONDENT FOR GIVING HER TIME AND SHARING THE INFORMATION)

18a-Did your (wife/husband) attend a Catholic elementary school? (IF YES) For how many years?

(The following information should be filled in by the interviewer after completion of the interview)

- Never attended.... \_\_\_\_\_
- 1 year..... \_\_\_\_\_
- 2 years..... \_\_\_\_\_
- 3 years..... \_\_\_\_\_
- 4 years..... \_\_\_\_\_
- 5 years..... \_\_\_\_\_
- 6 years..... \_\_\_\_\_
- 7 years..... \_\_\_\_\_
- 8 years..... \_\_\_\_\_
- Not sure..... \_\_\_\_\_

Respondent's Name \_\_\_\_\_

\_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

18b. (IF HAD AT LEAST SOME HIGH SCHOOL) Did your (wife/husband) attend a Catholic high school? (IF YES) For how many years?

Telephone No. \_\_\_\_\_

- Never attended.... \_\_\_\_\_
- 1 year..... \_\_\_\_\_
- 2 years..... \_\_\_\_\_
- 3 years..... \_\_\_\_\_
- 4 years..... \_\_\_\_\_
- 5 years..... \_\_\_\_\_
- 6 years..... \_\_\_\_\_
- 7 years..... \_\_\_\_\_
- 8 years..... \_\_\_\_\_
- Not sure..... \_\_\_\_\_

Interviewer's Name \_\_\_\_\_

Interview Date \_\_\_\_\_

Time of Interview \_\_\_\_\_

Length of Interview \_\_\_\_\_

APPENDIX J-2

EXPERIMENTS IN NONPUBLIC EDUCATION

## EXPERIMENTS IN NONPUBLIC EDUCATION

### Introduction

Nonpublic schools involved in curriculum and instructional experiments were studied in addition to schools with dual enrollment, leasing, sharing and release time programs. Schools with innovative programs are less directly involved in "cooperating" with public education and the generalizability of the results of their educational experiment is uncertain. For these reasons they are but briefly described in this Appendix.

Cardinal Cushing High School  
South Boston, Massachusetts

Cardinal Cushing Regional High School has undergone a re-birth. It has broken with a one hundred year old tradition in a move toward relevance in the inner city. Some 800 girls attend Cardinal Cushing including students from two parish high schools which have closed within the past five years. Unlike years gone by, most of the students are from the city. Cardinal Cushing was itself a parish high school when it was founded in 1860 but in 1948 it was converted into a diocesan facility.

In 1967 the secondary supervisor for the Sisters of Notre Dame who staff the school undertook a study of the various institutions in which sisters from her Order were teaching. Though hampered by a lack of empirical evidence, the sister concluded

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that even though Cardinal Cushing was located in the inner city, it was being operated as a suburban high school. This occasioned a self-study at the school which involved both students and faculty. The outcome of the study was an effort to make the school fit the students instead of the student being "force-fitted" into the school tradition. The two major specific recommendations were (1) eliminate the rigid schedule and (2) establish an open campus policy.

Modular scheduling was introduced. The basic "mod" of twenty minutes was used in "mini-courses" for elective subjects and as many as six mods were combined as in the case of two hour laboratory classes. The curriculum was revamped, dress codes abolished, and students were free to move in and out of the school facilities during their open mods.

The staff of twenty sisters and nineteen lay people have responded favorably to the changes as have the vast majority of students. There is some parental criticism of the program because the school no longer serves as a middle class Catholic finishing school.

In addition to changes within the school, Cardinal Cushing has become much more involved in the community. The school is in the lower end of South Boston, a poverty community, right across the street from a large housing project. School officials have opened their facilities to the tenants and many

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of the sisters and students are involved in the local poverty program.

The significance of the Cardinal Cushing experience is its rapid reversal of life styles. For more than a century it was a rigid, traditional finishing school for middle class Catholic girls; it has become a vibrant dynamic center of learning and growth in the inner city. Cardinal Cushing has become conscientious about its commitment to urban students and the community and serves as a lesson to those who would give up an old school remarking that you can't make an old dog learn new tricks.

The New High School  
Bedford-Stuyvessant,  
Brooklyn, New York

On the fifth and sixth floors of St. John's Prep School operated by the Vincentian Fathers, 125 boys from Bedford-Stuyvessant attend what is known as the New School. St. John's is being phased out and beginning this year New School will add one grade annually. The school is different and exciting and represents a Catholic commitment to the community.

The school is set up on a plan developed by J. L. Trump of NAASP. Some 34 other schools in the country operate on this Trump plan. The major characteristics of the New School are:

\*Students are pre-tested into study groups.

\*Students do not take a series of courses but are involved in a continuous progress learning pattern.

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\*A student's rate of work is determined by his individual achievement.

\*Material is presented in learning packs. These are programmed instruction packets prepared by the teachers.

\*A module schedule is used.

\*Classes are informal and learning centers are the basic instructional area.

\*The 10 member staff is not assigned by their religious Order but were selected from among 60 applicants who volunteered.

\*A tuition fee of \$600 is charged but very few students pay it. The school is heavily subsidized by the Brooklyn Diocese.

The most significant aspect of the New School is its commitment to the community. All students must come from within a half mile from the school. With this regulation a student body representative of the ethnic mix in the community has been recruited. This year's population is 50 percent black, 30 percent white, 20 percent Puerto Rican and 5 percent Oriental. In addition to assembling a student body from the community, the school uses the city as its classroom. Field trips are used extensively in almost all areas of study. Furthermore, people working in the community are often invited to give a class or a course in the school.

Everyone involved in the school is excited about it. The students, for example, have an absentee rate of one or two percent per day. Such a figure is unheard of in a New York school.

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The New School embodies the old educational saying, 'you meet the students where they are and take them where they haven't been'. The school accepts the students and the community for what they offer. Instead of training students to move and live in the suburbs, it has found novel and appropriate ways to teach the students how to live and learn and grow in Bedford-Stuyvessant.

O'Gorman High School  
Sioux Falls, South Dakota

O'Gorman is a regional Catholic High School in Sioux Falls, South Dakota. The school operates so many educational experiments that it is virtually a learning laboratory. A brief outline of the school's major innovation is offered here.

Differential Staffing. Instead of each teacher and classroom being self-contained, the overall program's needs are delineated and matched with staff skills and competence. The method of assigning responsibility often cuts across department lines.

Scheduling. O'Gorman operates on a block-modular schedule. Certain major subjects have fixed time slots around which students can schedule all other courses in combinations of 20 minute mods.

Work Study. Students who can locate suitable employment can use their jobs to complement their course work. With parental permission and a letter of agreement from the employer, the Guidance Department will schedule a student out of class time for the work program. Employers write and submit evaluations of students once a month for the school records.



Student Evaluation. Grades are not used at O'Gorman. In each subject area cognitive and affective objectives are specified and both the teacher and the student rate the student's progress on these objectives. The criteria is one of personal progress, not absolute performance.

Teacher Aides. Students at O'Gorman are often utilized as teacher assistants. This program has enjoyed great support among the students who unanimously report that the way to learn is to teach.

Para Professionals. Adults from the Sioux Falls area are employed to supervise small groups and independent study areas, to help prepare instructional materials and to assist the head teacher in evaluating student progress. Persons working at O'Gorman in these positions are not required to have college degrees.

Teacher-Advisors. The teacher's role has been redefined at O'Gorman. Through in-house workshops and on-the-job training given by the Guidance Office, the teachers have extended their responsibility for their students far beyond the classroom walls. They are more accurately described as teacher-advisors and in their expanded role are responsible for the development of the whole student.

It is too early yet to evaluate the educational experiments at O'Gorman High School. Most of the programs have begun just this year. Regardless of the eventual outcomes, however, O'Gorman clearly sets an example of how a school can be used to learn about and to improve the learning process. In providing this model, it offers a significant contribution to the field of education.

#### Conclusion

It is difficult and risky to draw conclusions from a sample of three experimental ventures in nonpublic schools. From the

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limited evidence provided by these cases, however, it seems that such programs can serve as a model from which public schools might profit. The schools we have looked at demonstrate that long standing educational traditions can be changed and that schools can become intimately involved in their communities.

Public schools might learn a great deal from nonpublic experimental schools but it is too early to judge whether such a relationship will develop.

APPENDIX J-III  
LOCAL COOPERATIVE PROGRAMS

INTERVIEWEES

In each case study interviewees were selected from the following list. The criteria for selection was the degree of involvement that the individual had in the program.

School Officials - Public and Nonpublic

Superintendent  
Principal  
Program Coordinator  
School Board Members  
Teachers  
Parents  
Pastor  
Parish Board  
Older Parishioners  
Students

The Community

Mayor  
Town Council/Selectmen  
Chamber of Commerce Officials  
Newspaper Editor/Education Reporter  
Auditor (school finance/tax rate).  
Parents  
Rabbi  
Ministers  
identifiable Antagonist/Protagonist

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### INTERVIEW SCHEDULE

The interview schedule varied according to the availability of written materials describing a particular community program. The first question in particular was eliminated when descriptive materials were available.

1. Please describe your program - number of students, grades, staff, amount of space, time and money involved. (Do you have any written materials?)
2. How and when did the program get started? Who was involved in support and opposition; were there legal problems; what were the major problems the program faced when it first began? What are the major problems it now faces?
3. Do you think the program has been effective?
  - a) If so, how, why, and for whom?
  - b) If not, why not and how could it have been effective?
4. What are the major strong points of the program? What are the program's major weaknesses? How could the program be improved?
5. How do people feel about the program?
  - a) Who likes it, why, and how do you know?
  - b) Who dislikes it and why, and how do you know?
  - c) How do you feel about the program, and why do you feel this way?

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6. Do you think the program has had an effect on the children involved in it? (Public and nonpublic children; religious and moral values, doctrinal knowledge, moral and religious activity).
7. Do you think the program will affect the future of nonpublic and public schools in your community?
8. How do you feel about public and nonpublic schools working together?
9. How do you feel about the desirability of maintaining a nonpublic school system? Why?
10. How do you feel about Federal, state and/or local assistance to nonpublic schools?
11. Open ended questions.

APPENDIX J-IV

Survey of Dual Enrollment Provisions conducted by Rev. Msgr. George E. Murray, Superintendent of Schools, Diocese of Manchester, New Hampshire. The survey was conducted in the spring of 1970.

Survey on Dual Enrollment Provisions conducted by  
 Rev. George E. Murray, Superintendent of Schools,  
 Diocese of Manchester, New Hampshire, 1970

STATE	DIOCESE	D.E. LEGAL PROVISION		D.E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% - AGE OF SCHOOLS PARTICIPATING	COMMENTS	REG. MAT.
		Yes	No	Yes	No	Yes	No			
ALABAMA	Mobile-Birmingham									
ARIZONA	Tucson		X		X					
ARKANSAS	Little Rock		X		X					
CALIFORNIA	Los Angeles		X		X					
	San Francisco		X	X	X	X		2%	9-12.Sci., Math.,For. Lan.	
	Fresno		X		X					
	Monterey									
	Oakland		X		X					
	Sacramento									
	San Diego		X		X				Not specifically forbiden-no state funds so almost all districts refuse dual enroll	
	Santa Rosa									



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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% - AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT
		Yes	No	Yes	No	Yes	No			
CALIFORNIA continued	Stockton	X		X		X		1 Secondary School	Math., Lang. Arts., Vocational & Industrial Arts	
COLORADO	Denver	X		X			X	10%	4-8. Sc., Math., Fine Arts	
	Pueblo		*	X			X	1 out of 34	Gr. 7-8 Sc., Math., & other *Interpretation of Atty. Gen. to allow local option for Shared Time	
CONNECTICUT	Hartford	*		X			X	15-20%	7-8 Sci., Manual Arts & Dom. Sci. *"Provision" Sec. 16, PA791 Att.	
	Bridgeport		X		X		X			
	Norwich	X			X					
DELAWARE	Wilmington		X	X			X	1%	9-12 Vocational	
DISTRICT OF COLUMBIA	Washington		X		X					
FLORIDA	Miami									
	Orlando		X		X					
	St. Augustine		X		*				Not practical because of distance between schools	





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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		%AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
FLORIDA continued	St. Petersburg		X*	X		X		4%	*Atty. Gen. Ruling Affirmative. 7-12 Science	
GEORGIA	Atlanta		X		X					
	Savannah		X		X					
IDAHO	Boise									
ILLINOIS	Chicago		X	X		X		3 Schools out of 422	7-8 Sci., Math. or Lang., Phy. Ed.	
	Belleville									
	Joliet		X*	X		X		5%	7-8 Sci. Math. For. Lang. Phys. Ed. *State Sup't. Decision	
	Peoria		*	X		X		2%	Sci. Math. Fine Arts *Interpretation favorable. Not Court Tested	
	Rockford									
	Springfield		X	X			X	1%	7-8, 11 & 12 Sci., Driver Training	
INDIANA	Indianapolis									

STATE	DIOCESE	D.E. LEGAL PROVISION		D.E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATION	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
INDIANA continued	Evansville		X		X					
	Fort Wayne-South Bend		?	X		X		2 out of 7 High Schools	9-12 Sci. For. Lang., Shop	
	Gary	X		X		X		5%	7-8 Sci. Math. Fine Arts	
IOWA	Lafayette									
	Dubuque	X		X		X		Elem. 18% Sec. 79%	7-12 Sci. Math. Lang. Arts	
	Davenport	X			X					
	Des Moines	X			X				Distance precludes using	
KANSAS	Sioux City									
	Kansas City		?	X						
	Dodge City									
	Salina									



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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
KANSAS continued	Wichita		X	X			X	5%	7-8 Vocational Arts	
	Louisville	X*		X			X	5%	7-12 Sci. Math. *Atty. Gen. Ruling	
	Covington		*		X		X	2%	*Atty. Gen. Ruling Legal Planned 70-71. Gr. 7-8 Sci., Math., Soc. St.	
LOUISIANA	Owensboro		*							
	New Orleans		X		X					
	Alexandria		X		X					
	Baton Rouge		X		X					
MAINE	Lafayette		X		X					
	Portland		X		X					
MARYLAND	Baltimore									
	Boston		X		X					
MASSACHUSETTS	Boston		X		X					

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REQ.  
MAT.

STATE	DIOCESE	D.E. LEGAL PROVISION		D.E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
MASSACHUSETTS continued	Fall River	*			X				*Atty. Gen. Opinion 1966 say nothing against it.	
	Springfield									
	Worcester		X	X		X				
MICHIGAN	Detroit		X	X		X		1%	Gr. 7-8	
	Grand Rapids	X		X		X		20%	7-12 Sci. Math	
	Lansing	X		X		X		10%	7-12 Sci. Math. P.E. Fine Arts, Shop, Bus. Ed.	
	Marquette									
	Saginaw		X	X		X		25%	7-12 Sci., Math., For. Lang., Vocational	
MINNESOTA	St. Paul Minneapolis		X	X		X		20%	7-8 Sci. Math., Shop, Home Ec.	
	Crookston									
	Duluth									



J-IV:7

STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
MINNESOTA continued	New Ulm	X		X		X		50%	7-12. For. Lang., Home Ec., Ship, Band, P.E.	
	St. Cloud	X		X		X		10%	*Expect increase 7-12 Sci. For. Lang. Ind. Arts & P.E.	
	Winona	X		X		X		20%	9-12 Sci. For. Lang.	
MISSISSIPPI	Natchez-Jackson		X	X			X	2%	9-12 Sci. Math	
MISSOURI	St. Louis		X		X					
	Jefferson City		X		X					
	Kansas City-St. Joseph		X		X					
	Springfield-Cape Girardeau									
MONTANA	Great Falls		X		X		X	3%	9-12 Sci. Math.	
	Helena									
NEBRASKA	Omaha		X		X					

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STATE	DIOCESE	D.E.LEGAL PROVISION		D.E.P PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATION	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
NEBRASKA continued	Grand Island	X		X			X*	20%	*Hope to legislate '71 Vocational-Tech.	
	Lincoln									
NEVADA	Reno									
	Newark									
NEW JERSEY	Camden									
	Paterson	X					X			
NEW MEXICO	Trenton									
	Santa Fe		X							
NEW YORK	Gallup									
	New York		X							
	Albany		X					3 schools	9-12 Sci. Math.	



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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
NEW YORK continued	Brooklyn		X*						Atty. Gen. ruled Blaine Amend. prohibits	
	Buffalo		X		X					
	Ogdensburg									
	Rochester		X		X					
	Rockville Centre		X		X					
	Syracuse		X		X					
NORTH CAROLINA	Releigh		X		X					
	Bismark		X*	X		X		2 schools	7-12 Sci. Math. Ind. Arts. Vocational Ed. *Atty. Gen. Ruling	
	Fargo									
OHIO	Cincinnati									
	Cleveland		X	X		X		5-10 <sup>8</sup>		7-12



J-IV:10

STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
OHIO continued	Columbus									
	Steubenville	X			X					
	Toledo	X		X		X		8%	7-12 Sci. Math	
	Youngstown	X		X		X		Very limited	9-12 For. Lang.	
OKLAHOMA	Oklahoma City Tulsa	X		X		X		28% secondary	9-12 Vocational Ed.	
	Portland			X			X	5%	7-8 P.E.	
PENNSYLVANIA	Baker									
	Philadelphia	X		X		X		8%	9-12 Sci. Math. Vocational Ed.	
	Allentown	X		X		X		5%	9-12 Vocational and Driver Ed.	
	Altoona- Johnstown	X					X			



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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
PENNSYLVANIA continued	Erie									
	Greensburg									
	Harrisburg	X		X		X		Not Available	7-12 For. Lang., Fine Arts & Others	
	Pittsburg									
	Scranton	X		X		X		5%	7-12 "Other" subjects	
RHODE ISLAND	Providence	X		Not Yet				Two or more schools in 1970-71 school year		
SOUTH CAROLINA	Charleston									
SOUTH DAKOTA	Rapid City									
	Sioux Falls	X		X		X		10%	4-12 Sci. Math. For. Lang. Fine Arts, P.E., etc.	
TENNESSEE	Nashville		X				X			
TEXAS	San Antonio		X				X			



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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
TEXAS	Amarillo									
	Austin									
	Beaumont		X		X					
	Brownsville		X		X					
	Corpus Christi		X		X					
	Dallas-Fort Worth		X		X					
	El Paso		X		X					
	Galveston-Houston			X	X					
	San Angelo									
UTAH	Salt Lake City		?		X				Limited basis Parochial Students take classes, esp. vocational, at public schools	
VERMONT	Burlington		X		X					



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STATE	DIOCESE	D. E. LEGAL PROVISION		D. E. PROGRAMS OPERATIONAL		STATE REIMBURSEMENT		% AGE OF SCHOOLS PARTICIPATING	COMMENTS	REQ. MAT.
		Yes	No	Yes	No	Yes	No			
VIRGINIA	Richmond		X	X			X	10%	2 schls 9-12 Very limited. Depends on local sup't. Science.	
WASHINGTON	Seattle	X		X		X		10%	7-8 Math P.E.	
	Spokane	X		X		X		25% of Schools but about 5% of students	7-8 Band. Vocat. Ed. Home Ec. etc.	
	Yakima	X		X		X		30%	7-12. Sci., Math., Fine Arts	
WEST VIRGINIA	Wheeling		X	X			X	1%	4-12 Fine Arts, etc.	
WISCONSIN	Milwaukee									
	Green Bay		X	X		X		8%	7-8 Vocational etc.	
	La Crosse		X				X			
	Madison		X	X			X	9%	7-8 Sci. P.E. Band Chorus	
	Superior		X	X			X	10%	7-12	
WYOMING	Cheyenne		X	X		X		40%	7-12 Math. For. Lang. Industrial Arts	