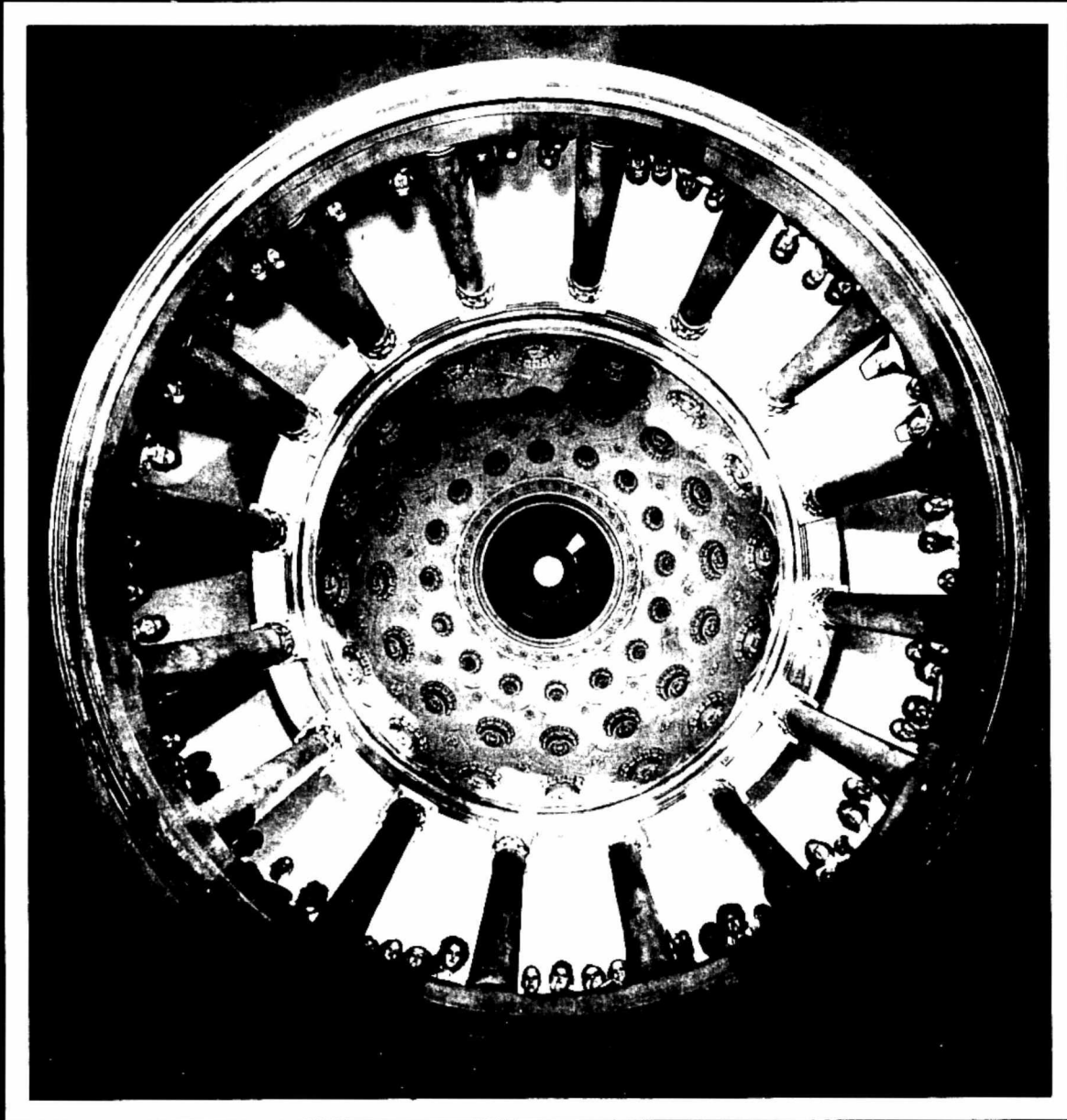


# REPORT FROM THE CAPITAL

JUNE 1967



*House Action Expands Federal Aid to Education—Page 4*

# News Analysis

by W. Barry Garrett

Major legislation was pushed through the House of Representatives the week prior to the long Memorial Day weekend. Among these were the \$13,137,488,000 appropriations bill, the extension of the Elementary and Secondary Education Act, and the Military Selective Service Act.

In all of these there are important issues of freedom.

**Civil Rights:** In the appropriations bill the House warned the officials of the Department of Health, Education, and Welfare on their enforcement of desegregation requirements for schools and hospitals. The report said:

"The Department has gone beyond the law in these enforcement activities and in requirements under the so-called guidelines. The Committee cautions that the Department will be expected to follow the law and will be expected to administer the law with equal firmness and fairness among all the states."

On the other hand, the Committee approved a \$1.1 million increase over fiscal 1967 for a total of \$4,511,000 for civil rights work.

In the House-approved ESEA bill an amendment was adopted to stipulate that desegregation guidelines "be uniformly applied and enforced throughout the 50 states." This amendment further requires that guidelines specify the "statutory law" or "other legal authority" on which they are based.

**Church and State:** The church-state issue in federal aid to education was resurrected in the House debate on extension of the ESEA. The issue was raised when Rep. Albert H. Quie (R., Minn.) attempted to shift the education act from categorical aids administered largely by the Federal government to block grants to states to be administered by the state departments of education.

The charge was made by the private school interests that under the Quie substitute they would receive less than under the present ESEA. The Administration forces countered

that the church-state "settlement" arrived at in 1965 on the parochial school issue would be unsettled by new and divisive approaches.

During the debate it became clear that both sides were using the church-state issue as a means to win support for their particular bill. The issue became a political football to obscure many of the real issues in the debate.

The Republicans claimed that their bill had been rewritten to assure the parochialists that their schools would receive as much aid under their bill as under the Democrat's bill. They claimed that church-state was not a real issue.

The Democrats charged that if the Republican version were passed a new "holy war" would break out in the nation and that the delicate church-state "settlement" achieved two years ago would be upset. They countered that their bill does not provide federal funds for parochial schools, but only for needy pupils and teachers.

In the final vote the Administration's bill was approved for extension to 1969. The present pattern of federal aid to needy persons in both public and private schools will continue.

**Conscientious Objectors:** When the House approved the extension of the military draft law, conscientious objectors to war and military service won a last minute victory.

An earlier version of the proposed law would have inducted conscientious objectors into the military service, but would have assigned them to noncombatant service or to appropriate civilian duties.

The version finally approved, however, was substantially the same as the present law. As it now stands conscientious objectors on religious grounds who are not inducted into the military service may be assigned by the local draft board to "civilian work contributing to the maintenance of the national health, safety or interest." On the other hand, a CO who is inducted into the service "shall be assigned to non-combatant service as defined by the President."

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#### "RELIGION AND PUBLIC EDUCATION"

A pamphlet containing some staff proposals as guidelines for teaching about religion in public schools. The proposals are made available for discussion and dialogue and will be considered by the Baptist Joint Committee on Public Affairs in semi-annual session in October. Single copies—free. Dozen copies—\$.75. 100 copies—\$5.00. 1,000 copies—\$35.00.

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**Executive Staff** of the Committee: C. Emanuel Carlson, executive director; W. Barry Garrett, director of information services; Walfrid H. Peterson, director of research services; and James M. Sapp, director of correlation services and editor of Report From The Capital.

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JUNE 1967—Volume 22, Number 4

Report From The Capital



# Washington Observations

*News — Views — Trends*

June 12, 1967



**THE CAPITAL** is pre-occupied with the problems of international relations and war. Large crowds of citizens with various persuasions are seeking to make their points with responsible people. Not only the "hot line" to the Kremlin but the nation's whole diplomatic corps is exceptionally busy.

**THE TENSIONS AND THE HIGH EMOTIONS** of these times make careful legislation difficult. A few cases, widely reported, can produce great political pressures. The "anti-flag burning bill" is now scheduled for a vote in the House of Representatives on June 15th.

**MEMBERS OF CONGRESS** will vote overwhelmingly for an anti-flag burning bill even though many of them have misgivings about its constitutionality. Although Rep. Emanuel Celler (D., N. Y.), chairman of the House Judiciary Committee, voted for it, he called it a "bad bill." He observed, "Who can vote against such a bill? It's like motherhood."

**THE BILL PROVIDES:** "Whoever casts contempt upon any flag of the United States by publicly mutilating, defacing, defiling, burning, or trampling upon it shall be fined not more than \$1,000 or imprisoned for not more than one year, or both."

**ALTHOUGH NO HEARINGS** have been held in the Senate, the plan is to rush the House bill to the Senate as soon as it is passed. The Senate will then set aside other business and vote.

**THE JUSTICE DEPARTMENT** has narrowly escaped a heavy caseload of conscientious objectors. The House Armed Services Committee suggested, as part of the new draft bill, a change in the handling of CO's. The proposal was to induct CO's as others and then give them alternate assignments. Many CO's are committed to resist induction as such and would have carried their cases to the courts.

**IN A LAST MINUTE** development the Committee accepted an amendment which restores the present practices in handling the conscientious objector, except that the review of CO cases handled by draft boards will no longer be carried out by the Justice Department.

**MEANWHILE, MORE SIGNIFICANT LEGISLATION** faces a more difficult road. Speculation is building up here that the ultimate school bill compromise, after Senate action, may be developed in the fringe areas somewhere between the Green and Quie House amendments and the 1966 Senate bill.

**CHIEF DIFFERENCE** between the 1966 Senate draft of the education funding amendment and the House 1967 product is the fact that Mrs. Green's House Amendment provides 100 per cent state sway over Title III innovative funds. Yet House conferees (including Reps. Green and Quie) turned down the Senate proposal little more than a year ago:

*Two views on federal aid to education clashed in action taken in the House of Representatives during May. Members of both parties were on both sides of the debate. Here is an analysis of what the controversy is all about.*

## HOUSE ACTION EXPANDS FEDERAL AID TO EDUCATION

By Walfred H. Peterson



Edith Green



Albert H. Quie

If the reader will indulge a nautical analogy, the passage of the Elementary and Secondary Education Act of 1965 will be likened to the passage of a ship through a dangerous channel. Expert pilots warned of three large sandbars: civil rights (Should federal education funds go to segregated education?); federal-state relations (Should the federal government invade this area of state prerogative?); church-state relations (Should federal aid funds benefit private education?). They also warned that these bars shifted position rapidly. That the passage was made at all was due to a high tide of democratic power occasioned by the 1964 election.

By 1967, however, the tide was ebbing and two new shifting sandbars appeared. One was produced by the competition between state departments of education and local school authorities for the available federal funds; the other by competition between the states for the funds. Thus, a new pilot, Carl Perkins (D., Ky.), had to call on all hands to watch for the many dangers. Perkins had replaced the experienced maneuverer in shallow waters, Adam Clayton Powell (D., N.Y.), who had recently been set adrift without provisions by a mutinous crew. The ship came through, but its rudder was bent a point or so starboard as it swept by the bars of civil rights and federal-state relations.

Here the analogy will be dropped overboard.

### The Minority's Starting Point

Representative Quie (R., Minn.) was chief spokesman for the minority forces who proposed a substitute for ESEA. He and eleven other Republican members of the



Clement J. Zablocki



Carl Perkins

House Education and Labor Committee signed a minority statement in House Report No. 188. One aspect of this statement was especially noteworthy, for it gave Republican endorsement to federal aid to elementary and secondary education.

"We, the undersigned, believe there is a continuing national interest served by Federal support for improving elementary and secondary education." (p. 88)

While some Republicans said similar things in the past, generally Republicans have opposed such federal aid, calling it an improper federal invasion of state prerogatives. If the new position is now permanent Republican policy, then one of the old issues may be dead except for a remnant of states-rights in both parties.

**Federal Aid To Education? Yes . . . but to the States!**

Champions of this position are Representative Edith Green (D.-Oregon) and Representative Albert H. Quie (R.-Minnesota)

**Federal Aid To Education? Yes . . . but to the cities and the school districts!**

Champions of this position are Representative Clement J. Zablocki (D.-Wisconsin) and Carl Perkins (D.-Kentucky)

### The Quie Distinctive

The Quie substitute for the House Committee's bill which aimed to extend ESEA to 1969 with minor changes was clearly distinctive at one point. It directed all categories of aid through the several state departments of education. In actual operation, the ESEA directed more than four-fifths of the aid through local school districts. This difference produced controversy.

Spokesmen for the Quie approach feared that the affluent federal Office of Education could more easily influence local school districts than it could influence state departments of education. Thus, the new minority acceptance of federal aid was coupled with a plan designed to minimize the regulative impact of that aid.

Opponents of this plan argued both that there was not significant federal control of local school activities under ESEA and that local school administrators are, on the whole, more creative, experienced, and able than are state school officials.

### An Effort at Another Distinctive

The Quie bill also made another change. It moved away from the present ESEA categorical aid under which each federal grant goes to a specifically approved program fitting one of three categories. The move was in the direction of general aid which in its ideal form would involve a flat grant to the state to be used as the state determined.

But Representative Quie only moved hesitantly in that direction. He expanded the number of categories to eight. This would have been a bold move toward general aid, because the substitute added that a block grant was to go to each state which would do with it what that state saw fit within the eight categories.

But the Quie bill took back what it seemed to give by stipulating that 50 percent of the state's block grant must fit the category that aided the economically and culturally deprived, and 7 percent must fit the category that built up library resources. Other important federal channeling was spelled out further limiting what at first appeared to be wide state discretion.

Thus, the Quie bill moved a step toward general aid, but then it moved back a half-step or so. The retreat made the minority effort at this point less than distinctive.

### To Whom Should Aid Go?

The competitive scramble for any aid given was centered at two points. Under ESEA and its proposed extension some three-fourths of all federal funds were earmarked for the educationally and culturally deprived. Indeed, the Democrats had sold the 1965 bill largely as an economic measure to end poverty by means of education. Under Quie's proposal only 50 percent of the funds would have to go to such programs, though states could designate more if they so chose.

The Quie forces stressed this freedom. The ESEA forces argued that state departments of education would not be free. Rather, they would be under pressure to weight aid toward the rural areas and suburbs instead of toward urban slums.

Also, the Quie bill offered a different formula for dividing aid between the states than that used under ESEA. In brief, the Quie formula would have been more proportionate to state population, though weighted for economic factors. The ESEA, as finally amended by a motion of Sam Gibbons (D., Fla.), gives special weight to

the poorest states. Even before this amendment, the ESEA forces claimed their formula put money where the need was greatest. Much editorial opinion agreed.

### Church-State Issues

The ESEA had weathered the church-state controversy involved in federal aid to education by adopting the child benefit theory. This meant that its programs were to aid children in all schools and not to aid private schools as institutions. Quie's proposal kept that scheme, but it added to "library resources" a new category of things—"laboratory and other instructional equipment." This broadened the library title of ESEA substantially. That title had been the one which caused most objection by the Baptist Joint Committee staff to ESEA administration on grounds of sloppy church-state relations.

#### STAFF REPORT

The complete 11-page Staff Report on CURRENT EDUCATION LEGISLATION, on which this summary is based, is available upon request.

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Further new aids to private school pupils also appeared with one especially broad category ending the list. It simply said states could devise "other special programs designed to strengthen and improve elementary and secondary education in the State and to promote equal educational opportunities." These programs would be available to private school pupils.

Since no Hearings on the Quie substitute had been held, there was no idea of what the authors intended by these broad words. The word "special" was said to mean that general aid for salaries and construction was forbidden. But beyond this, content was uncertain.

This loosening up and expansion of the categories of aid available to private school pupils worried those who wanted such aid spelled out with precision. On the other hand, private school forces worried about the Quie shift of programs and money to state departments of education. They feared that some rigid state constitutions might make it impossible for state officials to pay out money to programs benefiting pupils in private schools. And state taxpayers, unlike federal taxpayers, can force such questions

to receive judicial airing. The substitute proposal had provisions to get around problematic state constitutions, but no one could be certain of their effectiveness.

As a result, Quie lost support from proponents and opponents of private education aid.

These church-state matters were complicated by an amendment by Congressman Zablocki (D., Wisc.). While Representative Zablocki was a supporter of the extension of ESEA, he wanted to expand the library title of that act to include "instructional materials and equipment." This would have changed the library title into a library and science equipment title much like the Quie bill proposed, and it would have covered pupils in private schools. The Wisconsin Congressman, however, withdrew his motion on the assurance that it would receive attention by the House Committee. Clearly, this kind of effort to expand the "library materials" title is not dead.

### The House Compromise

In the final battle, party lines were broken. The extension of ESEA received support from some twenty Republicans who mostly represent urban areas. Southern Democrats went with Quie. The substitute bill lost 169 to 197, but one amendment added to ESEA on the floor moved in Quie's direction. It placed title III of ESEA, which encourages educational innovation and experimentation, in the hands of state authorities, thereby removing it from the control of the Office of Education and local school districts.

Representative Edith Green (D., Ore.), who had introduced the title III amendment, also played a key role in proposing an amendment affecting desegregation guidelines. It required that these guidelines be "uniformly applied and enforced throughout the 50 states." Presently, these guidelines relate only to states having a dual school system.

While approved by voice and while supported by Southerners, House debate on this amendment was confusing. Pro and anti-civil rights spokesmen could find comfort in the same language. Whatever its meaning, another amendment by Representative L. H. Fountain (D., N.C.) was a Southern victory. It required that an official hearing must be held with a finding of evidence of racial discrimination before funds could be withheld from a school district on grounds of noncompliance with the Civil Rights Act.

### Senate Action Pending

All of this, of course, will affect and will be affected by what the Senate does. There, with little fanfare, hearings are now underway. But the many forces that played their roles in the House action will not be sleeping.

By V. Elving Anderson

**Christians cannot avoid a concern for public education, whether or not they are also involved in supporting church-related schools.**

## THE ROLE OF THE CHRISTIAN IN PUBLIC EDUCATION

Several developments over the past ten years have direct implications for the Christian's role in public education. Some of these events may appear to make the task much more difficult for a teacher with a personal religious commitment. On the other hand, the present situation might well provide an opportunity to re-evaluate our strategy and develop different methods of approach which turn out to be much more appropriate and helpful.

It is reasonable to assume that the Christian faith will come into tension (and perhaps open conflict) with the spirit of any age. It is essential, however, to identify the basic areas of tension lest our energies be spent on peripheral points and the challenge of the Gospel be blunted. If this task is thoughtfully carried out, it can result in a significant contribution to public education in general as well as strengthening a Christian witness.

I will illustrate from the area of the natural sciences, with which I am better acquainted, but the points should apply in principle to other academic areas.

### Some Recent Developments

A new wave of curricular development started about ten years ago, first in mathematics, then in the physical sciences, biology, earth sciences, and more recently English and social studies. Funds from the National Science Foundation help to set up conferences and support writing teams (including a broad representation of scientists, educators, and classroom teachers). Early drafts of texts and lab materials were pretested in classrooms and then revised.

Much more emphasis has been placed on the laboratory as the place where scientists pose questions and design experiments to obtain data. There are extended discussions of the relationships between facts and theories. Science is treated as a means of inquiry, not merely a collection of facts already obtained by others. (Recently, however, there have been some claims that these objectives are not being met.)

A variety of new audio-visual techniques have been adapted to almost every subject area. In libraries the expanding flood of publications coupled with technological advances have led to new methods of information storage and retrieval. The renewed

emphasis on laboratory experiences in the sciences has expanded the demand for more complex equipment.

Largely as a result of such equipment needs the costs of education have risen markedly. Federal support at all levels of education has become increasingly important. Federal grants also support teachers as they obtain advanced degrees and in-service training.

Research into the nature of the nervous system function is beginning to affect our understanding of the educative process. At the University of Minnesota we have initiated one of the first graduate training programs in human behavior genetics. A number of chemicals (like LSD) are known to modify behavior in varying directions and degrees. Conditioning techniques can be used to train retarded children to carry out complex tasks or to use more socially acceptable behavior. The development of computers has suggested many models for the investigation of human brain function. There is a continuing search for a possible biochemical basis for memory storage.

Recent legal decisions have forced a re-examination of the ways in which topics that appear to touch religious issues can be handled in public schools. Most teachers (not just those with deep religious commitments) would appreciate constructive guidance on this problem. A refusal to discuss such questions at all can give the impression that they are of little significance in the present world.

### Opportunities in Public Education

Christians cannot avoid a concern for public education, whether or not they are also involved in supporting church-related schools. The great majority of young people will continue to attend public schools. The majority of Christian teachers will continue to serve in public schools.

As compared with a teacher in a church-related school, the teacher in a public school has a different pattern of freedom. I have taught both in a church-related college and in a state university. In the former situation I felt more free to refer to the Bible as an accepted basis for discussion, whereas I must now remember that a sizable fraction of my students may not share this view of the Bible. On the other hand, I now feel

more free to explore some of the more "sticky" problems posed by science without fear of embarrassing the school in the minds of its constituency.

In addition, I see two potential problems that might result from an emphasis only on church-related schools. By choosing this way to resolve some of the tensions and conflicts in ideas, we might settle for easy solutions that fail to deal with the problems at a basic level. Furthermore, we will leave the public school students and teachers stranded, without the benefit of the tensions produced when basic religious questions are considered.

How, then, can a teacher maximize the opportunities in the public situation?

There is no substitute for excellence in one's subject matter field. This would include a good initial preparation and provisions for continuing growth. A good teacher will also aim to have some direct experience in his field. Summer employment or summer institutes can provide valuable exposure to an ongoing research study, for example.

To this should be added a good understanding of the history and philosophy of the field. Some scientists forget that they work within an historical context and that their ideas are conditioned by the surrounding cultural milieu. A number of the points of tension between science and the Christian faith arise in part from a scientific exclusivism that is historically and philosophically naive. A well prepared teacher will comprehend the strengths as well as the limitations of science. It may be helpful to select a few key ideas for more thorough exploration. I have, for example, tried to become familiar with the meaning of "explanation" because it is apparent that many misunderstandings arise from the different uses of explanation in science as compared with theology.

The teacher should understand the relationship between Christian commitment and the spirit of free inquiry. It is possible (and essential for a Christian teacher) to develop a personal philosophy that will integrate good science and religious commitment. A

*(Continued on page 7)*

*The writer is Professor of Genetics, University of Minnesota and Associate Director of the Dight Institute for Human Genetics at that institution. A Baptist, he has taught at both Bethel College and Bethel Seminary, institutions affiliated with the Baptist General Conference.*



committed teacher can and should be open-minded and fair in the treatment of evidence. Two most helpful booklets have been written by Prof. Hooykaas of the Netherlands: *Philosophia Libera. Christian Faith and the Freedom of Science and The Christian Approach in Teaching Science*. (Published by Tyndale Press, London)

The teacher must know how to handle religious questions that may arise in the course of class discussions. An arbitrary or fearful dismissal of such questions defeats the spirit of free inquiry. We can help students learn how to distinguish between statements for which there is empirical evidence and interpretations which reflect a personal religious view. I find it essential to make a distinction between *science* as a research field and *scientism* as an extrapolation to a comprehensive world-view.

A Christian teacher should be encouraged to explore carefully a few key theological issues that relate most closely to his field. Similarly, he should be sensitive to problems that are of general concern and require public understanding. For example, I have tried to understand the depth of meaning in the doctrines of creation and providence as they provide a basis for freedom in science. Currently I am searching for a constructive approach to the question of the genetic control of man's future which will remain open to scientific advances but will also emphasize the relevant Christian presuppositions.\*

### The Role of Our Churches

In our communities we can become acquainted with the public school teachers and their individual approach to the teaching situation. The introduction of new science curricula provides an excellent "excuse" for such a discussion. On several occasions I have brought together a few science teachers and a few pastors to discuss the new courses, so that each might learn the others' points of view.

At some regional level we could provide conferences for teachers, to consider the religious implications of their fields, and to discuss modes of witness that would be appropriate in a public setting.

We should also consider the strategic importance of public education. Science is a high-prestige field, the importance of which is obvious to any developing nation. But it is essential that science be taught in a truly free manner. It is possible that science teaching would form an even more strategic avenue of Christian witness today than medical missions.

\* Anderson, V. Elving. 1966. The Control of Man's Genetic Future. *J. Amer. Sci. Affil.* 18:97-101, 111.

## Two Appraisals

# Religion and Public Education

Editor's Note: The May issue of *Report From The Capital* carried proposals of the staff to the Baptist Joint Committee on Religion and Public Education. Here are appraisals of those proposals by respected leaders of two Baptist denominations.

by Sabin P. Landry, Jr.

The Baptist Joint Committee on Public Affairs should be applauded for its new pamphlet containing suggested guidelines for relating religion and public education. It is one of the first pieces of literature designed especially for Baptists which assumes a positive rather than a negative stance in dealing with the problem which confronts contemporary American society. While the pamphlet, in expressed cautions, calls for care in guarding against violations of the principle of separation of church and state in public education, its main thrust is toward *what can be done* and *what should be done* by religious leaders and constituencies to seek a closer functional relationship between religion and public education.

The pamphlet does not pretend to proffer a "ready-made" solution for every situation which now exists or which may emerge. No one should expect it to. Nor does it call for a headlong plunge in any direction which may arouse hostility among some. Instead, it appeals for a recognition of the problem, for a clear understanding of the significant factors and emotional elements which may be involved in dealing with it, and for dialogue which may proceed toward appropriate community planning and action on the basis of the guidelines suggested.

Particularly heartening is the pamphlet's affirmation of objective teaching of religion in the public schools, a position which recognizes the factual situation and calls for an approach which is not only constitutionally but also educationally sound.

One is bound to be struck by the many issues relevant to the proper place of religion in the public schools which are dealt with in the pamphlet—ceremonials, school personnel policies, the teaching of ethical values, the school calendar and religious groups, and others. In fact, one is hard put to think of a major concern which has not been covered. And in all cases, the guidelines, concisely but clearly stated, are singularly pertinent. But perhaps the most impressive characteristic of the pamphlet is

(Continued on page 8)

The writer of this article is Professor of Religious Education at the Southern Baptist Theological Seminary, Louisville, Kentucky.

by Gordon H. Anderson

It is significant and commendable that the Baptist Joint Committee has set forth guidelines for Religion and Public Education. The recent decisions by the Supreme Court on prayer and Bible reading in the public schools have caused much concern in both religious and political circles. The Joint Committee has done well to study and think through the problem. Although some Baptists may disagree with their conclusions, the majority will agree their proposals are in keeping with the historic Baptist position of separation of church and state.

The guide emphasizes the need and importance for religion to be properly related to education in the public school. The freedom and rights of every pupil is essential. The rights and privileges of the minorities are to be protected. Religious leaders are encouraged to relate themselves to the schools but not as a means of reaching sectarian goals.

The schools are encouraged to use religious materials objectively for study which will instruct the pupils concerning religion and its many teachings. Confidence is expressed in truth when presented without bias or prejudice. It is well stated, "Excluded from the proper functions of the public schools is the establishment of a 'religion of secularism' in the sense of affirmatively opposing or showing hostility to religion, or the preference for a particular religion."

The guide does not propose religion to be excluded from the school. It is not to be an irreligious or Godless institution. This is clearly stated in the sections on "Content That Is Proper To Public Education," "The Proper Concern for Ethical Values," "Acceptable Educational Methods And Activities," "The School Calendar and Religious Groups," and "Ceremonials." The moral and spiritual atmosphere in a school is not produced by religious programs or activities but by the spiritual attitudes and influence of the school personnel and the community climate. The brochure does not give

(Continued on page 8)

The writer of this article is Executive Secretary of Home Missions for the Baptist General Conference (Swedish Baptists).

**HR 1198, S 3—JUDICIAL REVIEW.** To provide effective procedures for the enforcement of the establishment and free exercise clauses of the first amendment to the Constitution. (S 3 passed May 17, Senate Report 222.)

**HR 7819, S 1125—ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS.** Extends act for one year beyond June 30, 1968, expiration date. (HR 7819 passed May 24, House Report 188.) Senate Hearings in progress.

**HR 232, S 1126—HIGHER EDUCATION AMENDMENTS.** Provides broad training authority for education personnel; extends Higher Education and National Defense Education Acts five years; increases interest rates for academic facilities loans; permits academic institutions to borrow 100 per cent federal money for NDEA loans. Hearings completed in House.

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#### LANDRY

the perspective from which it has been written. For those who fear that the pamphlet represents an attempt to breach the wall of separation between church and state, such fear should be put to rest by the repeated indications in the pamphlet that the religious prerogatives of every individual should be protected at all costs. On the other hand, for those who fear that the zeal of religious militancy may be blunted by the pamphlet's appeal for discussion and dialogue leading to community acceptance of appropriate procedures, such fear should be faced in the realization that the public school is not the place for activities designed to win allegiance to doctrinal affirmations or to develop religious commitment. These are tasks which rightly belong to the church and the home. It is to propose the proper role of the public schools in dealing with religious matters and to set forth guidelines for appropriate and effective cooperation between religious leaders and public school authorities that the pamphlet has been produced. It represents a difficult and magnitudinous task well-done.

#### ANDERSON

any substantial consideration to this which might have strengthened the brochure. There is a need and a desire for a spiritual atmosphere to prevail in our schools even though they are secular. This should come naturally from the spiritual life and character of administrators and teachers. Spiritual warmth is needed.

Heartily we concur that the teaching of religion is the privilege, prerogative and responsibility of the church and other religious bodies. As stated in the brochure, "The public school is an educational function, administered by public school authority and financed by public funds."

The proposals are comprehensive yet concise covering the critical issues of this vital subject. Every member of our Baptist constituency should be provided a copy and engaged in a group discussion concerning the proposals. The brochure merits distribution to public officials, religious bodies of other faiths, educators, and community leaders to acquaint them with the Baptist position concerning religion in the public school and also provoke their thinking concerning these principles.

Through our Biblical insights and historical experiences we have much to contribute to the contemporary scene. This guide should have much influence on the decisions and attitudes on the subject in our nation.

#### Cover Picture

School children by the thousands—both public and private—pour into the capital city during late spring and early summer each year. A focal point of their visit is the United States Capitol.

Peering heads create a living frieze around a balustrade in the Senate Rotunda. Architect Latrobe built this vestibule as a light well replacing stairs burned in the Capitol's 1814 fire. He gave capitals atop the 16 columns a motif of tobacco flowers and leaves—a tribute to the plant's importance in the young Nation's economy.

National Geographic Photographer George F. Mobley  
Photo Courtesy U. S. Capitol Historical Society

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