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Compatriots for Academic Freedom

TO: TRUSTEES OF YOUTH CULTURE
THEME: SUPREME COURT DECREES "FREEDOM OF SPEECH AND INQUIRY AND OF BELIEF"
FROM: COMPATRIOTS FOR ACADEMIC FREEDOM, C. E. Winslow, Director

An objective review of relevant U. S. Supreme Court cases confirms that the First Amendment mandate prohibits the state or school board from excluding the traditionally accepted religio-scientific Creation view of origins and Prayer per se in public education. The Court ruled in the Epperson v. Arkansas anti-evolution statute case, November 12, 1968 that, "...The law must be stricken because of its conflict with the constitutional prohibition of state laws respecting an establishment of religion or prohibiting the free exercise thereof...Government in our democracy, state and federal, must be neutral in matters of religious theory, doctrine and practice. Our Courts have not failed to apply the First Amendment mandate in our educational system where essential to safeguard the fundamental values of freedom of speech and inquiry and of belief. By and large, public education in our Nation is committed to the control of state and local authorities. The State may not adopt programs or practices in its public schools or colleges which 'aid or oppose' any religion."

In that Arkansas decision Justice Black conceded, "...I reluctantly acquiesce," then questioned if this "Court's decision infringes the religious freedom of those who consider evolution an anti-religious doctrine. If this theory is considered anti-religious, as the Court indicates, how can the State be bound by the Federal Constitution to permit its teachers to advocate such 'anti-religious' doctrine to school children?" Justice Stewart added, "It is one thing for a State to determine that the 'subject of higher mathematics, or astronomy, or biology' shall or shall not be included in its public school curriculum. It is quite another thing for a State to make it a criminal offense for a public school teacher so much as to mention the very existence of an entire system of respected thought." Justice Black basically agreed with the renowned scientists who attest that Creation is as scientific as evolution, and evolution is as religious as Creation. Neither can be demonstrated in the laboratory, and acceptance of either requires an element of faith. The Court's pledge to "safeguard the fundamental values of freedom of speech and inquiry and of belief" mandates academic freedom for teachers to teach and for students to "inquire" and to express an alternative relevant "belief". It prohibits monopolistic emphases in public education.

In writing the Court opinion in the 1961 Engel v. Vitale New York Board of Regents' prescribed prayer case, Justice Black said, "The State's use of the Regents' Prayer in its public school system breaches the constitutional wall of separation of Church and State...It has been argued that to apply the Constitution in such a way...is to indicate hostility toward religion or toward prayer...Nothing could be more wrong. The history of man is inseparable from the history of religion...There is nothing in the decision reached here that is inconsistent with the fact that school children and others are officially encouraged to express love for our country by reciting historical documents such as the Declaration of Independence which contain references to the Deity or by singing officially espoused anthems which include the composer's professions of faith in a Supreme Being." Justice Stewart dissenting exclaimed, "Since the days of John Marshall our Crier has said, 'God save the United States and this Honorable Court'." (At opening of each session)

Justice Clark said in the 1962 *Abington v. Schempp* and *Madalyn Murray (O'Hare) Supreme Court* opinion, "No state law or school board may require that passages from the Bible be read or that the Lord's Prayer be recited in public schools of a State at the beginning of each day...The Founding Fathers believed that there was a God...evidenced in their writings, from the Mayflower Compact to the Constitution itself. This is evidenced today in our oaths of office from the Presidency, 'So help me God'...Likewise each House of Congress provides through its Chaplains an opening prayer...In military services. Today, as at the beginning, our national life reflects a religious people who, in the words of Madison, are 'earnestly praying...that the Supreme Lawgiver of the Universe...guide them...' In the 1952 *Zorach v. Clauson* case, we gave special recognition that 'we are a religious people whose institutions presuppose a Supreme Being'...We agree...that the State may not establish a 'religion of secularism' in the sense of affirmatively opposing or showing hostility to religion, thus 'preferring those who believe in no religion over those who do believe'...It might be said that one's education is not complete without a study of comparative religion or the history of religion and its relationships to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities."

The 1964 Civil Rights Acts declared to be unlawful: "Discrimination or segregation of any kind on the grounds of race, color, religion...if either purports to be required by any kind of rule, order..." It is ironic that we are exhausting vast resources for integration of minorities but are doing nothing about the "Reverse Discrimination" against the majority of students who embrace the "Creator" view of origins but are exposed to monopolistic secular humanistic evolution in violation of their constitutional right to hear the alternative Creation view as an essential phase of the learning experience. Almost imperceptibly the innovate ideology infiltrated education, literature, the media, religion and society, subtly inundated, mythicized and replaced the traditionally accepted "Creator" view of origins, and eliminated the practice of Prayer per se in public schools. Tax-payers are being hoodwinked, educators threatened, children cheated and students are victims of bureaucratic manipulation which excludes Creation and Prayer from the learning process.

It is historically significant that a century before western civilization experienced the "Decade of Decadence" Charles Darwin was warned by his Cambridge University geology professor, Adam Sedgwich, that what a man believes about his origin influences his behavior pattern. Sedgwich described ORIGIN OF SPECIES as, "A dish of rank materialism cleverly cooked and served up merely to make man independent of a Creator — and humanity would suffer a damage which might brutalize it and sink it to a lower grade of degredation than..." since the beginning of history. In just eleven years Darwin confessed, "My theology is a simple muddle. I cannot look upon the universe as a result of chance. But I can see no beneficent design in the details." He withdrew his membership from the Church of England and became an agnostic — an admission that his postulate was incompatible with the historic scientific Creation view of origins. A contemporary liberal who rejects the authority of the Bible, Lyman Abbot admits that "Evolution has revolutionized our conception of sin and the Bible. I do not believe in the infallibility of the Book...But if we of liberal faith hope to retain the attractive power of the church, we can do it only by holding fast the great spiritual facts...or in despair men will desert us (religion) altogether, and live a wholly material life."

Harvard political scientist, James Q. Wilson, links the rise in crime with faltering spiritual and family ties. He says, "As citizens lose their belief in God they lose their belief in the hereafter and begin to live like animals in a jungle." Was "Creator-less" secular humanistic evolution the embryo of the anti-Bible, anti-Decalogue ideology which mythicized Biblical Authority, demoralized instructional materials, spawned the "discipline-less", liberal, new-morality, permissive, situation ethics philosophy which precipitated the uncivil economic, political and social revolution? Was it the bases of the innovative philosophies of men like G. Brock Chisholm, Benjamin Spock and John Dewey who proclaimed abolition of absolutes, "eradication of the concept of right and wrong (conscience), escape from moral chains (the Decalogue) and are able to think freely."

Eminent analysts, educators, historians, scholars, scientists agree that the destiny of a nation depends upon the moral integrity of its citizens, and that collapse inevitably follows destruction of the foundation of any structure, economic, material, physical, political or social. Western civilization witnessed in the memorable sixties what could have been the fulfillment of Adam Sedgwick's prediction in a public demonstration of anarchy, arson, atrocities, immorality, promiscuous sexual revolution, rebellion, terrorism, vandalism, violence, WATERGATES! Contemporary philosopher Will Herberg described our plight impressively, "The spiritual armature of our culture...has reached an advanced stage of disintegration. We are surrounded on all sides by the wreckage of our great tradition. In this kind of chaos, neither freedom nor order is possible. Instead of freedom, we have the jungle wilderness of normlessness and self-indulgence." Clifton Fadiman wrote in the Saturday Review, "The average high school graduate today does not know who he is, where he is, or how he got there. He is lost."

The elimination of biblical absolutes and God-consciousness has catapulted students into intellectual orbit without chart or compass, generated moral chaos, left a vacuum which precipitated a search for substitutes, and the 'land of the free and the home of the brave' has become a laboratory of experimentation with vile cultist ideologies and anything that sensual fulfillment requires. A noted scholar and authority on civil law at the City University of New York and the New York Law School until recently, Rabbi Emanuel Rackman warned, "In the academic world attitudes toward religion have become so negative that people seriously committed to it are regarded as suspect...In a way, our public policies have been more destructive to religion than Russia...Our tradition of separation of church and state has been carried to the point of indicating all moral values are relative. U. S. trends both in education and government and legal processes have so isolated religion from public life, an especially ironic twist in a nation whose origins were based on religious premises." Werhner von Braun, father of the space age added his word of wisdom to a society in crisis: "The grandeur of the cosmos serves only to confirm my belief in the certainty of the Creator. Science and religion are not antagonists." He saw religion as an indispensable partner of science; that neither science nor technology has moral dimension; that "religion must give us the moral guidance we so desperately need."

Patriotic Americans are apprehensive about declining cultural and moral quality in public education, and are offended by the reprehensible flagrant violation of a First Amendment mandate for academic/religious freedom as interpreted in relevant Supreme Court decisions. Both Houses of Congress have registered positive support for Voluntary Prayer in public schools. Several states have enacted legislation for the Creation view of origins in tax-supported schools. Two Florida legislators are filing concurrent bills in the House and Senate for the inclusion of Creation in public schools. Our Patriotic Opinion Poll indicates above 80% approval of both Creation and Prayer per se in public education. A U. S. Congressman told me in his Washington Office that the survey of his constituents resulted in 90% approval of Prayer. When I inquired at the Department of Health, Education and Welfare for the basis for excluding the Creation view and Prayer from public schools, I was informed that "It is not statutory; it is based upon relevant Supreme Court cases." We are including excerpts from their list of Court cases which we researched at the Library of Congress. The Department of HEW also informed us that "The control of the education of citizens is specifically left in the hands of local communities through the use of taxes and under the sponsorship of school boards, administrators, teachers, students, parents and community organizations.

Legislation is not really necessary but positive and specific action by school boards with the support of administrators, teachers, parents and community citizens and organizations who confirm academic freedom can "Break the Back of the Bureaucracy" which has imposed a negative policy toward morality and religion in government-supported education. We are submitting a specific Resolution to begin the process to restore constitutional freedom for the discipline of the "Creator" view and Prayer per se in public education. We solicit your approval and implementation of the policy which is based on relevant Supreme Court decisions.

RESOLUTION FOR CREATION AND PRAYER IN PUBLIC EDUCATION
Supreme Court Approves

Whereas, The U. S. Supreme Court has confirmed that the First Amendment mandate prohibits the exclusion of the traditionally accepted historic religio-scientific Creation view of origins and Prayer per se in public education; and

WHEREAS, There has developed an imbalance in public education during this century, which has imposed a reverse policy in the teaching of origins, replaced the "Creator" concept with evolutionary theory, and made Prayer obsolete;

THEREFORE, BE IT RESOLVED THAT WE,

FIRST, Encourage Educators and Students to exercise their Constitutional Rights as indicated in Supreme Court opinions relevant to the alternative Creation concept and Prayer per se in public education;

a) The Court encourages the use of the Declaration of Independence which incorporates the "Creator" concept;

b) The Court emphasizes the fact that Prayer is practiced in government functions;

SECOND, Request the Department of Education to provide Instructional Materials for our schools which include the Creation view of origins, modifying, if necessary, the criteria for selection of such as the Two Model Approach dialogue in origins;

a) The Court approves the study of the Bible for "its historic qualities";

b) Textbooks and other materials are available for teaching the Creation view scientifically, as a viable alternative to evolution;

THIRD, Request Authors and Publishers to produce or make available Instructional Materials which present the Creation concept;

a) The Court has ruled out monopolistic policy in education and pledged to safeguard the neutrality mandate;

b) The Court recognized that education is not complete without a study of religion and the Bible;

FOURTH, Request the media to cooperate in clarifying prevailing misconceptions and misinterpretations of Court rulings in relevant cases;

a) Such as an Associated Press release April 12, 1979, erroneously stating that the U. S. Supreme Court has ruled that teaching Creation crosses the constitutional barrier between church and state;

b) A personal call to the legal office of the Department of HEW for documentation of that report failed to produce any such decision by the Court.

HONORABLE TRUSTEES OF YOUTH CULTURE, you are humbly requested to approve this Resolution to initiate a policy to correct the violation of Constitutional Rights, and provide justice for our students in tax-supported public education.

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