

cation program that successively exiled a dissenter's child, ten-year-old Terry McCollum, to the rear of the classroom, a desk in the hall, and the teacher's rest room. (It was not necessary to go beyond court records, statutes, and state constitutions for the purposes of Dr. Boles's study but, where religious liberty is involved, can one truly plead for faith in the good will of the several religious groups without some exorcizing of the ghosts of the Know-Nothings, the Ku Klux Klan, and the Christian Front?)

This swift summary is surely not a complete history. Have there not been instances where a Christian Church has used its influence in support of religious liberty? Alas, Dr. Boles finds few such instances to report. Those who first fled to these shores seeking religious freedom were seldom ready to grant it to those of other faiths who came later. The protections of the First Amendment were demanded not by religious leaders but by political leaders who were conscious of the privileged status won by established churches under the several colonial governments.

Are these extreme arguments to make against a mild plea for belief in the "good faith" of all parties in Bible-reading disputes? Although we have different views, can we not trust one another? A candid Christian, willing to take an honest look at the history of those who have professed to follow the teachings of the New Testament, must admit we have not earned such trust. Apart from the tragic record in other lands, the many cases reported by Dr. Boles concerning Bible reading and allied problems in religious education are persuasive proof that, to insure due reverence is rendered to God, Christians will call upon Caesar. Are we prepared to offer evidence to the contrary?

The latest evidence, to which the author devotes ten pages, is *Schempp v. Abington School District*. Mr. and Mrs. Schempp did not believe that the State of Pennsylvania could compel their children to stand at the start of each school day, listen to ten verses from the Bible, and then recite the Lord's Prayer. The Federal District Court agreed with them. By the time the case reached the U. S. Supreme Court, the legislature had amended the law so that a child might be excused. The case was returned for retrial. This February the District Court again held that "Bible reading and mass recitation of the Lord's Prayer" is unconstitutional. Now, it seems, the issue Dr. Boles has delineated so ably will at last be decided in the U. S. Supreme Court. (Since this was written, the Supreme Court has heard argument about an opening prayer used daily in

New York public schools. A decision in this case should have the same consequences as a decision about Bible reading.)

If the holding of the District Court is sustained, what will be the Christian reaction? Commenting on the eight state courts which have held that Bible reading is illegal, Dr. Boles says, "Their decisions have generally upheld the rights of religious minorities in danger of having their religious sensibilities

jolted by an impatient and occasionally unfeeling majority." In the near future we may learn if "impatient" and "unfeeling" or even harsher labels are justified for the Christian majority in this country. Will we still insist on reaching for the imperial sword that Theodosius put at the service of the church? Or will we at last learn that the Gospel can properly be taught only in accordance with the principles of the gentle Galilean?

New Books



THE ACADEMIC PRESIDENT—EDUCATOR OR CARETAKER? By Harold W. Dodds. McGraw-Hill. 294 pp. \$5.95. (Reviewed in this issue.)

THE AMIDON ELEMENTARY SCHOOL. By Carl F. Hansen. Prentice-Hall. 252 pp. \$5.95. (See EDITOR'S BOOKSHELF.)

EDUCATION AND A RADICAL HUMANISM. Notes toward a Theory of 'the Educational Crisis. By Max Lerner. Ohio State University Press (Columbus, Ohio). 63 pp. \$2.50. The noted columnist, lecturer and teacher proposes a new program of "creative education."

UNIVERSITIES OF EUROPE. By Anthony Kerr. Canterbury Press (Court Place, Westminster, Md.). 235 pp. \$5.75. A report on how higher education serves and is served by the varying economic, social and political needs of each country in Europe.

ADMINISTRATORS IN HIGHER EDUCATION. Their Functions and Coordination. Edited by Gerald P. Burns. Harpers. 236 pp. \$4. Distinguished educators offer suggestions on a wide variety of administrative problems.

IN DEFENSE OF YOUTH. By Earl C. Kelley. Prentice-Hall. 145 pp. Cloth, \$3.95. Paperback, \$1.95. An analysis of the problem of juvenile delinquency and some specific suggestions for its solution through education.

TEACHING IN AMERICAN SCHOOLS. A Handbook for the Future Teacher. By T. M. Stinnett and L. D. Haskew. Harcourt, Brace and World. 184 pp. Paperback, \$2. Written primarily for high school students who have an interest in teaching as a career.

THE SCHOLARS LOOK AT THE SCHOOLS. A report of the Disciplines Seminar. National Education Associa-

tion, (1201 Sixteenth St., N.W., Washington 6, D.C.) 64 pp. Paperback, \$1.50. Recommendations for effective instructional materials and programs for use in the schools today, by a group of top scientists and educators.

THE FEDERAL INTEREST IN HIGHER EDUCATION. By Homer D. Babbidge, Jr. and Robert M. Rosenzweig. McGraw-Hill. 214 pp. \$5.95. (To be reviewed next month.)

THE AX-GRINDERS. By Mary Anne Raywid. Macmillan, 260 pp. \$5. (To be reviewed next month.)

EDUCATION FOR THE PROFESSIONS. The Sixty-first Yearbook of the National Society for the Study of Education. Part 2. (Available from the University of Chicago Press, Chicago, Ill.) 301 pp. \$4.50. A series of essays on current trends in professional education.

LEARNING HOW TO LEARN. An American Approach to Montessori. By Nancy McCormick Rambusch. Helicon Press (Baltimore, Md.). 180 pp. \$4.50. The nature of the child and his approach to learning is explored through the theories of Maria Montessori.



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ON KNOWING

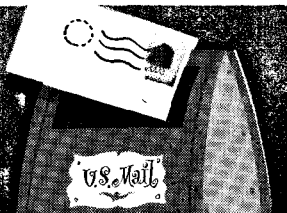
Essays for the Left Hand

By Jerome S. Bruner. A striking discussion of creativity, man's search for identity, the nature of aesthetic knowledge, and the continuing uses of myth. A Belknap Press Book. Illus. \$3.75

By the same author, **THE PROCESS OF EDUCATION**, 4th printing. \$2.75

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Letters to the Editor



THE SCENT OF ROSES

I HAVE ONLY ONE REGRET after reading "The Scent of Roses" [SR, Apr. 21] and it is that other writers and reporters cannot be so objective. You have done a painstaking job in looking as honestly as you could at all of the problems related to the Rose Bowl issue. Any one of us involved in this whole matter might disagree with certain small aspects of your conclusions, but certainly you have been as fair as a human being could be in analyzing all of the elements related to the ultimate decision.

NOVICE G. FAWCETT,
President,
Ohio State University.

Columbus, O.

AS A PARTISAN I would have been happier to have seen a fuller exploration of the true objectives of the two opposing positions, namely the drive toward bigger and more profitable sports programs on the part of athletic staffs and the real concern of faculties for the effects of the means used to enhance the position of intercollegiate athletics on the physical, moral and spiritual welfare of all the students.

S. M. MARCO,
Chairman,
Department of
Mechanical Engineering,
Ohio State University.

Columbus, O.

AN EXCELLENT AND REVEALING ARTICLE on the partial retreat from corruption on the part of OSU. But Mr. Scanlon slipped badly when he used the word "venerable" in connection with the Rose Bowl. How can veneration, or respect in any other form, be given to an enterprise which has served chiefly to debauch the formerly decent standards of intercollegiate football?

ALAN F. RANDOLPH.

Wilmington, Del.

IT GETS TO THE HEART of a problem which exists in one form or another throughout the country, even down into the high school and, indeed, the junior high school.

TOM FLAKE,
Southern Education
Reporting Service.

Nashville, Tenn.

THE FACULTY COUNCIL at OSU should be commended for showing such courage. Big time football has taken the Land-Grant colleges far afield from what was the original intent. Perhaps this will be an inspiration to faculties who wish to move from the trivial to the worthy in higher education. It is a good example of the power of the faculty if they would only choose to exercise it.

ALEX VAVOULIS.

Stockton, Calif.

THE CAPACITY of the University of Michigan Stadium, Ann Arbor, is 101,001. The

November 25, 1961, game between Ohio State University and the envied (not hated) rival University of Michigan—mentioned in "The Scent of Roses"—was not a sellout. Some twenty thousand more spectators would have been needed to make Mr. Scanlon's statement correct. But then, he did get his information from the campus of OSU!

BLAKE E. FERRIS.

Detroit, Mich.

YOUR ARTICLE "The Scent of Roses" has stirred readers in our section as few articles have in a long time. You scored a "four-base hit."

FELIX C. ROBB,
President,
George Peabody College
for Teachers.

Nashville, Tenn.

LAND-GRANT UNIVERSITIES

YOUR VERY INTERESTING "Scent of Roses" article in the April 21 *Saturday Review* contained one sentence which reflects a misunderstanding which is as deplorable as it is widespread. Dr. Carmichael's article in the same issue reflects the same misunderstanding, to some extent. You refer first to the "liberal arts" faculty of Ohio State University and then to the "so-called land-grant segments." (Dr. Carmichael talks of Cornell as "operating its Land-Grant College under contract with the State of New York.")

All of the Ohio State University is a Land-Grant University. All of Cornell is a Land-Grant University. The Land-Grant Act required emphasis on "agriculture and the mechanic arts" to be sure that attention was paid to them. It also placed equal emphasis on "liberal and practical education . . . in the several pursuits and professions of life" and said explicitly that "other scientific and classical studies should not be excluded." Mr. Morrill later said this meant they *should be included*. The writings of Jonathan Baldwin Turner of Illinois, who outlined the type of institution some years before Morrill introduced his first bill, are quite clear on this point.

The Land-Grant Act was variously interpreted after its passage. While some institutions maintained, for a considerable period, a rather narrow and vocational emphasis, others—from the beginning—did not. The broad interpretation prevailed, and it is clear that this was the intent of the founders of the movement.

RUSSELL I. THACKREY,
Executive Secretary,
Association of State Universities and Land-Grant Colleges.

Washington, D.C.

THE COLLEGE LIBRARY

IN REFERENCE to Mr. Sutton's article on the library as the heart of the college, it would be more accurate to say that the book itself holds that honoured position. And personal paperback copies of the important books are available to most undergraduates.

On this fact hinges an important ques-



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