

Suggestions for Address by Representative Fogarty

1. The ministry of the church is primarily educational. Sunday school activities, conferences, young peoples' work, and even the preaching ministry itself seek to teach as well as to motivate and encourage spiritual development. The churches make use of educational materials, methods, equipment, and personnel.
2. The churches of the United States share a long and illustrious record in the field of education. Most of the early elementary and secondary schools in the United States were operated by ministers, largely because ministers (1) were among the few educated persons in the colonies, and (2) because they needed a source of livelihood compatible with the activities of a minister.
3. The first colleges in the United States were started for the express purpose of perpetuating an educated ministry. As the need for higher education for persons entering other occupations grew, the church colleges expanded to meet this need also. In the 1930's, public institutions enrolled just over 50% of the students. In 1944 and 1946, enrollment was slightly greater in private institutions. Since 1946, there has been a definite trend toward a larger proportion of students enrolling in public schools.
4. In the early days of the United States, the churches represented virtually the only organized groups capable of meeting many of the basic needs of the people. Though concerned primarily about spiritual and moral needs, the churches had also to fill the gap by ministering to the poor, tending the sick, providing education,

and even disciplining and restraining those who committed acts of oppression. The churches have always recognized that the spiritual and moral needs of society cannot be isolated and met separately from other acute needs.

5. With time, American society has progressively organized itself through local, State, and Federal governments, as well as through nongovernmental organizations and agencies at the same levels, to meet more of its needs. As local and State governments have moved to meet public needs in the areas of elementary education, relief, social welfare, and other areas, the churches, which have for centuries devoted much of their efforts and resources to the meeting of such needs, have become increasingly able to devote more of their attention and effort to their basic task, that of ministering to the spiritual and moral needs of society.
6. The American people owe a great debt to the churches for meeting needs that are actually peripheral to their major objectives, but which are essential to the welfare of society. It is hoped that as local, State, and national agencies, both governmental and nongovernmental, come more and more to discharging welfare responsibilities that are essentially public, this trend will be recognized as a normal, cooperative development which will actually facilitate the work of the churches, rather than to retard or distract from their ministry.

7. For 15 consecutive years enrollment has increased in elementary and secondary schools and in colleges and universities. During the school year 1958-59, more than 44½ million persons attended school, or about one out of four persons in the population. Adult and continuing education beyond formal schooling is expanding rapidly -- up through the later years. To provide instruction, classrooms, and other facilities for education the American people in 1959* spent about 22 billion dollars. They supported about 140,000 schools -- 1,950 of them colleges or universities -- and employed approximately 1.9 million elementary, secondary and college teachers and other professional staff members. Funds for public elementary and secondary American education come from local government (56 cents of each dollar), state government (40 cents of each dollar), and the federal government (4 cents of each dollar) -- spent for education.
8. In the colonies education was a responsibility of the home and the church. Universities were for the training of the clergy. New England Puritans in Massachusetts defined the first objective in education to be "to foil the old deluder Satan." Parents paid for the education of their children just as they paid for their food and clothes. After the first general school law passed by Massachusetts in 1647, teachers of schools established under law held their licenses from church authorities and the Puritan creed was taught to the pupils. This 1647 Massachusetts law provided
- *for the school year 1958-59

that every township of fifty householders should "appoint one within their own to teach all such children as shall resort to him to write and to read, and whose wages shall be paid either by the parents, or masters of such children, or by the inhabitants in general." Slowly -- after 1647 the concept of free public education supported by the tax dollar paid by the "inhabitants in general" evolved.

9. In 1900 one in eleven students attended private schools. In 1958 one in seven students attended private schools. Private and church related schools continue to feed new ideas and experiments into American education, and in turn they are influenced by the larger main stream of free public education. Democracy's accommodation to both public and private schools is an element of strength in American life. As late as 1837 when Horace Mann became Secretary of the Board of Education of Massachusetts, he found that the expenditures for private schools in that state were three-fourths as much as those for state schools.

The continuation of the strong sectarian and private school influence into the 20th century reflects our toleration of diversity. Authoritarian states deny the wide latitude of free choice which we encourage. Diversity can add strength to democracy. While strengthening equality of educational opportunities for all through free public education we have discovered a way to both tolerate and encourage sectarian and private school effort by groups and individuals who choose to support both public and private school system.