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Religion and Higher Education: Concerns and Solutions


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Religion and Higher Education: Concerns and Solutions

Western Kentucky University

CNS 670: Parameters of Law in Higher Education

Fall 2013

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RELIGION IN THE UNITED STATES

The United States is well-known for being the “melting pot” of the world and it is evident through our rich multicultural heritage that we are one of the most religiously diverse countries in the world. Because of this, religion has been a core value to many Americans and strongly affects how we think, act, and react.

According to the American Religious Identification Survey in 2008, 76% of Americans identified themselves as Christian, with 25% identifying themselves as Catholic and 51% identifying as Christian with other affiliations across 25 different groups. The same survey reports 15% of the adult population claiming no religion, 4% are Buddhism, Jewish, and Islam, and 5% refused to answer or did not know.

These results show an overwhelming strong influence of Christianity in our society. This will set the premise of the article and bring some context as we delve into the issues of religion in higher education and student affairs.

TYPES OF RELIGION

There are ten types of predominant religions in the United States. Each religion has their subcultures which may be different from the core beliefs. The general beliefs are as follows:

1. Christianity



Christians believe in one God who is eternal with three entities, the Father, Son, and Holy Spirit. The Bible is the only word of their god, and through the sacrifice of his son, Jesus Christ, they are redeemed. They live a life of justice and wait for him to return to raise the dead and take them and the living to heaven.

2. Judaism



Judaism is both a religion and a culture. Having a strong influence for Christianity it carries the same principles, such as one God exists who is omnipotent and will resurrect the dead when he comes to judge the deeds of man. They use the Torah for guidance and believe that Jesus Christ will not come again, but a prophet of the lord instead.

3. Islam



People who practice Islam believe in one God, Allah, who will judge the living and the dead based on their deeds so they may gain access to Paradise. They use the Qur'an for guidance and believe Mohammad was a great prophet of Allah.

4. Hinduism



Hindus believe in one Supreme-Being who is immanent and transcendent. They also believe the universe goes through an endless cycle where the soul is reincarnated after death. They use the four Vedas for guidance and individual deeds are affected by karma, the causes and effects of ones actions.

5. Buddhism



Buddhists do not believe in a deity, but rather a way of life. They believe when a person dies they are either reincarnated into another person, or are reborn into another entity such as an animal. After many cycles, they can release their attachment to desire and achieve Nirvana, the state of liberation and freedom of suffering. They follow the Eightfold Path of understanding and development.

6. Sikhism



The Sikhs are monotheistic, believing in one formless God who judges those for their deeds when they die. They believe in samsara, which is the repetitive cycle of birth and karma associated with Hinduism. The difference is that Sikhs believe people of all religions and races are welcome. Major principles of Sikhism involve human life being precious above other life and the purpose of life is to defend injustice. They use the Guru Nanak for guidance in meditation and learning.

7. Atheism



Atheism is the absence of belief in deities. They believe that because religions cannot show concrete proof a deity exists, it is fact enough for them to find evidence against it. Most atheists rely on science such as the Big Bang Theory and Darwin's Theory of Evolution. They use logic as guidance and rely on their own ideas to determine their beliefs.

8. Agnostic



Those who are agnostic neither believe nor disbelieve in a supreme power. They determine the existence is ultimately unknowable; therefore they cannot devote themselves to a religion, or claim to be atheist. Their view is that the human experience authenticates information and not through belief or reasoning.

9. Wicca



Wiccans do not believe in a high authority, but in the natural rhythm of life marked by the phases of the moon. They view sexual energy as the embodiment of life and they use it in magical practice and religious worship. They recognize the inner and outer worlds of the spiritual and collective unconsciousness. Through this they interact with the paranormal phenomena and practice magical exercises.

10. Native American



There are many different types of religious practices in the Native American culture. Although Christianity holds a large representation due to integration, the other views are valued as they are grounded in years of tradition. General beliefs include the influence of spirits, dreams, and unity. Ghost dances were held by some tribes to connect with dead loved ones and predict their resurrection. Dreams were interpretations of the future and what spirits would use as another form of contact.

DEVELOPMENT OF RELIGION IN HIGHER EDUCATION

Religion has gone through several changes in regards to higher education, and it evident that it will not stop any time soon. With continual exemptions of college policies from lawsuits claiming infringements of rights, there will always a need for revision. A general tend depicts public secondary education possessing the most influence over new legislation. This section will explain the basis of religion in education and the policies created through court cases.

FIRST AMENDMENT RIGHTS

The First Amendment is the foundation of all legislation derived from religious legal action. It allows the Supreme Court to have a method of identification for the infringement of rights. The amendment states:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.”

The beginning phrase of the amendment has come to be known as the Establishment Clause. Throughout the years it has come to be interpreted to prohibit the establishment of a national religion by the government, or the preference of a religion over another. The first method, often referred to as the separation of church and state, restricts the government from giving any aid to privately funded programs. This measure also forbids the integration of religion into public schools, unless it is strictly used for educational purposes only. The second method, called the accommodation interpretation, restricts Congress from choosing a dominant religion, but does not exclude admission into religious domains for the Free Exercise Clause.

Individuals are allowed to believe any form of religion with the Free Exercise clause, but certain practices are limited. In the 1878 case, *Reynolds v. United States*, the Supreme Court concluded polygamy, homicide, and or any action violating another person’s rights would not hold up in court. Congress cannot pass a law prohibiting the free exercise of religion; however, while they cannot interfere with beliefs and opinions, they may with practices.”

RELIGIOUS EXEMPTION

The first major college case involving the Free Exercise Clause was *Hamilton v. Regents of the University of California 1934*. The Legislature of California passed and act that required all able bodied men enrolled in a public university to receive military instruction in case of enlistment. Several minors belonging to the Methodist Episcopal Church petitioned for an exemption on because it was against their religious objection to war. The Court unanimously upheld California stating “attendance in the University of California is a privilege in which

students want to partake...just as states have a duty to protect their citizens, citizens have a reciprocal duty to aid in defending their states. “ (Religious Freedom) This case demonstrates that religions exemption is considered, but does not always provide a justification from being excluded.

Another case similar to this is *West Virginia Board of Education vs. Barnette 1943*. The board of education required all students in public schools to salute the flag. Not complying with the request was treated insubordination and grounds for dismissal. A few Jehovah’s Witnesses went against this policy by saying it represented an image not to be recognized. The Court voted against the school because the students did not infringe on the rights of students. There was not a clear and present danger, therefore remaining passive during the pledge was constitutional. However, the ruling was overturned in *Minersville School District v. Gobitis* when the Court stated the religious interests of the Jehovah’s Witness were not hindered by the law, therefore they were required to say the pledge. Asking for obedience of one’s country builds nation unity and the core of national security.



There are students who will try to exclude themselves from work and use religion as an excuse. If they are able to provide solid reasoning why they are unable to participate and accept an alternative assignment, it should not be a problem. This approach acknowledges their belief and still requires them to complete their work. This would also deter students trying to use this excuse because the work would be similar and they would not attain their goal of having no homework.

PRAYER IN EDUCATION

Prayer is a strong form of practice in many religions, especially Christian. Many rural schools use prayer before sports games, assemblies, morning announcements, and other extra-curricular activities. Although it is used to bring people together, it violates the Establishment Clause of the First Amendment. *Engle v. Vitale 1962* set this by questioning the constitutionality of a government-directed prayer in schools. In the case, a group of parents accused a New York public school district for having student recite a nondenominational prayer. The prayer read: “Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our country” (Religious Freedom) The Court ruled this unconstitutional because it clearly established a religion. Student can, however, lead a prayer at events because others have no obligations to join.

Regardless of the limitations, teachers are still incorporating prayer into schools. It also varies geographically as more people have stronger religious values in the “Bible Belt”. Higher education does not struggle with this issue as much because students are coming from diverse backgrounds, but there are still professors out there who strongly display their affiliation.

EFFECTS OF RELIGION IN HIGHER EDUCATION

Religion is becoming a major issue in higher education as individuals include it more in their cognitive reasoning. The societal trend shows the next generation of students is more religious than the previous; however, they fail to understand the reason why. Through examination of the effects we will see the good, the bad, and the ugly of religion in higher education.

THE GOOD

Students who are actively involved in religious organizations are less likely to participate in maladaptive behaviors such as alcohol and drug abuse, acts of violence, and hate crimes. They have made a social commitment to their organization which overtures any social connection against the traditions of their religion. If students are going to a religious event on Saturday, they are less likely to be found in a bar.

Along with addressing negative behaviors, religion also enhances positive behaviors. Students involved conform to moral expectations such as attending class regularly, completing assignments, and devoting time to the betterment of society. Religious organizations have been the catalyst for social activism in a variety of forms such as the Civil Rights Movement, Women's Suffrage, relief programs for natural disasters, and food for the homeless. There have been several contributions from names such as the Red Cross, Boys and Girls Club, and The Salvation Army. Without their help, volunteers would be down and there would be a greater demand of supplies.



THE BAD

Religious views are primarily formed through interpretation of sacred text, which can be challenging when the perceptions do not align. It is already difficult to understand another religion separately, but when faced with an opposing view of your own religion, it can bring discourse. For example, a Christian fundamentalist religion expects the women to marry early, have many children, and carry the rest of her life as the caregiver, while the husband supports the family. Christian feminists not affiliated with fundamentalism would argue women were not made for childcare and should become successful in whatever path they want to pursue. Although they might be the same general religion, these differences would cause serious conflict, especially if the two were roommates in college.

Another negative effect of religion in higher education deals with students who want to major in the subject. The choices are often limited due to the demand of religious institutions and only a few qualify as research institutions. At these schools, the faculty members are limited because they tend to teach multiple courses, making it difficult to get into a class when it reaches max capacity. Furthermore, most of the programs are not suited for those seeking to attain their master degree. Students will have to complete a graduate preparation course in order to not fall behind.

THE UGLY

There has been an increase of religious conservatives on college campuses and along with it is intolerance of other religions. Often times, these students have never had their beliefs challenged, and they are not prepared to handle conflicting opinions. Their whole life they have been isolated by the same people until now, when they must interact with a roommate who is black, Jewish, Gay, or all the above. Children who have been homeschooled require a greater adjustment because college could be the true first experience of meeting others.

Depending on how conservative their parents are, they can develop considerable prejudices against ethnic, religious, and sexual minorities. This can be overwhelming, especially if these students become the minority. They will reach out to others like them and retaliate against those who are different. Learning to accept differences and tolerate unique viewpoints is a major step toward embracing diversity and can be accomplished through education our students how to confront these issues.

As a contrast to conservative students, there is a high level of young adults who dangerously experiment with their new found autonomy. These students usually grow up in extreme conservative environments and find themselves wanting to rebel against their parents by exploring sexuality, alcohol, and social defiance. This can be a serious issue because they have not been prepared to engage in this lifestyle. Not knowing the amount of drinks you can handle could be the difference between life and death. Studies show these students often suffer from alcohol and substance abuse. They also participate in risky sexual behaviors once they begin their sexual careers. (Bearman & Bruckner 2001). College initiatives are in place for educating students on the effects of alcohol and how to safely be sexually active, but the majority of the time it after something has happened to cause a student to seek help. To make this a preventative measure would be to have parents teach those students during their homeschooling, which is unrealistic, or incorporate it into a first year orientation, which some colleges might touch on, but not enough because to reach out to such a narrow audience would not benefit the whole.



DANGER ZONES OF RELIGION IN HIGHER EDUCATION

There are a few “danger zones” that a student affairs professional should be aware of when dealing with religion on a college campus. It would be best to stay out of these situations and constantly be mindful of them. Not everyone is perfect and sometimes things are accidentally said, but measures can be taken to limit these occurrences. A professional should learn about the religions around them so that they can properly appreciate and respect them. Doing so will help with the following “danger zones”.

RECOGNITION OF HOLIDAYS

Just like Christmas is important for those in the Christian community and Hanukkah is important for the Jewish population, each religion has its own important holidays! Religious individuals revolve their entire years around their respective holidays. On the typical college campus we have the Easter and Christmas holidays off (as well as an entire month surrounding that day in December). Are all religious holidays recognized on the university campus? It doesn't take long to see that the typical institution fails to recognize each religious holiday with the day off from classes that we get for Christmas and Easter. For example the Islamic holiday of Ramadan occurs at a different time each year. If the university still holds classes on that day that does not appear to be very accommodating to those in the Muslim community. It can come off as favoritism to Christians when they get their holidays off but Muslims are not afforded the same luxury. Demographically there may be a difference on what religious holidays are recognized on a campus. Since certain religions are more prevalent in specific areas of the United States, each university may recognize and take classes off for different holidays.



With dozens of different religions present on a college campus, it would be extremely difficult to cancel classes for every holiday. Student affairs professionals need to ensure that religious holidays are being recognized on campus in some way. Either the administration needs to be made aware of the occasion or appropriate celebratory programming can be initiated on campus. All students should be shown that their religion is important and is valued in the university community. Also if a student needs to take a day off of class because it's their religious holiday, they should be excused without any type of repercussion. A professional can get into a sticky situation for not honoring a student's religious holiday when it comes to an excusal from class. The student should be allowed to make up the class so that they can take the day to enjoy their religious holiday

LABELING STEREOTYPES

Each religion comes with its own stereotypes. Many of these stereotypes are joked about by students daily on the college campus. Some of the most popular ones of today concern Catholic priests with molestation, Muslims with terrorism, and Jews with extreme fiscal responsibility. None of these are ever appropriate to use, yet college students like to joke around using these religious stereotypes. Student affairs professionals must always be on the lookout for this behavior in themselves and in the people around them. They should stop any inappropriate religious language that they witness. In a university setting there are students of many different religious backgrounds. One never knows the religions of those around them at any given point in time. This should be common sense, but it's still important to mention and make clear what is appropriate in a college campus setting.



Student affairs professionals must be approachable to students. Students may not feel comfortable interacting with a professional when they use religious slurs and inappropriately reference religious stereotypes. Even if it's a joke, it is still not appropriate because that joke can still offend someone. Part of being a student affairs professional is helping students of various religious backgrounds, so a professional needs to appreciate all religions. Therefore to stay out of court, a student affairs professional must never use religious stereotypes or slurs!

Also, don't assume that one denomination of a religion represents that entire religion. For example many people look down upon the views and actions of the Westboro Baptist Church, but that one church does not properly represent the rest of Christianity. Therefore, do not form opinions or stereotypes of a religion based on one denomination of it.

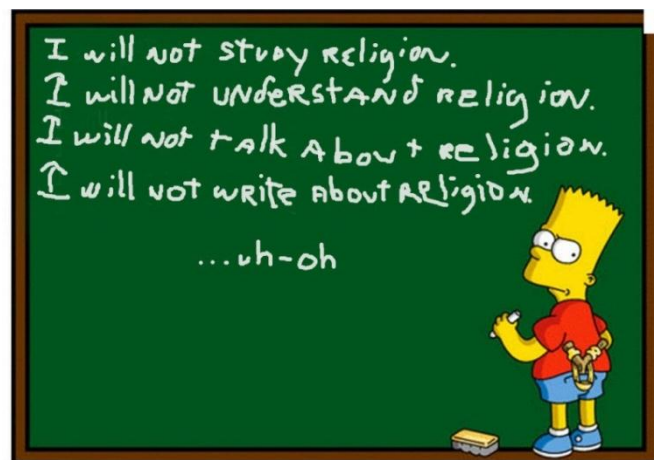
REPRESENTATION OF CONTRASTING BELIEFS

A student affairs professional must understand that the students they oversee will not always have the same religion as them. Some faculty and staff on a college campus choose to never divulge their religious affiliation to their students that they work with. To stay out of court, a student affairs professional must graciously allow their students to have contrasting beliefs. A lot can be learned from students with different religious affiliations! There are cultures that can be taught and so much can be learned from the many different world denominations. It would be beneficial for student affairs professionals to learn the most possible about the religions around them.

There have been times in the past where students have been made to do something in the school setting, even if it was against their religion. One example occurred back in 1940 and the situation was brought to court in the *Minorsville School District vs. Gobitis* case. With this situation a Jehovah's Witness student was made to salute the American flag and say the Pledge of Allegiance in school even though it was against their denomination. At first the court ruled that it didn't matter what religion you were, you still had to salute the flag and say the pledge no matter what. Eventually, the ruling was overturned in the 1943 court case *West Virginia Board of Education vs. Barnette*. This is a perfect example to show that a student cannot be made to do something in the school setting that is against their religion. Student affairs professionals always need to keep this in mind when dealing with students of different religions. A good professional will not let their own religious affiliation affect their interactions and relationships with students. It will also help keep them out of court!

MISUSE OF EDUCATIONAL INVOLVEMENT

Religion can definitely become a touchy subject when discussed in the college classroom. There are entire courses and majors revolved around the world religions. There are private colleges and institutions that affiliate themselves with a certain denomination. For example some of the most well-known universities in the country, such as Notre Dame and Boston College, are primarily private Catholic institutions. However when it comes to student affairs in a public institution, a class cannot be taught from a certain religious standpoint! A class can be taught about a religion, but there must be care in making sure that it's not taught from that affiliation's viewpoint. It can be difficult for a professional to keep their religious views out of the discussion, but they must do it or they could get in legal trouble.



Religious organizations are also not allowed to come in and teach students certain denominational instruction. Therefore it does not matter if it is a professional or a visitor coming in to teach the class, religious instruction is not allowed. This was decided in the 1948 court case *McColum vs. Board of Education*. It was ruled that public school facilities could not allow outside denominational organizations to give religious instruction because it violates the Establishment Clause of the First Amendment. In a globalized society it's important for students to be taught about the many religions throughout the world. Therefore it's essential to educate them on the different denominations, but make sure that it's not from a certain religious standpoint or you might find yourself in the courtroom!

RELIGION IN STUDENT AFFAIRS

The area of student affairs covers multiple departments on college campuses and each of these departments deal with religion in different ways. This section talks about what is appropriate and legal within different aspects of campus. Religion can play a part and represent itself in the administration, student activities, academic advising and housing offices on campus. The key idea to remember is that discrimination will never be tolerated.

ADMINISTRATION

Remembering and recognizing religion is important at the administration level of a university. A certain religious denomination may play a factor with the administration at a private institution, but it is not a component at a public institution. When it comes to religion and college administration, there is absolutely no tolerance for discrimination. Due to Title IV of the Civil Rights Act of 1964, discrimination of religion (and other aspects such as race and sex) is prohibited in public education. Most universities have since adopted policies against discrimination when it comes to many areas



including religion. A student affairs professional working in administration at a university must make sure that all religions are being respected on campus. They should make themselves available to talk with students of different religions to make sure that they feel that their specific denomination is appreciated at the university. To stay out of court a professional must not discriminate against a student, especially at the administration level.

When it comes to administration and the admissions process, religion cannot be a factor as to whether or not a student is admitted to the university. That would get the professional and the institution into legal trouble. There are similar guidelines when it comes to administration in the financial aid department. An applicant's religion cannot be a factor in determining whether or not a student is rewarded a scholarship or other financial assistance. A student also cannot be denied financial aid because of their denomination. In the 1947 court case *Everson vs. Board of Education* it was ruled that the separation of church and state cannot exclude religious believer or non-believers in receiving public welfare (nor can it impede the free exercise of religion). student affairs professionals cannot bring religion into administration, admissions or financial aid processes. If religion is brought into these aspects of campus business, then professionals and the institution could be brought to court for discrimination.

STUDENT ACTIVITIES

In the area of Student Activities on a college campus, religion is very important. There are supposed to be activities and organizations at each institution that accommodate all students and their beliefs. At public universities, all organizations must accept students of all religions. Organizations cannot discriminate against who they allow to join their group. Even if it is a religious organization, they legally have to allow non-believers and members of different denominations to join their group (refer to the *Christian Legal Society vs. Martinez* case in the “Religious Discrimination” section). Universities have many organizations devoted to certain religious denominations. Many campuses have Campus Ministries who are labeled with a specific spirituality. At Western Kentucky University there are around 20 campus ministries. There are institutions that have many more than that, but some schools only have a couple. Other religious student organizations include some social fraternities and sororities who have religious values and aims. Multiple fraternities and sororities hold their rituals in churches or in other spiritual facilities. However no campus ministry, fraternity or sorority can decline a student membership if they have a differing religious affiliation. Student affairs professionals in the area of Student Activities need to make sure that student organizations are not discriminating against who they allow into their group. If a professional allows discrimination to happen then they can legally get into trouble.



There are many things that a professional may have to face when it comes to religion and Student Activities. When an organization is being faced with discrimination from other students or the university itself, the professional must hear all sides to fully understand the issue. The main legal standing is to avoid discrimination in these circumstances and find ways to eradicate it. Next, a professional may not show favoritism towards a certain religious organization. They must equally support all religious student groups and make themselves available for each one. Lastly, a professional should be on the lookout for denominations represented in the student population but not in an organization. They could reach out to students to create the organization so that all religions present on campus are represented in some way through a student organization. To avoid court in the area of Student Activities, a professional must show support for all religious student organizations and must not allow any type of religious discrimination within the department.

ACADEMIC ADVISING

Religion can strongly influence academics through moral values, constructive support groups, and commitment to success. As an Academic Advisor, there will be times when a student decides their major through religious beliefs and it is your job to equip the student with the tools needed to be successful, but still be able to put your own beliefs aside. This can be challenging because if you have similar beliefs you want to provide confirmation, but it is not your place to express your religious



opinion as a professional. As for the opposite, telling a student their beliefs are not concrete will cause frustration and probably affect your credibility. Formulate a plan for how the student is going to be successful and be realistic about the profession. A student's perception can be a huge disadvantage when they start working in the actual experience. Understanding what they are getting into may create more tangible goals, and ultimately, get them to graduate on time.

If a student expresses how their religion impacts their academics, do not avoid the topic, but use it as a resource to further their education. Religious organizations usually offer study groups along with social gatherings. Social commitment is a key factor in this process and a student will strive to meet social expectations. By tapping into the student's religion, positive peer pressure can help a student struggling with grades. Students are here for education and we should use any resource available, including religion.

RESIDENCE LIFE

A student will have the most interaction with differences in a residence hall than any other area of student affairs. Sharing a living space with a person provides opportunity to learn about culture and religion. As a professional, we must understand that students will have different views and to handle a roommate conflict we need to take all values into consideration. For example, a resident may prepare foul-smelling foods for their religion, but because it causes the entire floor to smell, others are complaining for the problem to be solved. From a Hall Director prospective, the student should be made aware of the complaints and see if a solution could be found such as having an alternative location or directing the smell outside. The other students of the floor should understand the importance of his beliefs and recognize the differences as strengths in the community. This could be a great programming opportunity for resident assistant wanted to showcase different religions. A panel of students of different religions can talk about their practices and how it affects their lives.

Along with programming, it is dangerous to center programs on a single religion. Several passive programs around winter involve the Christian holiday of Christmas. Although 76% of Americans identify as Christian as mention before, 24% of the United States practice other religions. To exclude those people could potentially become a legal issue if not handled properly. The best practice is to include the best representation of students available, or do not have a program focused on religion.

This approach is taken with campus spaces in the fact that all religious actives are allowed in public spaces such as residence halls. This can be a contradiction to hall policies if a student's religion goes against what is prohibited. For example, some Native American traditions involve smudging, a ritual burning herbs for the purification of the body. Almost all policies prohibit the use of burning anything in the halls. However, because this is a religious ritual, it is allowed in some universities. It is difficult to differentiate the smell between marijuana and smudging so the student must identify themselves before practicing. There are several grey areas when it comes to religion, but the main premise always establishes precedence. If the action does not infringe on another student's rights or suggest immediate danger, then it can be reviewed for exemption.

CURRENT ISSUES

Religion will always be a hot button topic because of the subjectivity. Personal opinions are highly valued by the individual; however in the larger scope of society it can negatively affect those around them. Policies have been enacted for the protection of these individuals, but sometimes the policies exceed their boundaries and need to be reformed.

RELIGIOUS EXEMPTION REVIEWED

The complete freshman experience is essential to student growth and development. One of the most important aspects is the living on campus. Many universities value this and have required live-on policies for traditional first year students, and some include sophomores. To be exempted from this policy requires some work such as living with a guardian, having a child, or being married. Can religion be a valid reason for not living on campus?

According to the previous cases, living in a residence hall is a not an infringement of rights and it does not show immediate danger. However, a student at the University of Oregon asked to be excused from living on campus because it did not adhere to his religion. The residence hall was known for numerous violations with alcohol, drugs, and vandalism. He claimed the environment was not stable and he could not stay in the community because his religion. The university would not grant his exemption because they were working to correct the problem. A local lawyer stepped in and the school settled, letting the student live off-campus. This demonstrates the many possibilities of religion if the conditions are right. If the student were to seek exemption with no strong reason, he would not have been successful.

DISCRIMINATION IN RELIGION

Should a student be allowed to join a religious organization that is against his or her own affiliation? It's an interesting concept to think about. However students cannot be discriminated against and refused membership to an organization based on their religious beliefs, even if that organization stands for a different denomination. Legally a student affairs professional cannot allow a student to be refused membership to an organization based on their religious beliefs at a public institution. In the recent court case *Christian Legal Society vs. Martinez* from 2010, a homosexual non-believing student tried to join a strict Christian student organization at a public university. When he was denied membership, the issue was brought to court. It was ruled that the Christian group must still allow him to join their organization even though their denomination did not support homosexuality or the fact that he was a non-believer. This ruling has caused a reaction from other Christian student groups across the country who fear that they will encounter a similar situation in their futures. However these organizations have been told that they will legally have to allow that student to join their organization. They are not allowed to discriminate against the religious beliefs that the students wanting to join their organization have. Clearly like in the *Christian Legal Society vs. Martinez* case, discrimination could bring them into the courtroom.



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