

If what you believe were not true, would you want to know it?

by Thomas Annis

I enjoyed science classes in school. Jr. High Science class was my first introduction to Carl Sagan in a video driven study on how we evolved over billions of years and how our universe was formed after the Big Bang. Then in High School Biology class this idea was reinforced. However I still remembered hearing about creation in Sunday school and I believed myself to be a Christian, so I put it all together in my own mind what is now known as theistic evolution. I was so smart, I had it all figured out... or did I? (read my complete testimony at www.worldviewmedia.info)

This example in my life is why I feel it is important to introduce Dr. G. Thomas Sharp. Dr. Sharp will be sharing with us 4 wonderful programs that focus on Creation. Dr. Sharp will also be bringing his impressive fossil collection for your viewing pleasure. Dr. Sharp's multimedia presentation brings plenty of evidence supporting a Christian perspective on Creation that will challenge and inform those attending.

This FREE Creation Seminar event is open to the public. All evening programs will be held at the Oakley High School Auditorium. For complete details visit www.worldviewmedia.info

The programs presented will be:

- Sun. Mar 16 @ 6:30-8:30 pm – The Truth About Dinosaurs
- Mon. Mar 17 @ 6:30-8:30 pm – A Thousand Years in a Day
- Tue. Mar 18 @ 6:30-8:30 pm – Missing Links and other evolutionary assumptions
- Wed. Mar 19 @ 6:30-8:30 pm – Evolution: The Greatest Deception of All Time
- (Doors open at 5:30 pm each evening to view the fossil collection)

The following is an article previously written by Dr. Sharp and can be viewed on his website www.creationtruth.com In it you will see his passion for why he believes it is important to know the facts surrounding the Creation vs. Evolution debate.

Evolutionism and the Curriculum in the Public School

It is a well documented fact that Darwinian evolutionism has not only infiltrated every discipline of the American educational system, but it has also, in a vast majority of classrooms, become the center and circumference for all of the ideas, explanations, and predictions that are made in these classes. The liberal thinker Jeremy Rifkin admits that: "Evolutionary theory has been enshrined as the centerpiece of our educational system, and elaborate walls have been erected around it to protect it from unnecessary abuse."

Of the many subjects offered by the public school in which the above phenomenon is observable, I believe it is excessively pronounced in most all divisions of the social studies department. Within this department, the world history and American history classes (both being required at

the high school level) are an excellent example of this atheistic encroachment in a remarkable way. I will attempt to briefly demonstrate this condition in the balance of this article.

Atheistic Bias Supported Through Exclusion of Data

In the first place, evolutionism has caused the authors of textbooks to bias their presentation of historical content against Christianity by excluding obvious historical facts. And since most teachers are totally textbook driven, this is the message that dominates the classroom.

But, you ask, "How is it possible for evolutionism to affect historical content... after all, history is history... it should not, then be possible to manipulate it?" This is generally true, however, after Darwin's theory became the generally accepted scientific explanation for the origin of the universe, life, and man by the scientific community, it wasn't but a short time until men and women within the history departments of all major teacher training centers of America began to apply the evolutionary model to their own discipline.

By 1900, there was hardly any major university in America that had not begun to rethink their former interpretation of history because of the general acceptance of Darwin's theory. Thus, the Bible, with all of its plain teaching about man and his world was becoming less and less important as a guide to history.

By now, the evolutionary tide has reached full strength mainly because of the unrelenting labor of such groups as the American Civil Liberties Union (ACLU), the National Education Association (NEA), as well as many other evolutionary based humanistic organizations.

Important to this story, is the devastating effect that evolutionism has had on the law and government of this country. While I know this is totally another area of discussion, there is nevertheless an important point regarding evolutionism and the law, that I must make. Simply stated, as the Darwinian worldview grew in the minds of men, it eventually "leavened the whole lump." The first recognizable signal, that this leavening was doing its job, can be seen in the fact that by the 1920's a legal philosophy called "Legal Positivism" was beginning to dominate American jurisprudence. By the way, the positivistic philosophy was firmly based in evolutionism. There were, of course, many other circumstances and activities that contributed to the growth of this godless system. However the first clear evidence, that Legal Positivism was gaining the upper hand in American law, was the outcome of the famous Scopes trial (Dayton, TN-1925), that gave public favor for the teaching of evolutionary based instruction in the public school.

Evolution: The Directive of History

Shortly following the 1925 decision, the Everson vs. Board of Education decision was handed down by the U.S. Supreme Court, and was indeed the most lethal of them all.

This precedent setting decision that interpreted for the first time in American history, the First Amendment to mean that our government and our governmental institutions must be separate from Christianity. Which of course was never the intention of any of our Founding Fathers, even

Thomas Jefferson, who is given credit for the idea. Nevertheless, because of a previously accepted evolutionary view, the thinking of key men in America was changed, which in turn changed the interpretation of the law. As a result, by the late 1940's and up to this present day, the content of America's textbooks have been written very carefully so as not to impinge upon the "separation rule." The attention that is paid to the "separation rule" has either become inviolable revered, or else it is being used as an excuse, to the point, that any mention of our Christian foundation is considered an infringement of the rule. This fact has been overwhelmingly proved by Dr. Paul Vitz in his remarkable book *Censorship Evidence of Bias in our Children's Textbooks*, which is a 680 page short form of a report from the Department of Education. This work was the results of a study that was conducted by several researchers, who, in the 1980's, investigated the 60 top history textbooks that were being used by 90% of our nations school children. The purpose of the study was to determine how the traditional beliefs of America were being presented. Dr. Vitz plainly reported: "Bias is primarily accomplished by exclusion, by leaving out... such bias is much harder to observe than positive vilification or direct criticism, by it is the essence of censorship. It is effective not only because it's hard to observe--it isn't there--and therefore hard to counteract."

Commenting on this same report, Charles Krauthammer wrote in an article that was printed in the *Washington Post Magazine*, that: "...It is true that school textbooks have recently developed an allergy to traditional religion. Like blacks a generation ago, religion hardly exists in the work of Dick and Jane. Paul Vitz, a professor at New York University, plowed heroically through 60 social science textbooks and shows that they grossly ignore religion [Christianity] in American history and society. One textbook manages to give the Pilgrims thirty pages without once trespassing on the issue of the religious [Christian] motivation for their excursion to the New World. Another text defines Pilgrim as 'people who make long trips.'" [Emphasis Mine]

Isn't this nice! Everyone on a backpacking expedition can now be called a pilgrim?

Additionally, the same report also cited that "in grades 1 through 6, the idea that marriage is the origin and foundation of the family is never presented." As a matter of fact, the report said that "the words of marriage, wedding, husband, or wife" never occur in these textbooks.

Thus, by strategically leaving out any reference to God or to any Christian principle, even though they were clearly an inseparable part of our history, the Darwinistic influence has ultimately separated the students of the last forty or so years from the true faith and attitudes of their American Fathers. As Dr. Henry Morris is prone to say, "this is evolutionism with a vengeance".

Another way in which the Darwinian model has taken control of the pages of modern historical textbooks is seen by the presentation of history as a progressively developmental evolutionary process. That is, since "scientists" like Darwin, and others, have so clearly "proven" that man has arisen from the primordial swamps of prehistory as the result of billions times billions of chemical accidents, then it is obvious that all history can be nothing more than the continuation of this unfolding drama of evolutionary progress.

Evolution:

This, not only presents man as the relative of some ancestral protozoan, but also explains primitive civilizations as those more closely related to "our" apelike ancestor. The so-called stone age is taught as a 100,000 year trek through which man emerged fully developed as the Homo sapiens. And on and on goes the godless story.

Thus the present-day history textbook says that man evolved, society evolved, culture evolved, all is evolving; therefore nothing is absolute!

To give you some insight into the serious nature of this problem, I have chosen to quote briefly from three of the most recent textbooks that are being used today in many schools throughout America. They read as follows: "At just about the time Neanderthal people disappeared -- Some 30,000 to 35,000 years ago -- a new kind of people appeared in Europe, perhaps having come from Africa or Asia..."

"During the long period of years from about 1 million B.C., early people were beginning to develop their first simple tools. And by 8,000 B.C., some early people were beginning to develop better tools and so better ways of living."

"One of the first advances toward civilization was the development of crude tools and weapons. The prehumans called Homo erectus found ways to fashion rocks into useful sizes and shapes... Most anthropologists believe that it took hundreds of thousands of years for pre-human to learn how to control fire... During the Ice Age, many people and animals died from exposure and starvation.. Neanderthal and Cro-Magnon people were able... to survive."

You can readily see that in each of these examples, the entire evolutionary scenario is being presented as obvious historical fact. When in all reality the whole idea is nothing more than an evolutionary story based not in fact, but in faith. However your sons and daughters are not able to sort through all of this academic gobbledy-gook.

G. Thomas Sharp, Ph.D.

To all those who say that we can't really understand the Bible because it is too complex, or to those who say it really doesn't matter how or where we came from; I challenge you to answer this question: "If what you believe were not true, would you want to know it?" This seminar is not a debate; however, if you have some questions I'm positively sure Dr. Sharp is plenty knowledgeable to answer the most complex of questions. I've seen him entertain such tough questions before and it amazes even me with his vast knowledge on this intriguing topic.

We at the Oakley Christian Church and several other Oakley churches look forward to seeing you there.