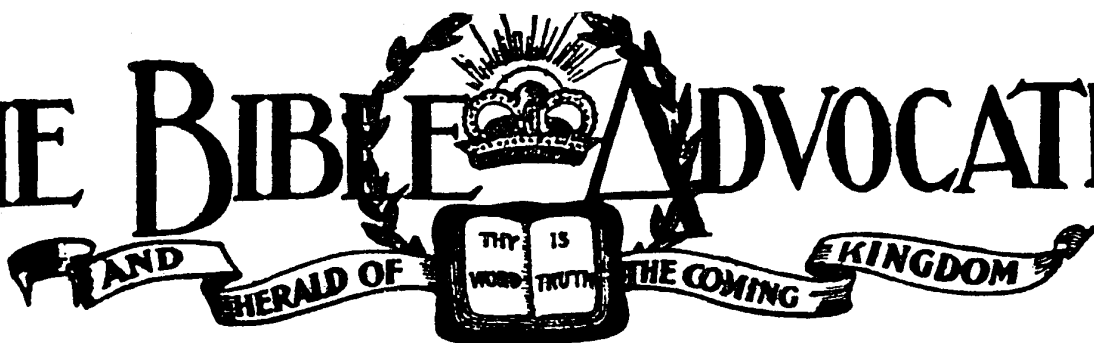


THE BIBLE ADVOCATE



"THY WORD IS A LAMP UNTO MY FEET, AND A LIGHT UNTO MY PATH."

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GREAT PEACE HAVE THEY THAT LOVE THY LAW; AND NOTHING SHALL OFFEND THEM.

Planting The EVOLUTIONARY Concept in YOUR CHILD'S MIND!

Herbert W. Armstrong

Most of us are outraged when we hear of the wrong being inflicted upon Russian childhood by Russian propagandists. The Soviet Government has compelled the teaching of Communism to Russian children. Thus the Bolsheviks expect to make Russia safe for their particular belief.

Yet we give our silent assent to the practice of like methods upon our own children.

This device of controlling education, so that the citizen's ideas are fixed long before he arrives at the years of discretion, is one of the oldest of human customs. If children are caught young enough, their minds can be definitely shaped to accept partisan propaganda for truth.

And now the propagandists for Evolutionary "science"—a theory utterly unproved which makes it impossible to believe the Bible—a theory which strikes at the very vitals of fundamental Christian doctrine—have succeeded in having their doctrine taught as established truth in our colleges not only, BUT THEY ARE PUTTING THE BASIC FOUNDATION OF THE EVOLUTIONARY CONCEPT INTO YOUR CHILD'S MIND IN THE HIGH SCHOOLS, AND EVEN IN THE GRADES!

So subtly is this done that few, indeed, have realized it. We have simply failed to realize the deep-rooted nature of the doctrine of evolution. Thus have we left wide open the door of our own children's minds to receive teachings which, later, lead to an easy acceptance of evolution as truth—and a consequent rejection of fundamental Christianity.

It is highly important for us to realize that evolution is the very basis upon which most of the natural sciences have been developed.

Evolution is, in fact, itself a basic CONCEPT. It is a POINT OF VIEW, directly antagonistic to the fundamental Christian point of view. It is the concept that life has developed and advanced, over long ages of time—millions of years—from the simple to the complex—from unintelligence to modern civilization. It is the point of view that we are always advancing—everything growing better and better. It is the antithesis of a belief in the fall of man, the need of redemption, or of any sudden supernatural Creation. It is the concept of NATURALISM—the viewpoint that miracles and all things supernatural are an utter impossibility. It is the concept which discards every miracle—every mention of the supernatural in the Bible as the silly superstitious folklore of an undeveloped past. It is the concept which looks upon man as sufficient unto himself—which denies the possibility of any interference from God—WHICH HOLDS THAT ALL things are possible with man, but nothing is possible with God.

That is the evolutionary concept. That is the point of view from which every orthodox scientist proceeds. That is the concept—the viewpoint—which is injected INTO THE TEXT BOOKS USED IN HIGH SCHOOLS AND EVEN IN THE GRADES. That is the concept which our tax-supported public schools are injecting subtly into the immature minds

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of your young children and mine. Even grade-school text books are written from this point of view. You'll find in the geographies, and the histories. It is time for us to awaken to the danger!

Listen to the words of Maynard Shipley, president of the Science League of America, and one of the world's foremost evolutionists. Evolution, says Mr. Shipley, is the very root of the entire tree of modern natural science. "If you destroy the root," says Shipley, "the tree will fall." Let us realize, too, that evolution strikes at the very root of the entire tree of fundamental Christianity. And if we permit evolution to destroy the root, the entire tree will fall!

"What the friends of science are really supporting, or trying to protect," says Shipley, in a recent article in the magazine "Evolution," in which he defends the teaching of evolution in tax-supported schools, "is the validity of the **method of science**, and the moral right and duty of the workers in field and laboratory to make known to the students in our tax supported educational institutions the full results of their researches." In other words, science is fighting for the right to teach your children and mine, in the tax-supported schools, "the full results of their researches," which means, simply, the evolutionary concept—the anti-Bible point of view—the Antichrist doctrine with which Satan is poisoning the minds of millions.

By that harmless-sounding phrase "the method of science," Shipley means human investigation and research, proceeding from this atheistic point of view. "Science commands our respect," he proceeds, "on the ground that its **method** is for all time true—the method, not of tradition or revelation or authority, (that is, not of belief in the authority of the Scriptures or of revelation) but of discovery, careful observation, research, experimentation, comparison, testing, analysis, synthesis. We want to know, not what somebody said that somebody else said, many centuries ago, (what Moses said God said) but precisely: "What are the presents fact in the case?" These facts, as fast as discovered, must be set in order, then **interpreted** and accounted for; (according to the evolutionary concept, of course), not in accordance with tradition or unsupported logic, but in accordance with all the knowledge at the moment available. **OUR BOYS AND GIRLS ARE ENTITLED TO THE FULL BENEFITS OF THIS METHOD—THE METHOD OF SCIENCE.**

Why, indeed," continues Shipley, 'should not all boys and girls be taught at least the elementary principles of biology and geology and astronomy, all of which, I repeat, are **dependent on evolution for their understanding?** Perhaps few would deny that we owe the best that modern culture affords to all the children of all the people. **TOMORROW THEY WILL BE VOTERS**, who may be called upon

to decide whether Biology or Geology, which necessarily involves **processess of evolution**, shall be taught at all in Twentieth Century America. Above all, **OUR CHILDREN MUST LEARN THAT ALL CONTEMPORARY INVESTIGATION IS FIRMLY BASED UPON THE EVOLUTIONARY CONCEPT."**

Does the overwhelming significance of Mr. Shipley's remarks break in upon your mind? Surely Mr. Shipley, president of the Science League of America, has thrown down the challenge! His statements should prove a stirring call to arms to every fundamentalist Christian! By way of illustrating further the Satanic spirit—the Antichrist spirit—back of the whole movement, the same issue of the same magazine which printed Mr. Shipley's article also printed an excellent outline of fundamental Christian belief, including Creation, the Fall, the Atonement, the Resurrection and the imminent Second Coming, under the glaring caption "Funnymentals," in a spirit of ridicule!

The forces of Antichrist are organized. The war is on! Not a war of flesh and blood—of firearms and armies and navies—but a subtle, insidious war **ON OUR CHILDREN'S MINDS AND SOULS.** Better a thousand times to have our children's bodies destroyed in a physical war, than to have their minds and souls destroyed in this intellectual war of Satan. I repeat, as I stated in a former article, that **EVOLUTION IS SATAN'S MOST POWERFUL WEAPON. It is Christianity's greatest enemy today!**

Let us note briefly, now, a few examples of the method of attack on our children. We quote from the opening paragraphs of the revised Ancient History textbook of Myers, used in many high-schools.

This is what your children are being taught:

1. **The Antiquity of Man.**—We do not know when man first appeared upon the earth. We only know that in ages long past, when both the climate and the outline of the continents were very different from what they are at present, primitive man roamed over them with animals now extinct; and that, about 5,000 B. C., when the historic curtain first rises, in some favored regions there were nations and civilizations already venerable with age, and possessing arts, governments and institutions that bear evidence of slow growth through very long periods of time.

2. **The Prehistoric and the Historic Age.**—The uncounted millenniums which lie back of the time when man began to keep written records of what he thought and did, and what befell him, are called the Prehistoric Age. The comparatively few centuries of human life which are made known to us through written records comprise the Historic age.

3. **How We Learn About Prehistoric Man.**—How, in the absence of written records, are we to find out

anything about prehistoric man? In many ways we are able to learn much about him. Thus, for instance, we may regard existing savage and semi-savage races as representing the prehistoric state of the advanced races. As it has been put, what they now are, we once were.

4. **Divisions of Prehistoric Times.**—The long period of prehistoric times is divided into different ages which are named from the material which man used in the manufacture of his weapons and tools. The earliest epoch is known as the Paleolithic, or Old Stone Age; the following as the Neolithic, or New Stone Age; and the later period as the Age of Metals. The man of the Old Stone Age saw the retreating glacier of the last great ice age, of which geology tells us. The length of the Old Stone age no one knows; we do not attempt to reckon its duration by centuries or millenniums even, by geological epochs. But we do know—and this is something of vastly greater moment than a knowledge of the duration of the age—that the long slow epochs did not pass away without some progress having been made by primeval man, which assures us that though so lowly a creature, he was a creature endowed with capacity for growth and improvement. Before the end of the age man had learned the use of fire."

Can you reconcile these teachings with the veracity of Holy Scripture? Here, in a high-school text book, is a common example of the evolutionary concept as the basis of knowledge. The high school student is taught, not as theory, but as a indisputable fact, the imaginary existence of ten geological ages—that our forefathers ages and semi-savage races, from za- tion has developed. Does (NOTE: Text missing from original) th question the authority of suc ac- cepts them as truth. And thus the utionary point of view is planted securely in his mind. He takes this concept for granted. The young mind in which such basic ideas have been grounded is well prepared to accept evolution as such when he reaches his freshman year in collage.

We come, now, to the question: What are we going to do about it? Our schools and our colleges are handicapping your child and mine, before they start out in life, by substituting false propaganda for truth—by implanting the ready-made doctrines of Antichrist in the plastic minds of our children. Virtually every college graduate is an evolutionist today, and virtually every high school teacher is a college graduate. The evolutionist confidently assures us that only the ignorant and the superstitious reject the "truth" of evolution. Science is fighting for the right to teach all children—the future voters, as Mr. Shipley so significantly remarks—the evolutionary concept. It is fighting to destroy, in youth, all belief in a creating God, all faith in the Word of

God. Science knows we poor human beings are prone to formulate our views and opinions according to that which we have been taught, —we take for granted that which we are taught from childhood. It knows that, if it succeeds in its present insidious crusade, another generation will take evolution for granted as a pure matter of course. A doctrine unproved and unprovable will thus—and only thus—be universally accepted as truth. Christianity will be destroyed. Religion will degenerate to the low plane of pure morality. This gigantic move is the latter-day spirit of Antichrist. It is the last desperate thrust of Satan—by far the most effective weapon he ever managed to employ. Out of it already has sprung the new religion of Antichrist, popularly known as Modernism. A religion which accepts the moral teachings of Jesus, but denies everything fundamental in God's Word. A religion which answers the true Bible definition of the religion of Antichrist—that which "denies that the Son of God is come in the flesh."

There are two things we can do. Those of us who have children attending the public schools can make it a point to keep in close touch with the teachings being administered to our children. We can check up on their text books. We can question the children, and learn what their teachers are putting into their minds. And when we find evolutionary concept being taught, we can guard against such teaching being taken for granted. We can explain the OTHER side to our children, and thus keep their minds OPEN, and SAFE. Twice my fourth-grade daughter has come to me with evolutionary ideas which emanated from her teacher. My two daughters are being schooled at home in fundamental Bible doctrine. Young as they are, they know sufficiently well the false teachings of the evolutionary concept that they recognize it when they hear it in school. A discussion of the point always ensues at home. Thus do I hope to counteract the evolutionary propaganda so far as its inception in the minds of my own children is concerned. We need not deceive ourselves. As they grow older and reach high school and then college, there will be definite facts and evidence to explain. Sound understanding of Bible doctrine will explain them. Lack of it will fail. Without it, we are utterly helpless in combating evidences of geology, paleontology, embryology, and comparative anatomy, which our children will receive in college. My children will never take a course in Biology or Geology which is based upon the evolutionary hypothesis. If they ever wish to investigate independently, outside of biased classroom influence, the evolutionary teachings on these subjects, they shall have my full permission—provided they will make a similar investigation of the OTHER side of the question. The truth, I am confident will prevail.

The second thing we can do is this: Whenever a bill to prohibit the teaching of evolution in the tax-supported schools is before the legislature in the state in which we live, we can support that bill to our very utmost. Personally, I do not believe in the principle of legislating morals. I do not believe in the principle of attempting to make a man good, and righteous, and religious, by FORCE. I do not believe in delegating to the police and courts of justice the proper jobs of the church, the school, and the home. The doctrine of Christ,—the true Bible doctrine—is that each of us is a FREE MORAL AGENT, so far as religious matters are concerned. And, understand this, IT IS STRICTLY IN ACCORD WITH THAT PRINCIPLE THAT I AM 100 PERCENT IN FAVOR OF BILLS WHICH PROHIBIT THE TEACHING OF THE UNPROVABLE, THEORETICAL, FALSE ANTICHRIST DOCTRINE OF EVOLUTION IN OUR TAX-SUPPORTED PUBLIC SCHOOLS!

Whenever such a bill is presented, the propagandists for evolution set up a loud cry for LIBERTY. An example of their logic is this excerpt from a recent editorial in a nationally-known metropolitan newspaper: "The issue is not, as many have assumed, the validity of the doctrine of evolution itself. It is whether or not evolution is a proper subject of inquiry. Missouri and Arkansas have neither endorsed or rejected it. (in defeating anti-evolution bills) They have however, preserved an open mind. This is a fundamentally-important contribution to progress."

But I deny that the teaching of evolution to youngsters in school is an honest INQUIRY, or investigation. I deny that the teaching of this theory as dogmatic fact to the receptive mind of youth tends to reserve the open mind. I deny that it is any contribution to progress.

Bills to prohibit teaching of unproved theories to immature youthful minds are no puzzle on scientific inquiry. They are no hindrance to investigation, research, or utter freedom of thought. They are merely a safeguard against poisoning the minds of our youth with the willing acceptance of one side of a two-sided question. Let us not muzzle honest inquiry, or padlock the dissemination of opinion. Let our mature scientists inquire, investigate, and think as freely as they please. Let them have full freedom of laboratory and field. Let them remain unhampered in their endeavors. If they are investigating on the wrong side of a two-sided question, that is their misfortune. It is not proper for us to tell them what they must believe. And, in like token it IS NOT PROPER FOR THEM TO MAKE COMPULSORY THE ACCEPTANCE OF THEIR THEORIES AND ATHEISTS BELIEFS ON THE PART OF GROWING YOUTHS.

If a college student WANTS to study evolution,

let him buy all the books on the subject he can read. Let him have full access to the free public library. Let us stand for the very thing the evolutionists so loudly demand —FREEDOM OF THINKING, and THE OPEN MIND. But let us fight, and fight hard, this organized movement to prejudice thinking, to close the maturing mind, to all but the Antichrist evolutionary concept. The mind poisoned by continuous drilling in the teaching of evolution during high school and college years is not the OPEN MIND on this subject. It is not a mind capable of FREEDOM OF THINKING. It is a mind drilled in ridiculing and sneering at fundamental Bible doctrine. It is a mind filled with the attitude of Antichrist, thoroughly prejudiced and securely padlocked against the entrance of any opposing doctrine.

This great organized movement is the colossal outrage of modern civilization. It is the crowning masterpiece—the last resource—the final mighty thrust of Satan, in his closing conflict with the Almighty God. Let us remain awake. Let us respond to the call to arm in this battle of minds and of souls.

Portland, Oregon.

General Conference Report

The forty-fifth annual conference of the Church of God met in session at Stanberry, Missouri, at 2 P. M., August 31, 1928, with Elder B. F. Marrs in the chair.

After a song and prayer, the opening address was given by the president, Elder B. F. Marrs.

The ~~allow~~ business was taken up:

~~minutes~~ of the last session.

(NOTE: Text missing from original)

e president appoint the committee of the following results:

~~minutes~~

COMMITTEE ON MEMBERSHIP

Chas. E. Brush, chairman; C. E. Groshans, Quincy Walker.

COMMITTEE ON CREDENTIALS

W. C. Rodgers, chairman; W. E. Carver and S. A. Moore.

COMMITTEE ON RESOLUTIONS

A. N. Dugger, chairman; Roy Davison, M. W. Unzicker.

The conference adjourned to meet at 9 A. M., Sunday, Sept. 2.

SECOND SESSION

The second session met at 9 A. M., Sept. 2. After song and prayer, the following business was taken up:

Report of membership committee. The following names were reported and passed upon as eligible:

Roy Davison, Flossie A. Marrs, Grover Hender-shott, Rose Darrow, Horace W. Munro, Vera Munro, Earl G. Smith, R. E. Hosteter, Adalaide Carver, W. E. Carver, J. L. Hughes, Rudolph Haffner, Arthur Wright, Edgar Lippincott, W. C. Rodgers, S. A. Moore, Jacob A. Brenneise, Edmond E. Roche.