

# Myths in the Public Schools?

## *Taking the Shield of Faith*

### Christian Life and Witnessing Booklet -2

(**SANTA CLAUS, EASTER BUNNY, TOOTH FAIRY  
AND - - DARWIN'S EVOLUTION**)

**We are here to answer these four questions: Is there a viable alternative to the Biblical principle: *IN THE BEGINNING GOD CREATED THE HEAVEN AND THE EARTH...?* Can you safely trust the Bible? Has evolutionary evidence proved the Bible unworthy of your belief? Or is it Darwinian evolution that is utter nonsense?**

This booklet is from seminar material and is presented  
to glorify God by:

**If MY people . . . ministries**

**Brother J. R. Hughes**

Post Office Box 123

Lebanon, KS 66952

**Telephone: (785) 389-3180**

[Email: JRis4Jesus@yahoo.com](mailto:JRis4Jesus@yahoo.com)

We are available for seminars in North America

These materials are prepared for inquiring minds, including youth directors, pastors and Christian laymen who know Darwin's evolution is falsely taught as fact, in the public school, but do not know the evidence against it. We will examine some relevant facts and you will discover evolution has never had any scientific evidence to support the imagined ideas of Charles Darwin, as Mr. Darwin, himself, admitted. Should evolution then be taught in the public elementary, middle and high schools as if it was the truth?

**Scrivener:** God used Brother J. R. Hughes, Jr. to put together these materials. He is a born again, King James Version man who has read the Bible from cover to cover more than a dozen times. He read the NIV and the New American versions to compare. Sometimes uses the Living Bible to see what Dr. Taylor believes is the meaning of a term or verse. Graduate of Michigan State University and Wayne State University Law School. After being born again, he began: teaching Bible in the neighborhood and Sunday School, involved in door to door ministry and bus ministry. He was chosen Sunday School Superintendent, then later named Christian Education Director at Chandler Parkside Baptist, Detroit. He obtained further training at CBN (Regent) Graduate School, but doubted how one educated in the law could be used to gather materials on this subject. Then he learned that James Hutton and Charles Lyell were both educated in the Law. Also Edwin Hubble, after whom the Hubble telescope was named (who first postulated 18-20 **b-i-l-l-i-o-n** years for the age of the cosmos) had also been trained to be an attorney. Brother Hughes, who has been published in the American Bar Association Insurance Journal, as well as by the Michigan Litigation Section, has been used of God to write "*Such as Should Be Added to the Church;*" "*Sharing Your Faith With Courage;*" "*Taking the Shield of Faith*" materials and booklets. He has been conducting seminars since the first one in 1996 at Agape Temple in Detroit, Michigan.

## We have to begin with this question:

*Is there Propaganda in the Public School? And if there is,*

*WHO is ultimately responsible for what is being taught?*

The Bible teaches us **“IN THE BEGINNING GOD CREATED THE HEAVEN AND THE EARTH. . . ,”** This Bible is the fortress of absolute truth in a society that has embraced relativism.

*Relativism* is a teaching of man that contends there is NO absolute truth. It maintains each society is entitled to make its own rules. Thus, *relativism* would say it's okay for cannibals to eat a human for lunch. Those who believe in *relative truth*, (that we decide what is truth) cannot criticize the cannibal for his lunch. Those who believe in *relative truth* would also applaud Adolph Hitler of the 20<sup>th</sup> century. He and Nazi Germany used *relativism* to label Jewish people, blacks, bordering Polish and others as subhuman. It was their “truth.” They thus “eliminated” (murdered) six million human beings in death chambers at concentration camps in six years.

Of course, those who say they **do not** believe in absolute truth do not jump off of fifteen story office buildings or hotels. They know gravity (an absolute) will pull them toward the Earth and the laws of motion (an absolute) will propel them with such force, they will be smashed like a bug on a windshield of a semi driving on an interstate highway at seventy five miles per hour.

In contrast to this false belief in *relativism* that allows the murder of your fellow man, God and the Bible teaches us that there is absolute truth and uniform rules for the protection of all mankind. God's rules include *it is wrong* to murder your fellow

human being or have him for lunch. God protects all men equally without respect or special favor.

Absolute Truth is the foundation of the Christian faith. Truth is found in the Bible. Truth teaches us that Love, Peace and Joy are as real as a tree or a rock or the moon. The Lord, in the Person of Jesus Christ, declares, **“If ye continue in My Word, then are ye My disciples indeed; <sup>32)</sup> And ye shall know the truth, and the truth shall make you free”** (John 8:31-32). Elsewhere Jesus declares HE is **Truth**. Yet, we who claim to know and uphold the Truth, the Christian church, fall short.

Why do you say that Brother Hughes?

Because, the average eight year old *Christian* believes in: Santa Claus, Easter Bunny, Tooth Fairy and Darwin. Are they examples of “truth” or of ‘society myths?’ These myths are often taught in the “Christian” home. These myths are condoned in public schools by teachers who **(knowingly or unknowingly)** are persuading students to **not** believe the Truth of the Bible.

But, Brother Hughes, certainly the public schools **do not** brainwash or teach propaganda to the students. Aren't you being a little sensational?

In the year 2000 A.D. an evolutionary professor who teaches physics in college indicated he knew his students trusted their PhD professors to tell them the truth. Referring to that natural trust of the students, he stated: **(quote)**

**And I use that trust to effectively brainwash them. . . . our teaching methods are primarily those of propaganda. We appeal without demonstration to evidence that supports our position.**

**We only introduce arguments and evidence that supports the currently accepted theories and omit or gloss over any evidence to the contrary.** Singham, Mark, "Teaching and Propaganda," *Physics Today* (vol. 53, June 2000), p. 54.

You may say, "Well, that must be a fairly recent development. I certainly am opposed to that tactic of taking advantage of students who trust their teacher. My elementary teachers were honest." "I trusted them." "That did not happen when I was in school." "We had a different brand of teachers in the good old days." Oh, really?

Almost 20 years before the 21<sup>st</sup> century a noted humanist informed us of their plan to use the schools to communicate their humanist (non God) **belief system**. He wrote: **(quote)**

**I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers . . . . These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers, for they will be ministers of another sort, utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach, regardless of the educational level – preschool day care or large state university. . . . J. Dunphy, "A Religion for a New Age." The Humanist, Jan-Feb 1983, 23. 26 cited by Wendell R. Bird, *Origin of the Species – Revisited* vol. 2. p. 257**

"Brother Hughes, you are telling us that someone actually said that and put it in writing?" **YES! Understand that the deception has been going on for a long time.**

Okay, so almost twenty years before the 21<sup>st</sup> century the teachers admitted they had an agenda or **belief system** they wanted to proclaim and promote. Their "relative truth," their **faith system**, their non-God (atheistic) belief system is taught as *big*

*bang* and *nebular hypothesis* as Creator of the universe; slow and gradual erosion (uniformitarianism) to explain all the devastation of the world wide flood - - and that man is just an animal, as in Darwin's evolution. (So if it feels good, do it, after all, you decide, what is 'truth').

## Evolution

As you will recall, the ideas and basis for the belief of evolution came from the imagination of Charles Robert Darwin (1809-1882 AD). Are his ideas similar to a fairy tale as both are from man's imagination? You might say (or think), "Aren't you being a bit harsh or dramatic?" When I was a child, I could see the difference between Darwin's imagined evolution and fairy tales. My elementary teacher read fairy tales during story time. "Teacher read of Darwin in *science* section."

Your elementary school teacher likely read to you about a princess kissing a frog. The frog became a prince. Apparently the princess married the frog (now a prince). They lived happily ever after. Your teacher read that to you as a fairy tale. But, later the same day she could have read Darwinian evolution. Darwin's evolution seeks to teach: a frog (amphibian) became a prince (man). Brother Hughes, what are you talking about?

Okay, you want to know why I am saying Mr. Darwin's ideas are no better than a fairy tale? Right? Right!

Well, did you know Darwin admitted his imagined ideas were in direct opposition to the evidence found in the rocks of earth. He wrote in Chapter 10 of *Origin of Species*:

**In the sixth chapter I enumerated the chief objections which might be justly urged against the views maintained in this volume. Most of them have now been discussed. One, namely, the distinctness of specific forms and their not being blended together by innumerable transitional links, is a very obvious difficulty.**

Okay, I agree Mr. Darwin, there should be chains of fossils (evidence of dead animal or plant organisms slowly changing from one form to an unlike kind of organism). So how many thousands of these did you actually find in the fossil record of your day, Mr. Darwin?

**Geology assuredly does not reveal any such finely graduated organic chain; and this, perhaps, is the most obvious and serious objection which can be urged against my theory. The explanation lies, as I believe, in the extreme imperfection of the geological record.**

Here Mr. Darwin admits in Chapter 10 of his work: *On the Origin of Species, By Means of Natural Selection, For the Preservation of Favoured Races, in the Struggle for Life* (1859) that his ideas are directly opposite to the observable evidence. And he states that there should be fossils (evidence of animals who once lived) ***“blended together by innumerable transitional links.”*** In other words, you should see the slow, step-by-step changes from one kind of creature to another unlike kind. Then he says there is not one ***“such finely graduated organic chain.”*** Yes, Mr. Darwin is admitting that his ideas are contrary to the geological evidence.

So, when it is unsupported by the evidence and it comes from a man’s mind or imagination, what is the difference between that and a fairy tale like the princess and the frog?

Evolution absolutely teaches that frog like creatures ‘changed’ slowly into man! They substitute in the place of the kiss from a pretty princess, something much more magical: **m-i-l-l-i-o-n-s** and **m-i-l-l-i-o-n-s** of years. That is their story. And it is unsupported by the evidence that Mr. Darwin said should be there, if his theory was true. And they need you to believe in **m-i-l-l-i-o-n-s** of years or the idea of slowly changing life forms into a completely different kind of life form will not have enough time to make the changes.

Look, Mr. Darwin admits that his ideas are contrary to the fossil evidence that he says should be there. (See his ***Origin of Species*** in chapters six and ten). Thus, we have a valid reason not to believe the made up imagination of Mr. Darwin.

Another reason why we can label Darwinian evolution as his imagination is that no credible scientist who had written before him (about how the species arrived on Earth) ever agreed with his ideas. Oh, there were a handful of well known rebel evolutionists, including Darwin’s own grandfather, Erasmus Darwin, but the vast majority of prominent scientists of his day (all but one) rejected his ideas of evolution.

It shocks some people to learn that this 1859 work ***Origin of Species*** was opposed by almost every major well known scientist of Darwin’s day.

**Scientific Opposition to Darwin:** Harvard Professor, Louis Agassiz wrote in 1860 that the fossil record of Darwin’s day, already showed complex life forms in the oldest rocks. Darwin’s imagination said that all things developed slowly in small changes **from simple to complex**. There should be evidence of this in the dead things of the past (fossils). Professor Agassiz

said that since there were already complex fossil life forms in the oldest rocks, there was no place in the record or history of the rocks for evidence that Darwin hoped some day to find in the fossil record.

Professor Agassiz's opposition to Mr. Darwin, the man, was polite, but there were some he detested and labeled "*Darwin's henchmen*". These men, so labeled, were not opposed to and did make up stories and falsify and markedly alter evidence to give support for the Darwinian imagination.

**Darwin and his henchman did not present facts which could prove that these organisms descended from unlike types which lived in a prior period.** (Agassiz, J. Louis. *Darwinism-Classification of Haeckel* - (1869) [www.athro.com/general/atrans.html](http://www.athro.com/general/atrans.html) (2010)

**Reverend Dr. Adam Sedgwick:** Another prominent scientist of Darwin's era was Adam Sedgwick who was the head of geology at Cambridge, Darwin's alma mater. Professor Sedgwick wrote to Darwin criticizing his over all work and declaring that some of Darwin's writings were preposterous. He wrote ". . .I have read your book with more pain than pleasure. Parts of it I admired greatly; parts I laughed at till my sides were almost sore; other parts I read with absolute sorrow; because I think them utterly false & grievously mischievous [fn<sup>1</sup>] Sedgwick was saying Darwin was being knowingly false.

---

1

<http://www.darwinproject.ac.uk/entry-2548>

Sedgwick was 73 years old; he lived to be 88. See also letter to Adam Sedgwick, 24 August [1859].

## EVOLUTION AND THE FOSSIL RECORD

Darwin himself conceded and stated in *Origin of Species*, that fossils were one of the greatest barriers to Darwin's position. He states he hopes and expects they would find later proof in the fossil record of Darwin's gradual changing, simple to complex, theory. But this fossil record has **always** remained in opposition to Darwin. Did you understand what I wrote? Mr. Darwin had no evidence for his imagined ideas.

There were many expeditions and much digging in an attempt to support the Darwinian imagination. Yet the fossils remained in opposition to Darwin in the 20<sup>th</sup> century report of Gould & Eldredge in 1977. They confirm there is no pattern of evidence of simple to complex in the fossil record.

But his dilemma becomes more difficult when one realizes that without God as Creator, evolution needs to have an act of life from non-life or spontaneous generation (abiogenesis). Yet, biology universally teaches that something without life can never produce an organism with life. This idea of life from non-life has been scientifically rejected. Francisco Redi (1600s) and Louis Pasteur (1850s) proved that non-life does not produce life. Every example of what was once believed to be "spontaneous generation" of life was shown to have been false.

**But, ah, the CELL:** It has been stated by many authors that the cell was the final death blow to the supposed Darwinian evolution. The technology in Darwin's time (mid 19<sup>th</sup> century) was crude compared even to mid 20<sup>th</sup> century technology. Thus, one is not surprised that many in Mr. Darwin's era believed the cell was simple and composed primarily of a gel like substance. The 20<sup>th</sup> century development of the scanning electron microscope with its ability to magnify more than 50,000 times, revealed the complexity of the so-called **simple** cell. The cell was not simple.

Evolution says accidents or mistakes are prevalent as the mechanism seeks, by chance, then selection to slowly, incrementally by continual steps to “get it right.” The cell does not fit the evolutionary ideology. It has many irreducible parts. They all must have instant complimentary “being” for any part of or the whole cell to have life. This discovery that the cell was incredibly complex and irreducible (needed several parts to have life) was completely contrary to Darwin’s gradual, simple to complex formula.

And of Mr. Darwin’s imagined idea of a *natural selection* (that could supposedly select from many traits and keep *only the good* accidents) there is a serious problem. *Natural Selection* could not help as it does not operate until, at the very least, a cell is alive and fully functioning. For the cell to be alive, it needed to have many complex, intricate, totally co-dependent systems. Without all of them fully functioning the cell could not exist.

Further, the science of probabilities indicated evolution’s blind random chance could **not** produce the protein necessary for the cell to have life. And there is no way the proper helix strand connections could be connected by chance in only one DNA molecule in one cell. When you need all these complex things to ALL to be fully functioning, there is no place for Darwin’s ‘trial and error,’ or slow development small step-by-step, undirected, development of an organism.

Thus the cell (which is the unit of and basis for all life) would not and could never have come into being through chance or Darwin’s imagined idea that is now labeled evolution. Cell complexity and irreducibility was the death-knell to Darwin’s *simple to complex* idea. If evolution had been true, thousands of

cell parts had to suddenly, instantly, spontaneously, miraculously “evolve.” And the miracles would have to continue on a regular and systematic basis. But instant, **sudden appearance** of a **complex** cell (against the natural laws) **is not** how Darwin’s imagined evolution would work. The cell is, if not the strongest evidence against Darwin, such strong evidence against Darwin’s simple to complex, slowly changing evolution, that the possibility of evolution is nullified as the device or mechanism to create even one single cell with its awesome complexity and irreducibility. Absent creation or absent a continual set of accidental miracles, occurring over and over, you can have no cell. No cell = no life. No life = no *natural selection*. No natural selection= no evolution.

A few years ago, this writer, discovered an older book that spoke in plain English, not scientific jargon. Over the past few years the writer has read more than a dozen books on the subject of creation, evolution and Darwin, but still find simple, straight-forward, understandable proof in I. L. Cohen’s ***Darwin was Wrong (1984)*** It remains relevant and not out dated in the 21<sup>st</sup> century. It has concluded that “haphazard evolution” (and or chance) could not even complete the proper perfect sequence connections of the double helix strand in one DNA of one cell. (One DNA is thought to have one million connections)

**“Based upon strictly mathematical terms, there is no probability that 11,000,000 (eleven million) or 1,000,000 (one million) or even 5,000 (five thousand) nucleotides could haphazardly arrange themselves in a meaningful sequence (meaningful as far as the ultimate result, or species, is concerned.) Consequently, evolution as described by Darwinian school of thought, was not the road followed by unintelligent chemical molecules so as to generate 6,000,000 (six million) or more different species on this**

**world."** (Cohen, I.L. *Darwin was Wrong- A Study in Probabilities* Greenvale, NY New Research Publications, Inc 1984)

Predating Cohen and his rejection of Darwin, were evolutionists Gould, Eldredge (1977) and Colin Patterson (1981). Following Cohen in the last fifteen years of the 20<sup>th</sup> century was Michael Denton (1985); Sunderland; (1987) Lubenow (1992); then Michael Behe (1996); MIT grad John Hopkins teacher Spetner (1997). A professor from Pitt wrote Darwinism was still contrary to the fossil record (Schwartz-1999). Sir Fred Hoyle said it was impossible (Mathematics of Evolution-1999)

Sir Fred Hoyle, had earlier published in *Nature*, (an academic journal that generally favored Mr. Darwin's ideas) that he had rejected Darwin before 1984. Hoyle sums up his feelings when he said, **(I quote):**

**"How the Darwinian theory of evolution by natural selection managed, for upwards of a century, to fasten itself like a superstition on so called enlightened opinion? Why is the theory still defended so vigorously? Personally, I have little doubt that scientific historians of the future will find it mysterious that a theory which could be seen to be unworkable came to be so widely believed. The explanation they will offer will I think be based less on the erroneous nature of the theory itself and more on the social changes and historical circumstances that surround its development." (The Intelligent Universe, Holt, Rineheart & Winston, NY [1984] p.25)**

As you can now see, Darwin's evolution has remained under constant attack in the scientific community, since 1860 (Sedgwick; Agassiz). It continued to the end of the 20<sup>th</sup> century.

The idea of a process called evolution (a slow, step-by-step process) was not consistent with the science and findings of the 20<sup>th</sup> and 21<sup>st</sup> century. Many abandoned Darwin's evolution because more than one hundred twenty-five years after the Darwin pronouncement, there still was no solid evidence to support Mr. Darwin's imagined ideas. That remains true more than one hundred fifty years after Mr. Darwin first published his imagined ideas in *On the Origin of the Species* (1859).

At about the same time there arose pressure by citizens to keep the teaching of evolution out of school. However, evolutionists fought against the rejection of their **belief system**. They wanted it taught in public schools as if it was true. As they fought for evolution, most (who fought to keep evolution taught **as if true**) knew evolution was seriously flawed and had come under scrutiny and attack. Thus, many in the scientific community now said evolution **should not** be taught in school.

**NOT IN HIGH SCHOOL:** Dr. Colin Patterson was a Senior Paleontologist at the British Museum of Natural History, London. When delivering the keynote address at the American Museum of Natural History, New York City (November 5, 1981), Dr. Patterson explained what he had discovered when talking to evolutionists:

**'One of the reasons I started taking this anti-evolutionary view, or let's call it a non-evolutionary view, was last year I had a sudden realization. For over twenty years I had thought I was working on evolution in some way. One morning I woke up and something had happened in the night, and it struck me that I had been working on this stuff for twenty years and there was not one thing I knew about it. That's quite a shock to learn that one can be so**

misled so long. Either there was something wrong with me or there was something wrong with evolutionary theory. Naturally, I know there is nothing wrong with me, so for the last few weeks I've tried putting a simple question to various people and groups of people.

**Question is: Can you tell me anything you know about evolution, any one thing, any one thing that is true? I tried that question on the geology staff at the Field Museum of Natural History and the only answer I got was silence. I tried it on the members of the Evolutionary Morphology Seminar in the University of Chicago, a very prestigious body of evolutionists, and all I got there was silence for a long time and eventually one person said, "I do know one thing -- it ought not to be taught in high school".'**

The upper echelon evolutionists who encourage the teaching in public schools, of this unproven, unworkable ideology of evolution are without excuse. Unless they repent, they will find their place in the lake of fire! Brother Hughes, aren't you being a bit harsh? Not at all. This is an honest warning to upper echelon evolutionists and their agents to repent or face eternal consequences. Those consequences are not pleasant. When I think about them perpetuating the fraud on our school children (leading astray [offending] little ones) with its eternal consequences, I become upset and ask Why? **WHY?** Why do you want a failed belief system taught?

Remember the words of Mr. Dunphy, made almost 20 years before the 21<sup>st</sup> century, a noted humanist, who warned us of their plan. He wrote: (quote)

**I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers . . .**

. **utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach, . . .** (J. Dunphy, "A Religion for a New Age." The Humanist, Jan-Feb 1983, 23. 26 cited by Wendell R. Bird, *Origin of the Species – Revisited* vol. 2. p. 257)

There are other reasons why we can label Darwin's evolution as something from his imagination and a myth. Yet, we who call ourselves followers of God's **Truth**, are willing to leave our children in society's **untruth**: **untruth** taught in our public school system labeled evolution. It is wrong to allow children to be in public schools which teach (as if it was true) Mr. Darwin's imagined evolution and the unproven idea of vast ages of Earth. This places children at serious risk. They are "at risk" of losing their faith in the Bible now. But, much more importantly, they are at risk of eternal death in the lake of fire. Do you really want to give your child to someone who could destroy their faith in God to the extent that they end up in hell? This parents cannot allow.

## HOW OLD IS EARTH?

### UNIFORMITARIANISM OR VAST AGES

Darwin had adopted the *slow, continual/vast ages* concept of Hutton(1795) made popular by Lyell (1832). Before these three, there was general belief in the Biblical time scale and the geology of catastrophism. Do you understand? Before Lyell in the 1830s, there was general belief in the Biblical time scale and the geology of catastrophism. Thus, "vast ages" is not an ancient long-standing belief to explain geology. It is now again being abandoned as an exclusive teaching of geology and is being questioned by main stream geologists as an "exclusive theory," especially since 1980. In 1980 the geologists were witnesses to the fact that it did not take *m-i-l-l-i-o-n-s* of years (or thousands or



hundreds of years) to erode away hundreds of feet off mountains or that long to form one hundred (100') feet deep canyons.

**Mt. St. Helens-catastrophe:** On May 18, 1980, there were earthquakes, and a world record landslide off Mt. St. Helens north side. The record landslide took thirteen-hundred fourteen (1314) feet of the top of Mount St Helen's. Her beautiful and majestic snow covered peak disappeared **in seconds** in the world's largest recorded landslide in history. So much for grain by grain erosion over m-i-l-l-i-o-n-s of years being the cause.

Next steam and fragmented rock exploded out from the ruptured north side with the power of atomic bombs. These blasts devastated 150 square miles of forests, as at least 57 people died. Buildings, vehicles and all life in the red zone was either vaporized or buried alive. After the initial blast the clouds became dark and soon blotted out the sun. There was continuous volcanic action for more than eight hours. Then the volcano subsided for a while. The combination of events forever changed Mt. St. Helens and Toutle River valley.

There were several more activities in 1980 and 1981. But there were only three **major** or **significant** actions: May 18, 1980; June 12, 1980 and a last notable blast on March 19, 1982. In two years, a few specific events produced a dramatic and permanent change in the topography. It was also noticed and they also had to realize and admit the significance of flooding. Water, tons of water had played a significant part in the floods and the mud flows. In one event where hot scalding water from molten red-hot, melted inner rocks (magma) mixing with ice and snow on the mountain top propelled soil and rocks down in a cutting action. Where there had been solid rock, in the morning, a one hundred foot deep canyon more than one thousand feet wide had been carved (cut out of) solid rock. Geologists watched

the deep canyon form, not over **m-i-l-l-i-o-n-s** of years, but in one volcanic event, in less than twelve hours. They had taught it took **m-i-l-l-i-o-n-s** of years to create deep canyons. These events demonstrated they were wrong. They had been eye-witnesses. It could not be denied.

Years of teaching and false belief were blasted away by the Lord. It was a mighty demonstration. Now these men would stand before God without any real excuse for their belief that it was grain by grain erosion that explained all of the geology of Earth. And if it was not true that uniformitarianism (slow grain by grain erosion) created the geology that we see, then perhaps it was great and sudden catastrophes. And when seeing the role of tons of water perhaps, just perhaps the Bible was true, after all. Perhaps it had been a great Biblical flood that occurred in the days of Noah. If canyons more than one hundred feet deep more than one thousand feet wide formed in hours, when a huge water borne mud slide displaced and cut through rock and debris, then maybe, just maybe, God had judged a sinful world.

Another earth shaking, almost shocking, idea occurred to them after Mt. St. Helens, especially when they noticed the similarity between Mt. St. Helens and the Grand Canyon. Many geologists began to accept the fact that Grand Canyon was most probably formed primarily, rapidly, not in **m-i-l-l-i-o-n-s** of years by the Colorado river. Some conceded it may have been part of a world wide flood. They see similar patterns over much of the world. Even the majority of the unbelieving (atheistic) geologists have adopted a local flood idea. Many contend a sediment dam in a large inland lake gave way and the flood and resultant mud flows produced the Grand Canyon, rapidly in hours or weeks. Yet, some public school textbooks still teach Grand Canyon was formed over **m-i-l-l-i-o-n-s** of years by the erosion of a trickling

of water. They continue to perpetuate the fable even when the evidence is right before their eyes?

But Brother Hughes, what about the vast age of Earth? Vast age of the Earth? Are you certain that the Earth is that old?

## **Do Evolutionists Have Independent Proofs?** **Is Radiometric (Isotopic) Dating Infallible?**

Well can they independently verify the very old age dream with radiometric (isotopic) dating? You know, the Potassium Argon (K-Ar) type method ( $U^{238}$  or Rb-St, FT, etc.) where they measure how much of an element has been lost from a rock. How much “parent element”? How much “daughter element”? Will this save evolution? Will it independently **prove** the age of Earth? **No. They have known** for decades these methods are not reliable.

Paleontology does not know the age of Earth’s rocks. Consider this quote from the U.S. government:

**So far scientists have not found a way to determine the exact age of the Earth directly from Earth rocks because Earth’s oldest rocks have been recycled and destroyed by the process of plate tectonics. If there are any of Earth’s primordial rocks left in the original state, they have not yet been found. Nevertheless, scientists have been able to determine the probable age of the Solar System and to calculate an age for the Earth assuming that the Earth and the rest of the solid bodies in the Solar System formed at the same time and are, therefore the same age. (underline added) <http://pubs.usgs.gov/gip/geotime/age.html> (2010)**

**Astronomers *don’t know* the age of the solar system, but turn to paleontology for the age. WHAT?!?**

Wait a minute! Many years ago, a pioneer of radio astronomy, Sir Bernard Lovell (Jodrell Bank Observatory, England) made the following statement:

**If you ask me how far away those objects are [and hence how old], then the answer is the extraordinary one that you cannot calculate the distance unless you know what cosmological model applies to the universe. The distance is so much on the Big Bang, so much on the Steady State Theory, and it has another value if the constants in the cosmological equations are different and the universe is in a cyclical condition.** (Sir Bernard Lovell, recorded lecture at Schoolcraft college, Livonia, Mi, October 12, 1971)

A few years later, Solar astronomer John Eddy (High Altitude Observatory, Boulder, Co) confessed:

**There is no evidence based solely on solar observations, (Eddy stated) that the Sun is  $4.5-5 \times 10^9$  years old ‘I suspect,’ (he said) ‘that the sun is 4.5 billion years old. However, given some new and unexpected results to the contrary, and some time for frantic recalculation and theoretical readjustment, *I suspect that we could live with Bishop Ussher’s value [fn<sup>2</sup>] for the age of the earth and the sun. I don’t think we have much in the way of observational evidence in astronomy to conflict with that.* Solar physics now looks to paleontology for data on solar chronology, he concluded. (Solar astronomer John Eddy (High Altitude Observatory, Boulder, Co) Time in Full Measure at Louisiana State University, Baton**

---

<sup>2</sup> Bishop Ussher stated that the Earth was created in the year 4004 B.C.

Rouge, La April 13, 1978 reported in Geotimes by Raphael Kazmann (Department of Civil Engineering, L.S.U.)

**No Independent Age of Earth???** Did you notice the problem of the age of the Earth and the solar system? The United States government said the Earth science group did not have the answer to the age of the Earth, but thought we could look to the astronomers for the age of the solar system and assume that was a correct age of Earth. But, in the quotes immediately above, the astronomers said they look to the earth scientists (paleontology) for the age (chronology) of the solar system. So, both groups are admitting that neither group really knows the age of the Earth. So, why is it taught as an absolute truth of *b-i-l-l-i-o-n-s* of years in the public school? They have no idea of the actual age of Earth **or** the solar system.

WAIT! Doesn't anyone have an actual independent scientific date for Earth? Actually, . . . **NO!**

**Radiometric (Isotopic) Dating: The Last Hope:** They were all going to rely upon their hero: radiometric dating. However, evolutionist William Stansfield, PhD at California Polytechnic State University, in that same era, so long ago wrote in ***The Science of Evolution*** (New York: Macmillan Publishing Co. 1977), p.84: **I quote:**

**It is obvious that radiometric techniques may not be the absolute dating methods that they are claimed to be. Age estimates on a given geological stratum by different radiometric methods are often quite different (sometimes by hundreds of millions of years). There is no absolutely reliable long-term radiological 'clock'.**

**Is C14 An Accurate Dating Method?** Potassium to Argon (and other uranium, lead, rubidium-strontium, etc.) dating method is for rocks. There is a different dating method for things which once had life (plant and animal fossils): Carbon 14 radiometric dating. Evolutionists admit long standing C-14 dating problems. In 1970 an evolutionist professor declared:

In the Proceedings of the Symposium on Radiocarbon Variations and Absolute Chronology held at Uppsala in 1969, T. Säve-Söderbergh and I. U. Olsson introduce their report with these words:

**C-14 dating was being discussed at a symposium on the prehistory of the Nile Valley. A famous American colleague, Professor Brew, briefly summarized a common attitude among archaeologists towards it, as follows: If a C-14 date supports our theories, we put it in the main text. If it does not entirely contradict them, we put it in a footnote. And if it is completely out of date we just drop it. Few archaeologists who have concerned themselves with absolute chronology are innocent of having sometimes applied this method. . . ." (comment of Professor Brew made at a symposium on prehistory of the Nile Valley, "C14 dating and Egyptian chronology" in Radiocarbon Variations and Absolute Chronology, Proceedings of the Twelfth Nobel Symposium Ingrid U. Olsson (editor), Almqvist & Wiksell, Stockholm and John Wiley & Sons, Inc. New York, (1970, p. 35) Cited by Pense, 3 (1):44. <http://www.ntanet.net/quote.html>**

<http://www.setterfield.org/000docs/RadiometricDating.htm#quotes>

If you go on the internet you will find that there is a web site that thinks they have launched a successful attack on the creationist using this quote, as it comes from the Nile Valley conference. They allege that this C-14 comment is limited to the Nile Valley. The writer is either naive or misled or does not understand that C-14 dating method is the same where ever it is applied, and, of course, does not apply to rocks. C-14 measures

the change from parent element to daughter element. Professor Brew is merely stating that many times he has found that C-14 dating has not been accurate.

Finally and in conclusion, allow me to close this segment on the dating methods by repeating two quotes:

. . . **Only in a few cases geologically meaningful ages were obtained. In the majority of cases the ages are clearly off and the data disappear in a lab-data file.** (Jagoutz, E., 1994, Isotopic systematics of metamorphic rocks, p.156)

J. Ogden III writing decades ago in the Annals of the New York Academy of Science, volume 288 (1977) pp.167-173 in pertinent part: I quote:

**It may come as a shock to some, but fewer than fifty percent of the radio carbon dates from geological and archaeological samples in northeastern North America have been adopted as “acceptable” by investigators.**

Dr. Walt Brown (PhD) writes about the more recent radio carbon-dating method: **accelerator mass spectrometer technique**. Observing the half life of C-14 is 5,730 years, he reports that bones older than 70,000 radio carbon years would not have any detectable carbon-14. If a bone does have any detectable C-14, the bone is actually less than 70,000 radiocarbon years of age. He then reports that some evolutionists who had bones of **supposed** great antiquity (*estimated at hundreds of thousands of years*) dated them:

. . . **Ancient human skeletons, when dated by this . . . “accelerator mass spectrometer” technique, give**

**surprisingly recent dates. In one study of eleven sets of ancient human bones, all were dated at about 5,000 radiocarbon years or less!** Dr. Walt Brown, PhD. *In the Beginning:*, (7<sup>th</sup> Edition - Walt Brown 2001 A.D.) p. 245 <http://www.creationscience.com>

While evolutionists would then allege that these are more inaccurate C-14 results that should be discarded (or at least disappear into a lab data file) the creationist would hail them as proving man has only been here in the time set forth in the Bible.

And then, and then, along came the R.A.T.E. (*Radioisotopes and the Age of the Earth*) conference of the *Institute of Creation ' Research* in November 2005 A.D. Perhaps the most impressive finding was similar to the findings reported by Dr. Brown. They tested coal samples for Carbon 14. [fn<sup>3</sup>] But, why bother to | measure coal? Coal is imagined to be so old it will not have any trace of C-14. But RATE scientists sent coal samples from ten samples of government held and located coal for Accelerator Mass Spectrometer C-14 testing.

Now remember the evolutionist community teaches the most recent coal is more than **thirty m-i-l-l-i-o-n (30,000,000) years old**. The oldest coal deposits are imagined to be three hundred m-i-l-l-i-o-n (300,000,000) years old. The second thing you have to know is that **Carbon 14 cannot be measured in anything more than about seventy thousand (70,000)** (to at the very most one hundred thousand (100,000) years old). Why bother to measure coal, **if coal was actually thirty m-i-l-l-i-o-n (30,000,000) years old there would be no trace of C-14**.

Well what were the results, what happened?!?

---

## ALL OF THE SAMPLES REVEALED **some amounts of C-14!**

The only proper conclusion: the coal is less than seventy thousand years old. (Much less). BUT, evolutionists say the date of the most recent coal was thirty *m-i-l-l-i-o-n* (30,000,000 ya) years old. Thus, the supposed millions of years age of the coal is called into serious question, by their own dating methods in their own laboratories.

No. That's not an accurate statement. What is a more accurate statement is: the evolutionary age of coal, as reported by the evolutionary community, has been proven (in their own dating labs) to be totally inaccurate! FALSE! IMAGINED! MADE UP! PHONEY!

Finally, consider the following statement:

**GEOCHRONOLOGY:** The science of determining the age of the earth is called "Geo" [meaning earth] "Chronology" (i.e. having to do with a time sequence). There are over 80 "clocks" we can examine to get an idea of how long the earth has existed. These clocks are actual processes that keep ticking away through the centuries. All of them are based on the obvious reality that natural processes, occurring steadily through time, produce cumulative and often measurable results. These studies reveal maximum upper limits for the time these processes could have continued. Almost all of them point to a rather young earth. . . . (Dennis Petersen, *Unlocking the Mysteries of Creation*, Creation Resources El Dorado, CA. 2002 A.D.) p.47 (underline and emphasis added)

## WHAT IS THE ORIGIN OF THE M-I-L-L-I-O-N-S OF YEARS IDEA?

**Vast Ages:** *M-i-l-l-i-o-n-s* of years? Wait a minute! Have you ever thought about those words "*m-i-l-l-i-o-n-s* of years?" We will cover that in our section about the age of the Earth.

**PREHISTORIC TIME:** When someone says to you *m-i-l-l-i-o-n-s* of years ago, they might as well say, *Once upon a time in a land far away . . .* Why?

Everyone, creationist and evolutionist, agree there is absolutely NO written record of history more than six thousand (6,000) years ago. If you are asked to believe something that happened before recorded history, it can only be what is imagined. They might believe in their mind that it happened, but, no one knows. Why do they not know? No one had written anything down more than six thousand (6,000) years ago. Have you ever wondered how they report something before things were written down? Since there is no written record where and how do they decide what to write? Well, as they candidly admit, it is what they imagine. A man sits down (in the present) and makes up (in his mind or imagination) what he believes took place.

It may start with, "I wonder what happened before written history." Since public schools now reject the Bible, he must first eliminate that from his mind as he tells us what (he thinks) happened . . . *long ago and far away.*

There is not a written record past six thousand years, and no one is alive today who lived six thousand years ago. If there is no writing more than six thousand years ago, they cannot be telling you the historical facts that existed! It is not history. **There is no written history!** So, what did they have to do? They had to make up, from the imagination of the mind of man, what they may believe to be true. But, no one now alive and no historical scribe reported

what Darwin says he believes true. They are his imagined ideas. Think!

**History of vast ages:** Yet, Charles Darwin is not the source of the delusion that Earth is **b-i-l-l-i-o-n-s** of years old. No, that fable emanated from the over educated, Scottish, gentleman farmer, James Hutton (1727-1797).

James Hutton is not well known in the Christian or academic world. He should be. Before him no scientist (then known as natural philosophers) of any stature, believed in vast ages of the earth. Only a handful believed in a form of evolution. The major view of the world before Hutton was: Earth was six to ten thousand (6,000-10,000) years old. Geology was explained by a series of catastrophes related to the world wide flood of Noah.

How do they now calculate the age of Earth at **b-i-l-l-i-o-n-s** of years? Are there scientific, independent dating methods which accurately calculate the age of Earth? Again it astounds some people to learn that the so-called scientific radiometric (isotopic) dating methods yield vast age differences on the same rock. The differences are from thousands of years to millions of years. It was never more graphically brought home to me than when I was in Graduate School at CBN (Regent) Graduate School.

A select group of us students, went on a dig and joined other graduate students and a professor from William and Mary University. We were successful in finding what I thought was a large piece of petrified wood, but I was told it was a fossil bearing relic imbedded in rock. It was, they declared, much more than what I imagined.

As the students retrieved it and prepared to take it back to William and Mary, their professor said, "Don't forget to mail it in, in at least three different sections." Why? I thought. Are they carefully trying to verify the age? Are they guarding against possible error? I noted the professor had a large smile on his face.

You see, I had been told in high school and college of so-called precise scientific dating methods, I was not ready for the conversation that followed. But I was curious and asked why they sent it in at least three different sections.

With professor and students chuckling, as if they had some information to now share with this "new kid" he said, "Sometimes, sections of the same samples come back with dates more than a million years difference." They laughed!

**I was totally shocked.** I suddenly realized, I had been misled. I had been told lies by my teachers. Yet, it was to this upper echelon evolutionary professor, a little inside joke of geology and geochronology (rock and fossil daters). That was the first time I came face to face with the fact **there is no accurate way to date fossils or rocks.**

**They have been deceiving us for much more than a quarter century. KNOWINGLY misleading us! I do not know about you, but when I reflect on that, it makes me very upset. Teachers who teach teachers to teach KNOW the truth and teach them to keep the little secrets of "the trade." *This needs to be exposed.***

WHY? Because while we may later tell our child not to believe in Santa, Bunny or Fairy, most never challenge schools and their

“college degreed” teachers on the myth of Darwin and the supposed vast ages of Earth because we believe it to be true. IT IS JUST ANOTHER MYTH like Santa Claus and Easter Bunny!

Why do we allow our children to be taught these untruths? As to Santa, Bunny and Fairy, you have no excuse. As to Darwin and the school taught evolution, God says “MY people are destroyed for lack of knowledge,” (Hosea 4:6). We allow them to teach things that are not true because we are too quick to believe vast age assertions which attack the basis of the only absolute Truth of God and His Bible. Why do we wonder when the child loses her/his faith in God? You have exposed them to teachers who teach another generation the myths of evolution and relative truth.

Parents can we really trust our beloved elementary school teacher? . . . Allow me to read you a part of a typical fourth grade public school lesson. You will then understand the distortion or brain washing **that is** being accomplished. The ideology or imagination of Darwin and vast ages of Earth is being pushed on unsuspecting students. The myth is being taught by her or his . . . trusted teacher.

Before I share the lesson, you should know most upper echelon evolutionists (the PhDs who teach the teachers to teach) *KNOW* Darwin is (and has always been) rejected by many scientists. Many of today’s professors now reject the unworkable Darwin evolution.[fn<sup>4</sup>] A significant number also know vast ages of Earth is based upon the imagination of James Hutton (1727-1797) as popularized by Charles Lyell (1797-1875) in his three volume *Principles of Geology*. Please note: Mr. Lyell was not educated as an Earth scientist, but he was educated as an attorney. He learned the art of persuasion and

---

<sup>4</sup> Sir Fred Hoyle, I.L. Cohen, Stephen Jay Gould, Colin Patterson, Michael Denton, Michael Behe, Lee Spetner all published in books opposition to Darwin’s imagination.

became an advocate for the views of Hutton which are in the lesson plan below.

### **Fourth Grade - Science - Lesson 19 - Geology**

#### Objectives

Devise a workable inch-to-year scale for a geologic time line in the classroom. Measure and create geologic time line to scale for each era.

...

Ask: How old do geologists think the Earth is? (four and a half billion years)

Write 4,500,000,000 years on the board. Tell the students that these 4.5 billion years, beginning with the formation of the Earth until now, are called geologic time. Tell them that geologic time is different from human time. When humans think about time they usually think in terms of lifetimes -- seventy or eighty years. We can picture how many years have passed since our grandparents were children. We can even count the years backward to the Revolutionary War, or count the centuries back to the building of ancient cities. But nothing people have experienced gives them the scale they need to count back 4.5 billion years to the beginning of the Earth.

#### **People only began writing things down 6,000 years ago.**

. . .time before that is called prehistoric because no one was recording events - it was pre-history. The only record of events we have for that huge expanse of time is the record of clues in rocks and fossils. Rocks and fossils tell the story of prehistory.

It continues:

“Tell the students that decades, centuries and millennia are much too small for geologic time. Geologists divided geologic



time into four eras. Divide the class into four groups to represent four eras of geologic time.”

This was quoted from an actual 4th Grade Lesson Plan.

**FOR THE CHILD WHO KNOWS BETTER:** Your child comes home. You may ask, “What did you learn at school today?” They may answer, “Same old stuff in science.” They will not know how to explain that unbelief in God and the Bible was really being taught. This is what they would say, if they understood the deception.

**“Well Miss Snodgrass told us about her evolutionary philosophy again. You know, I think she might even believe those evolutionary stories about the age of the Earth. Hey, did you know that she believes Earth has been around for 4.5 b-i-l-l-i-o-n years? I know it had to be only her belief system or one that some man made up, because she also told us that there was no written history before six thousand (6,000) years. So, obviously she was teaching me her world view or the ideas of the person who made up her lesson plans. Too bad. I wish she would come to church with us and be delivered from that unbelief.”**

But most fourth graders will not understand that their faith in God and in our Lord Jesus Christ is being attacked. How? Well, if such an important thing as the time line of the Bible is in doubt, then how can one believe any part of the Bible? As we have seen the evolutionist really cannot accurately date the age of Earth or the solar system and therefore has no real basis for attacking the Bible time line. But he does attack it in much detail as we can see from the 4<sup>th</sup> Grade lesson plan. I wonder how our Lord would react to those attacking His 4<sup>th</sup> graders? Seems to me HE might become upset. As upset as when HE saw money changers in the Temple? Maybe. Did HE say anything that might make you believe Jesus would be upset, Brother Hughes?

Remember when HE called the children unto Himself, as reported in the Gospel of Matthew? If you have a Bible turn to

Matthew 18, verses 2 through 7. Remember the historical context and the disciples asked who would be the greatest in the kingdom of heaven?

2) **And Jesus called a little child unto him, and set him in the midst of them,** 3) **And said, Verily I say unto you, Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven.** 4) **Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven.** 5) **And whoso shall receive one such little child in my name receiveth me.** 6) **But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea.** 7) ¶ **Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!** Matthew 18:2-7

May God add His blessing to the reading of His Word.

Here is a clear and powerful warning to all who would offend (alienate, dissociate) a child from simple faith in Jesus. We may say we do not realize that we are “offending” (alienating, dissociating) a child’s belief in Jesus. But can we claim ignorance in offending the child toward Jesus, when we ask children to participate in myths that attack his/her belief?

Brother Hughes when do we do that? We do this at times of the year when all should have Jesus foremost in their minds and hearts: Christmas and Easter. And you allow it to be done when you send your child off to school without equipping her/him against the worst of all myths: Darwin’s evolution and vast ages of the Earth. There you allow the Bible and Jesus to be attacked by the child’s trusted elementary teachers: evolution’s secret agent.



**SECRET AGENT?** Yes, there is a secret agent of this most damaging myth: Darwinism. He/she is our public school teacher. We use the term “secret agent” because she/he is not openly proclaimed Darwin’s agent. But they teach our children Darwinian evolution as if it is true. They tell the child that Earth is **b-i-l-l-i-o-n-s** of years old. Evolutionists now admit the “dating methods” may not be correct. They have known this for decades. While they insist that Darwinian evolution be taught, upper echelon evolutionists have abandoned Darwin in “herds.” Yet, the elementary school teacher is being used to perpetuate the Darwinian fable. What should you do? Do not allow the child to stay deceived about **any** myth. (Not without a protest).

Your public school elementary teacher may be an unknowing agent for evolutionary philosophy. He/she may believe it **is not** true. Yet, the effect on the child is the same.

Let us examine some things we believe to be true. One believes teachers have academic “freedom” in schools. They do not. You would suspect a teacher could at least express the alternate opinion that God created. Despite language by the U.S. Supreme Court in the Arkansas creation case where they write that teachers have this freedom, in almost every school, they **do not**. In a college or university where teachers for public school are taught, you would hope teachers learn all sides. But what is taught is censored.

Censored? Brother Hughes, isn’t that being a little melodramatic? Well, no. My experience was similar to that reported by Dr. Michael Behe, a PhD in molecular biology. He was angered when he learned there were weaknesses and problems with Darwin and evolution. He was incensed that he had earned his PhD and had never been taught any of the deficiencies of

evolution. And if they did not teach him in a PhD program in biology, you know they did not teach the teachers in the education college any problems either. The deficiencies, which are many and are well reported in the literature are excluded from the curriculum. I don’t know what you would call the systematic deletion of material that points out your weaknesses, but I call it censorship.

A  **censor** is: **1.** A person authorized to examine books, films, or other material and to remove or suppress what is considered morally, politically, or otherwise objectionable. (The American Heritage Dictionary, 1999)

What about the students in the elementary school? They learn evolution from an elementary teacher they love or at least respect and believe. They do not know that organizations such as the ACLU have made it their life work to keep God out of the public school. The students do not know that their public school teacher is not allowed to teach creation. They are therefore only taught the evolutionary ideology without knowing there is another way of explaining what we see in the world about us. So, if parents do not teach them the truth at home they will never be taught that evolution (which is taught in the name of science) is the unproven imagination of Mr. Darwin and his followers; and vast ages is a product of the minds of James Hutton (1727-1797) and Charles Lyell (1797-1875).

It is evil because it is an attack on belief in God and the Bible. Furthermore, if this imagination is believed, it can have eternal consequences. One who accepts it and rejects the Bible will find his eternal final place in the lake of fire.

Upper echelon evolutionists insist on evolution **only** being taught **as if** it is true. They know it to be false, in whole or in part.

Because many know it is false, one can conclude they present it **as if true**, **because** “the” alternate belief system: the Biblical account, is contrary to evolution.

The teacher begins her/his agency for this false system with this seemingly innocent, fraudulent statement:

**"Today, boys and girls, we are going to learn about dinosaurs. They lived *m-i-l-l-i-o-n-s* of years ago in *prehistoric* times."**

## DINOSAURS?

**DINOSAURS CAN BE DANGEROUS:** When your child comes home from school, talking, for the first time about dinosaurs, you must immediately realize they have had their faith in God attacked. It would not have to be that way, because dinosaurs are in the Bible. But their eternal destination was placed at risk when they were taught dinosaurs lived *m-i-l-l-i-o-n-s* of years ago, before man. This clearly conflicts with the Bible.

The Bible declares creation was not ***m-i-l-l-i-o-n-s*** of years ago. The Bible states all land animals (that would include dinosaurs) were created on the sixth Creation day. It was the same day of the creation of Adam. Or, if you include sea dragons as dinosaurs, they were created on day five. Thus if you believe sea creatures are dinosaurs, then dinosaurs are one day older than man.

Dinosaurs were not here and gone ***m-i-l-l-i-o-n-s*** of years before man arrived. That is not true. It is false. It is made up to fit

an evolutionary view. The Bible says **all** land animals were created on day six. Which is true? The ideas of man (without proof) or the Word of God? Read and decide.

**Alternate Proofs:** Consider these alternate proofs. They should cause you to doubt what evolutionists have taught you about dinosaurs living ***m-i-l-l-i-o-n-s*** of years before man **and** the last one having died, (gone extinct) before man was around. Consider:

- 1) There is older dinosaur pottery in Mexico;
- 2) There are dinosaur drawings on the cave walls in Arizona and Africa; and third,
- 3) You will be told Africans are ignorant and simple, because they report seeing in the Congo swamp, giant lizards. These African men in the Congo swamp area, were shown pictures of a reconstructed dinosaur in museums. They said, “That is Mokele M’Bembe!” They report having seen these giant lizards, 25 feet long lizards, in the swamp in 20<sup>th</sup> and 21<sup>st</sup> century Africa, named Mokele M’Bembe.

Each of these cases is strong evidence man and dinosaur lived together. If dinosaurs are alive, this may be difficult to believe because you have been taught evolution, which is contrary to Biblical Truth. Yet, it would not be the first giant mistake of evolutionists. (A certain fish was supposed to be extinct [dead] ***m-i-l-l-i-o-n-s*** of years. The “extinct” coelacanth fish was found alive in 1936). But, back to the dinosaur examples.

**Mexican Pottery:** The pottery in Mexico is dated far enough back so it was made before the modern era re-discoveries of dinosaur bones (1820's). It was also before anyone placed them in museums (1850's). The pottery predates explorers from Europe, so they could not have influenced them. How did the tribal men in Mexico make pottery in the shape of dinosaurs so long ago? Why

does the pottery appear identical to dinosaurs later reconstructed in museums and textbooks? There is only one way they could have known how to make the statuettes. They had to see dinosaurs as live models. Or, at the very least, some person who **had** seen **dinosaurs**, gave the native artist very accurate descriptions. Either way, the artist saw them or another man saw and gave the artist a very accurate description. This is quite compelling evidence of man as the “eye-witness.” If man saw dinosaurs, man lived at the same time. Even if man had found one dead in the wild, how long would it be preserved so skin and muscles would be accurately depicted? Men saw dinosaurs alive. (Adam for sure).

**Cave Drawings:** Secondly, there are dinosaurs drawn on cave walls in Africa and Arizona. The dinosaurs are drawn together with other animals that continue to be seen in the region. In Arizona, for instance, there were also buffalo and horses drawn in the same cave with the dinosaurs. Some claimed the dinosaurs were out of the Indian’s imagination. Okay. I have two (2) questions:

- 1) If the dinosaur drawings are imagined, do you make the same claim for the buffalo and the horses?

Also we might ask

- 2) WHY are so-called “made up” drawings **identical** to reconstructed dinosaurs we see in museums?

If they appear identical to dinosaurs, they probably are the dinosaurs. Dinosaurs were seen alive by men.

**Mokele M’Bembe:** Is there a dinosaur alive in Africa? This is amazing! Men of Africa taught me that my belief system had been changed to accept that which was contrary to the Bible. I had accepted the evolutionary story that alleges dinosaur and man did

not live together. The idea that dinosaurs lived **long before** man is not from the Bible. The Bible teaches all land breathing animals (including dinosaurs) were created on the same day as was man. Yet, it was almost impossible for me to believe man and dinosaur lived together, as the Bible teaches. Why? The only reason is **what was taught** in public school: they claim dinosaurs lived long before man came into existence. Yet, men of Africa tell of a twenty-five foot “giant lizard” who still lives in the swamp.

In 2006 A.D. the Milt Darcy expedition talked with African men who had, two days before, seen a twenty-five foot giant lizard. They described the giant lizard having a body the size of an elephant and a long neck and tail. They called the creature Mokele M’Bembe. Darcy did not sight the creature, but did bring back a plaster cast of a footprint of this Mokele M’Bembe.

Did you know the name dinosaur itself is two Greek words that translate as “monster (or giant) lizard.” It is only difficult to believe a giant lizard like creature is **alive** in the Likouala swamp (Congo-Zaire) area because of what our trusted elementary teacher told us years ago.

**Today, boys and girls, we are going to learn about dinosaurs. They lived m-i-l-l-i-o-n-s of years ago in prehistoric times.**

If we had been taught the Bible record of creation, we would **not** have a problem believing dinosaurs are alive with man in Africa. Yet, we were taught evolution since grade school. You have accepted, as true (maybe without knowing it) that dinosaurs lived **m-i-l-l-i-o-n-s** of years ago. Did they?

When you were told, dinosaurs were all dead long ago **before man existed**, you were being taught that **some** land breathing animals were **not** created by God on the same creation day as was Adam. You were being taught Adam did not name this land breathing animal. Both assertions are attacks upon the clear and plain words of the Bible. It is the opposite of what the Bible teaches. It is? Yes. It is!

Members of different tribes, in Africa, at different times, all identify pictures of dinosaurs as the creature they see in 'the swamp.' Some had different names, but all said the picture of the dinosaur was what they had seen in the swamp. That is only difficult to believe because of propaganda or the evolutionary story taught to us in school.

Many evolutionists use to laugh or ask, "**Do you really believe such ignorant people?**" But, the "dinosaur is alive" story was first reported by evolutionist explorers. Why do evolutionists not believe? The belief that dinosaur and man live together, is contrary to the evolutionary ideology. Just as it did not allow for a certain extinct index fossil fish (coelacanth) to be alive. **But**, the coelacanth fish was found alive in 1936. **Yes**. Alive! And these fish are now almost common in one part of the Indian Ocean.

The coelacanth fish was supposed to be extinct [dead] for **m-i-l-l-i-o-n-s** of years. Then in 1936, fishermen caught some, alive, in the India Ocean. What?

Yes, the fish that was supposed to be dead for **m-i-l-l-i-o-n-s** of years, was caught alive in 1936 by fisherman off Africa in the Indian ocean. So, be careful what you believe and do not believe. Evolutionists laughed at the fisherman before 1936. Now the fisherman have had the last laugh.

Why should a Bible believing Christian find it difficult to believe God created the dinosaur on the sixth creation day with **all** the other land animals? That is what the Bible states. Should a Christian have trouble believing that dinosaurs lived with man? No. Then perhaps, just perhaps the men in Africa are correct. The dinosaur (large lizard) is alive in 'the swamp.'

**Are there Dinosaurs in the Bible?** The Christian is told to believe the Bible to be true from Genesis to Revelation, every verse (adding or deleting nothing). We must therefore believe that the dinosaur, a land animal was created with all the land animals. Its creation was on the same sixth creation day as was man's creation.[fn<sup>5</sup>]

In the book of Job, the Bible clearly teaches man and dinosaur lived together. The Bible teaches Adam named them, not with the name dinosaur, but probably "**tanniyn**" (**tanneen**) - **dragon**. This creature (dinosaur or dragon) was described by God to Job. God knew Job would understand. The description is of one

---

<sup>5</sup> Genesis 1:24-31 And God said, Let the earth bring forth the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind: and it was so.25) And God made the beast of the earth after his kind, and cattle after their kind, and every thing that creepeth upon the earth after his kind: and God saw that [it was] good. 26) ¶ And God said, Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. 27) So God created man in his [own] image, in the image of God created he him; male and female created he them.. . . 31) ¶ And God saw every thing that he had made, and, behold, [it was] very good. And the evening and the morning were the sixth day.

of the largest dinosaurs (Job, chapter 40, verses 15-19) [fn<sup>6</sup>]. God describes a creature as HIS largest (chief) of the animals with a tail like a cedar (tree). The description fits two large dinosaurs. (This is probably what we now label Diplodocus?)

The Bible is therefore, consistent with dinosaurs being alive *with man*. The Bible is compatible with dinosaur being alive in Africa today. The Bible agrees with the find of the coelacanth fish being alive in the Indian ocean, not dead for *m-i-l-l-i-o-n-s* of years as we were taught. Neither of these discoveries fits evolutionary teaching.

**The Dinosaur name:** Imagine that, as you tell this story about the dinosaur, to an evolutionist, he asks you: “Why is the word dinosaur not in the Bible?” That’s a fair question. Does it have a simple answer? Yes.

“Dinosaur” was a word invented (made up) by Sir Richard Owen in 1841. It was conceived to describe the “large lizard like” bones being discovered. What? Large “lizard like” bones? Yes. Dr. Owen (a Creationist who later opposed Darwin) made up the word from two Greek words that can be translated specifically as “monster lizard” [fn<sup>7</sup>] Wait! Isn’t that how the African men described Mokele M’Bembe: a large lizard. Hmm.???

---

<sup>6</sup> Job 40:15-19 ¶ Behold now behemoth, which I made with thee; he eateth grass as an ox. 16) Lo now, his strength [is] in his loins, and his force [is] in the navel of his belly. 17) He moveth his tail like a cedar: the sinews of his stones are wrapped together. 18) His bones [are as] strong pieces of brass; his bones [are] like bars of iron. 19) He [is] the chief of the ways of God: . . .

<sup>5</sup> [Greek *deinos*, monstrous + Greek *sauros*, lizard.]

And did you say the word was made up in 1841?

Yes. Why?

Well, then it is not difficult to explain the reason the word dinosaur is not in the English Bible.

Really?

Yes. You see, the King James English version was translated in 1611. This King James Version was **last revised** in 1679. They could not include in the 1611 version or the 1679 revision) a word that was not conceived until **1841**? Correct?

He would have to concede you are correct.

Also think about this: The word dinosaur was introduced in 1841. Dinosaur isn’t an ancient name. What did they formerly call this dinosaur creature? “Dragon.” As in the legend, ‘St. George slew the dragon?’ YES!

The Hebrew word for “dragon” is found in the Bible 26 times. The word in the Hebrew dictionary of Strong’s Lexicon is tanniyn {tan-neen} or tanniyn. It first appears in the creation report (Genesis 1). It is amazingly translated **whale**. [fn<sup>8</sup>] The word for

---

<sup>8</sup> Genesis 1:21 “And God created great **whales**, and every living creature that moveth, which the waters brought forth abundantly, after their kind, and every winged fowl after his kind: and God saw that it was good.”

dragon appears an additional 25 times in the Old Testament [fn<sup>9</sup>]

However, when Strong was compiling his Concordance (1894) and at the time of the translation of the King James version of the Bible (1611) the animal **dragon** was rare, like the Komodo dragon. The translators do not agree on what should be translated as dragon. Although dragons were rare, the word dragon was in the English dictionary as late as the early 1900s. Dragons were then described in some dictionaries, as “very rare.”

**SUMMARY:** As we struggle against what we have been taught since grade school, we may have difficulty believing dinosaur and man lived together. But, if you consider just the Biblical account of creation, the Bible tells us all land animals, including dinosaur and man lived together. Dinosaurs lived with man? That is what the Bible teaches. A dinosaur (formerly known as a dragon) is certainly a part of God’s creation. When one tells you dinosaurs were here and gone **m-i-l-l-i-o-n-s** of years before man, they invite your unbelief. They are instructing you to **not** believe the Bible.

*But, Brother Hughes WHICH is correct: the Bible or the ideas from the imagination of three men’s minds ? One of the two is clearly WRONG!!! YES it is!*

WHO IS CORRECT: MAN OR THE BIBLE OF GOD? **Someone** is really wrong. Someone wants you to believe in evolutionary speculation and doubt the Word of God. Who is really asking you to think the Word of God is untrue? Who said it was not true, in Genesis,

---

<sup>9</sup> **Hebrew Lexicon** Strong’s Number 8577 tanniyn {tan-neen’} or tanniym (Ezek. 29:3) {tan-neem’} 1) serpent, dragon, sea-monster 1a) serpent 1b) dragon (as devourer simile) 1c) sea/river monster 2) (meaning uncertain 2a) venomous snake 2b) jackal 2c) dragon, sea-monster.

Chapter three? Whose report will you believe? Will you believe God and the Bible or those who promote doubt? *We shall believe the report of the Lord.*

**WHO THEN IS RESPONSIBLE?** This is enough to warn you of the sober responsibility that you have to protect your children from what they are told. But, before you learn more reasons why you should believe there is an agenda and also why you should **not** believe in evolution or the other myths, I have some what to say to you who are parents. If you are a lost person, this will sound harsh. If you need to be born again, it will certainly appear narrow minded. It will indeed upset you if you are a backslider acting as if you *never were* born again. Friend, the Bible doesn’t place the responsibility for teaching of God on a teacher or our pastor, but the commandment is to parents:

**9) And ye shall teach them your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up. (Deuteronomy 11:19)**

We are responsible! We are the reason the average eight year old has never been taught the significance of “**IN THE BEGINNING GOD CREATED THE HEAVEN AND THE EARTH**”

Yes, parents who do not do as God commands are the reason the typical eight year old **Christian** elementary school child believes in Santa Claus, Easter Bunny, Tooth Fairy and Darwin’s evolution.

Why, Brother Hughes, do you say that? I trusted the school system to teach my children, properly.

Yes, that is precisely correct. The average parent has allowed the elementary teacher to usurp their authority. Thus they allow and condone what is being taught. Christian parents believe it is somehow okay to perpetuate the myths of the world. Why?

At Christmas time, we say “We don’t want to deny the child the right to the happiness of Santa Claus.” What? Please! At least in Germany they taught that it was the Christ Child who visited every German (Lutheran) home and left gifts. But, the only and greatest gift to be remembered when we celebrate the birthday of Jesus is the gift of God which is eternal life. Jesus rescues you from the place your sins have earned you: the lake of fire, as your final eternal destiny.

Sure I give gifts, but my gifts are From: Jesus. Also, I never take my children to see Satan Claus, as I do not want to share God’s glory with a myth. If asked by my children about Santa Claus, I do not risk telling them a lie, so that they might also think that the first coming of Jesus is also a lie or a myth, I tell them this is a made up idea of people. Jesus is the real reason for the season and the general feeling of Peace, Joy, Love and good will toward our fellow man. We should shout the Truth. Jesus came to rescue you from a devil’s hell.

Rather than shout the TRUTH of the Savior’s coming, from the house tops we often tell our child a whopper. The lie that a fat, bearded man in a red suit with reindeer flies to every roof top in the world in about a 24 hour period.

But, we have much greater news. It is the truth of why all time is divided in two: B.C. and A.D. Listen to the greatest news which the Bible foretold centuries earlier:

**For unto us a child is born, unto us a Son is given: and the government shall be upon His shoulder: and His name shall be called Wonderful, Counsellor, The Mighty God, The Everlasting Father, The Prince of Peace.** (Isaiah 9:6)

God sent Jesus to save all people. Listen as the Bible reports a conversation of an angel of God to shepherds:

**Fear not: for, behold, I bring you good tidings of great joy, which shall be to all people.** <sup>11)</sup> **For unto you is born this day in the city of David a Saviour, which is Christ the Lord.** (Luke 2:10-11)

Do you understand? The Creator of the universe came to Earth and took on the form of a man. HE is Almighty God. HE is Creator of the universe. Yet, we want the children to find temporary happiness, in presents, trees, stockings and a mythical character called Santa?

Did not God say in Isaiah 42:8

**I [am] the LORD: that [is] My Name: and My glory will I not give to another, neither My praise to graven images.**

Yet, almost every so-called Christian home keeps non-Christian traditions. They **do not** have a manger scene commemorating the birth of our Savior. They do not have prayer and praise to the One whose birth is the reason for the season of joy. Instead, they have images on an evergreen tree. They hang up stockings. -- We must ask ourselves: *What **are we** teaching children by our actions?* What seems most important?

How would you react if, at your birthday party, we all focused on some fat stranger in a red suit?

We give God's Glory to a tree, some decorations and say, satan, oops, santa is the great gift giver. The Bible says: *For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life.* Yet, we focus on an red suited intruder. Let's give God the glory! (My glory will I not give (share) with another~Isaiah 42:8.

**Presents?** But what about presents? What?!? What about the greatest gift? Jesus and His salvation! **The gift of God is eternal life, through Jesus Christ our Lord.** HE is not a baby in a manger. HE came that day to take on the form of a man, so that HE could communicate with His creation. But, HE is not a baby, as HE once was. HE came to be (and is) the Savior of the world. He is Holiness. So Why did God come to Earth, as a man? To seek and to save, those who were lost (separated from God and His Love).

He would be tempted in all ways as man, but without sin. HE experienced our temptation and saw our weakness. HE was willing to be the Lamb of God, to die, that you and I might have Eternal Life. Why do we not rather use Christmas as a time to tell this greatest news of the greatest gift: a Savior. **HE shall save His people** from the death penalty of sin. [fn<sup>10</sup>] Tell our children: "Here is HE Who has come to take away your death penalty. No one need suffer eternal death in the lake of fire. We can live with Him forever in Heaven." That is great news! **HALLELUJAH!**

The problem is your child believes your actions! Children accept what their parents teach them, in word and in deeds. They usually believe, without question. Thus, we pass on fantasies, not

---

<sup>10</sup> And she shall bring forth a son, and thou shalt call His Name JESUS: for He shall save his people from their sins. *Matthew 1:21*

considering the damage to the child. It is *not* harmless damage. It can be eternal damage. It lasts into adult life. If you do not believe it will last, allow me to share a true story.

**JESUS AND SANTA CLAUS:** A message about Santa was being shared with three people in a mobile home park. It told of a little girl in the fourth grade. One day she came home from school to ask her mother if the Santa Claus and the Jesus stories, about Christmas, were true. The mother admitted the Santa Claus story was a myth, but the mother said, the story of Jesus is **true**. The little girl said, "**Right!**" She left sobbing to go to her room. She no longer believed in Santa and she had lost her faith in Jesus. A lady about forty years old had been listening carefully. At that moment she interrupted and said,

"I remember that day!"

She reported what had happened to her when her friends told her there was no Santa. If she could not believe that part of the story that adults told her, how could she believe the rest of them about Jesus? Her faith in Jesus was destroyed. Now, her own children were almost all grown. She continued to have problems of faith. Why? She could trace it back to the myths her mother had taught her. What are we as parents or older brothers teaching the children?

What about the one other time when we should celebrate the One Resurrection of the One Who died so that you could have eternal life? We again give His glory to a little rabbit who somehow hatches and/or obtains eggs and dispenses them on an almost world wide basis. Come on!



How can the children trust you to tell them the Truth about our Savior when you participate in this myth telling? So, if one cannot trust their parents to tell the truth, who can they trust? How about their elementary public school teacher? If they do, she/he will perpetuate societal myths and add to it Darwinian evolution.

**IS THIS THE WORST OFFENDER?** Without question, the worst offender is not Easter Bunny, Tooth Fairy or Santa Claus, it is the vivid imagination of a man: a man educated at Christ's college Cambridge to be an Anglican (Episcopal) pastor. This man was baptized: Charles Robert Darwin. His **imaginary** myth is now known as Darwin's evolution. Darwinian evolution is no more true, than the other illusions. But, evolution also attacks the young ones' faith in God and the Bible. Its purpose is to replace God and the Bible with a different non-God (atheistic) belief system.

## **THE UNIVERSE AND ITS ORIGIN**

The public school falsely asserts:

**The sun, the earth and the rest of the solar system formed from a nebular cloud of dust and gas 4.5 billion years ago.** (*Teaching about Evolution*, National Academy of Science, 1999 p. 52)

But, before you rest too much "faith" in this belief system, it may interest you to know that Emanuel Swedenborg (1688-1772 A.D.), the founder of the *nebular hypothesis*, stated the *nebular hypothesis* was confirmed to him in:

"seances by men from Jupiter and Saturn." Sarfati, Jonathan, PhD **Refuting Compromise** (*The Big Bang and Astronomy*. Master Books, Green Forest, AR 2004 A.D.) p.168 relying on (E. Swedenborg, *Philosophiae Retiocinantis de Infinito et Cause Creationis*, 1734 A.D.)

Along with evolution, vast ages with the solar system coming into existence via the ideas of a man who holds seances and they are held with men from uninhabitable planets. THINK!

Since God as the First Cause was a formidable argument that usually silenced non-believers, there was an idea put forth by David Hume (1711-1776) of an eternal universe. Therefore, they argued there was no need for an Eternal Creator God. But, then along came Einstein and his theories of "relativity." These theories predicted an expanding universe. After 1919, these became "the" 'new scientific truth' as to the solar system and universe. What caused this change in the basic belief? The shocking discovery that **the universe is expanding!**

So?

Well, if the universe is expanding, you trace the expansion backward. You come to a time at which the universe had to have a beginning, a *singular event* or *creation*; A Person or Cause which brought the universe and **time**, **space** and **matter** into existence.

Most astronomers now concede God's **universe suddenly came into existence**. But, the astronomers say the existence of the universe with a beginning doesn't seem logical, absent Supernatural Creation and a Creator. **WHAT?** Yes, many evolutionary astronomers are now saying we need a Creator. But, they have not become Biblical creationists. After all their teacher also taught them that "**dinosaurs lived m-i-l-l-i-o-n-s of years ago in prehistoric times.**"

Many Christian "cemetery professors," excuse me, that is **Seminary** professors, have thought they had to deny creation as taught in the Bible. Why? Well, evolutionists said there was no Creator **or** if there was, 'it' was long ago and far away. They formerly taught it was 18 to 20 **b-i-l-l-i-o-n** years ago (based upon the math formula of attorney turned astronomer, Edwin Hubble). Then some decades ago, they discovered a math error. Now they assert that it may have only been about, perhaps  $12 \frac{1}{2}$  **b-i-l-l-i-o-n** years ago. (What amazes me is how they can so rapidly and readily adjust to the "new truth").

The important point is that now many of the secular schools that taught no Creator or Creation event, now teach a Creator is a possible explanation. They now concede the universe had a beginning and creation is possible.

If a creation, we also ask, Why not believe in Creator God of the Bible? We ask what are those compromising seminary professors going to teach the next flock of shepherds?

## CONCLUSION

Your school teacher should also have learned the facts of the created universe, the weaknesses of evolution and vast ages. Then she/he should have taught you both the evolutionary opinion and God's Truth. Instead, they teach: only evolution, uniformitarianism, vast ages and radiometric (isotopic) dating, as if there is no conflict regarding them. These concepts are taught, as if they were the "truth" about Earth geology and the universe. They are myths, world views, philosophy and imaginations. Their weakness has been in the scientific community for decades. Constantly the dangerous myths: Darwinian evolution and uniformitarianism are suppositions **not based upon fact**. There is conflict over the age of Earth and neither astronomers nor earth scientists can properly determine the age of Earth.

The U.S. government says Earth rocks cannot be dated. Look to the astronomers for the age of the solar system and therefore Earth. Yet, astronomers have known for years they cannot independently date the universe. In short no so-called science knows the age of Earth. Better ask the One who made it.

Why then is the failed evolutionary and vast age ideology taught in the elementary and secondary school systems? Only one reason can be given, those who want it taught desire to discourage belief in the Bible and God.

As the University of Chicago respondent stated to Dr. Patterson, these ideologies *should not be taught in school*.

Why is continual, gradual uniformity also taught in the school? It's the same answer, to discourage belief in the Bible and God. Who will answer to God for this? It is not the school who will answer to God for this contradictory belief system being taught to your children. We, as parents, are given responsibility for the education of our children. (Read Deuteronomy 6:4-7; Deuteronomy 11:17-20; Psalms 34:11-15; Proverbs 22:6) We are told to teach our children the law and things of God. Thus when presented with things contrary to the Word of God, we should:

- 1) protest against the Darwinian ideology **being** taught as "the" "belief system" in public schools.
- 2) Christian parents, *if possible*, **should not** allow their child to attend public schools.

The eternal destiny of your child is at risk. We should not allow children to attend public school! But if your child must be in public school, you must protest against the teaching of evolution. If you protest, your child will KNOW you believe the Bible. You may also argue to the teacher that teaching evolution, big bang uniformity as "the" explanation, violates your right to freedom of religion and speech. Why? You are not given equal time to respond with your "faith based" views. (Evolution is merely another "faith based" belief system).

More importantly, we must recognize that what the school teaches is an attack upon God and the Bible. It intends to cast doubt on God as Creator and the Bible as "truth." Thus, if it is believed, you risk your child's eternal destiny. This you **cannot** do. You could be allowing your child to adopt a non-God (atheistic)

view. THAT would have eternal consequences. Jesus pronounced woe (grief, affliction, agony) to that person by whom offense comes to the child. (Matthew 18)

Think on these things!

**IF you had just died**, do you *know*,  
without any doubt, you would be in heaven?

If you do not know for sure, please join me in prayer:

**Heavenly Father, I confess, You Love me and have a wonderful plan for my life. And when this life is over You want me to live with You forever in heaven. Yet, my sins separate me from You and Your Love and Your wonderful plan for my life. And worse yet, my sins have earned me eternal death and torment in the lake of fire. But, there is a way to escape that and to be rescued by You. I confess that You, Lord God came into the world and took on the flesh and body of a man named Jesus. This Jesus died to pay my death penalty for my sins. And on the third day, HE was raised from the dead. You have said that if I will confess this with my mouth and believe this in my inner man, then I can be saved from the lake of fire, by turning from sin and accepting Your death in my place. I want to go to heaven with You when I die. So now I admit that You are Creator God. Beside You, there is no other. You are only Lord. You have all Life's answers. Cleanse my mind from the untruths that have been taught to me, since elementary school. Cleanse me from all false world views. Forgive me, when I failed to believe You, or believe in You. I repent. I now believe You are absolute Truth. I confess You as my Lord and my God. Cleanse me, and deliver me, I pray. Please come into my heart and life and be my Savior and Lord. Having asked, I now receive Jesus Christ into my heart and life as my Savior and my Lord. I receive Your forgiveness, Your**

cleansing, Your deliverance, Your salvation and eternal life with God. Thank You, Lord, for dying in my place for my sins. Thank You for allowing me to draw closer to You than ever before. Help me to now know You, Lord, in a deeper, more intimate way. Lord I do now believe. This I ask in the Name of Jesus Christ our Lord. Amen and amen.

## Myths in the Public Schools?

### *Taking the Shield of Faith*

### Christian Life and Witnessing Booklet -2

We have here answered these four questions: Is there a viable alternative to the Biblical principle? **IN THE BEGINNING GOD CREATED THE HEAVEN AND THE EARTH...** Not really. Can you safely trust the Bible? Yes. Has evolutionary evidence proved the Bible unworthy of your belief? **Not at all.** Or is Darwinian evolution and vast age belief system utter nonsense? Yes, it is utter nonsense.

*If MY people . . . ministries*

Brother J. R. Hughes Post Office Box 123 Lebanon, KS 66952

Telephone: (785) 389-3180 email: [JRis4Jesus@yahoo.com](mailto:JRis4Jesus@yahoo.com)

*We are available for seminars in North America.*