



The JOURNAL

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For God, who commanded the light to shine out of darkness, hath shined in our hearts, to give the light of the knowledge of the glory of God in the face of Jesus Christ. II Corinthians 4:6

MONTH IN REVIEW

Q “Great is the Lord, and greatly to be praised; and his greatness is unsearchable. The Lord is gracious, and full of compassion; slow to anger, and of great mercy. The Lord is righteous in all his ways, and holy in all his works. The Lord is nigh unto all them that call upon him, to all that call upon him in truth. The Lord preserveth all them that love him: but all the wicked will he destroy. My mouth shall speak the praise of the Lord: and let all flesh bless his holy name for ever and ever.”

Psalms 145

Q “We sing the greatness of our God
That made the mountains rise,
That spread the flowing seas abroad
And built the lofty skies.
We sing the wisdom that ordained
The sun to rule the day;
The moon shines full at His command,
And all the stars obey.

There’s not a plant or flower below
But makes Thy glories known;
And clouds arise and tempest blow
By order from Thy throne.

Q “It is not coincidental that the Levi Strauss headquarters are located in San Francisco. That city and America’s universities are living laboratories for anyone who wishes to view the consequences of a fully secularized society. No institution in America is so devoid of reference to God and Judeo-Christian religion as the university and perhaps no city in America has so rejected Judeo-Christian norms and traditional conceptions of the holy as has San Francisco. The Levi Strauss spokeswoman was genuinely shocked at the outcry over her company’s plans to hang condoms from the Central Park Christmas tree. Of course she would be. She lives in San Francisco. In her town, the idea is entirely plausible, even noble.

“Indeed, the ideas that emanate from the secular university and from secular San Francisco, and the chaos in the arts since God was expunged from most artists’ lives and works—the most God-oriented of the composers, Bach, wrote the greatest music ever produced, while most of our secular music world produces schlock—are the primary reasons I am religious. I long ago concluded that there is no viable alternative to a God-based value system and society.”

The Prager Perspective, January 1, 1999,

While all that borrows life from Thee
Is ever in Thy care,
And everywhere that man can be,
Thou, God, art present there.
Isaac Watts

Q “Looking for God—or Heaven—by exploring space is like reading or seeing all Shakespeare’s play in the hope that you will find Shakespeare as one of the characters or Stratford as one of the places. Shakespeare is in one sense present at every moment in every play. But he is never present in the same way as Falstaff or Lady Macbeth...

“If there were an idiot who thought plays existed on their own, without an author (not to mention actors, producer, manager, stagehands and what not), our belief in Shakespeare would not be much affected by his saying, quite truly, that he had studied all the plays and never found Shakespeare in them...

“My point is that, if God does exist, He is related to the universe more as an author is related to a play that as one object in the universe is related to another.

“If God created the universe, He created space-time, which is to the universe as the metre is to a poem or the key is to music. To look for Him as one item within the framework which He Himself invented is nonsensical.

“If God—such a God as any adult religion believes in—exists, mere movement in space will never bring you any nearer to Him or any farther from Him than you are at this very moment. You can neither reach Him nor avoid Him by travelling to Alpha Centauri or even to other galaxies. A fish is no more, and no less, in the sea after it has swum a thousand miles than it was when it set out.”

C.S. Lewis, *Christians Reflections*

p. 3

Q “Perhaps the most widely believed untruth in America is that big business is a conservative force in American life. To the extent that this is true, it is so only with regard to economic issues (and often not even then). With regard to social issues, big business is far more leftist than rightist. Big businesses are in the forefront of promoting ‘diversity’ and ‘multicultural’ training, in avoiding politically incorrect practice such as Christmas parties, in sponsoring leftist conferences, think tanks, television shows, and so on. The Levi Strauss Company, though more activist than most companies, is no aberration. Indeed, President Bill Clinton awarded Levi Strauss a presidential ‘Company of the Year’ award in 1997 precisely for its leftist, often radical, social work.”

The Prager Perspective, January 1, 1999,
p. 2

The State of Education

Q “As the federal government got involved [in education] tons of ‘research’ dollars flowed into local schools, and we instituted whole industries and departments of Body Snatching (BS), calling them by many names such as guidance counseling, mental health (psychometrists, school psychologists, behaviorists), psychology, sociology, social ‘sciences’, human relations directors, multiculturalists, etc. One will note that these have nothing to do with teaching academic basics. Even if it were not for the mind-controlling manipulation which is so destructive to freedom, the very time drained away from basic academic subjects drives the cost of education up and the production down. True education can never really be restored

until the Psychobabble educrats and their programs are kicked out of the schools.

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“Most educators attempt to avoid discussing this influence with the parent, since it puts them at odds with the system that employs them. A few have been honest and leveled with the parents, admitting these influences, and warning of the consequences. Dr. Joseph Bean, in his resignation from the Glendale, California School Board wrote two publications which honestly dealt with this system, titled *Public Education, the River of Pollution* (1972) and *The Source of the River Pollution*. He clearly outlined how the school boards were close to helpless cogs in this war against society, which is directed by the federal government. Another honest educator was the Superintendent of St. Paul, Minnesota Schools, Ray Powell, who forbade the use of Sensitivity training (under all of its code names), from his school district. This simple act saved many children from a great deal of manipulation and harm. Repeatedly, school superintendents have lied to the citizens rather than admit how much of the school budget goes for administration of such programs, and often lied about the existence of such programs.”

Shirley Correll, *Body Snatching*, p. 8

Q “The Federal government presently provides 7% of the states education dollars, but regulates over 50% of the states education policies.”

Gov. Tommy Thompson, Wisconsin, February 22, 1999

Q “Individualism is one of the first areas to be assaulted and removed. Now as Outcome

“ ‘Education today is not about basics, it’s not about proficiency at anything, it’s not about literacy,’ contends Beverly K. Eakman, a former teacher. ‘What education is about is mental hygiene. As soon as you understand that, everything you see in the classroom – or everything you don’t see—starts to make sense.’

“In her book, ‘The Cloning of the American Mind: Eliminating Morality Through Education,’ Mrs. Eakman blames an ‘illiteracy cartel’ for replacing academic fundamentals with psychological manipulation in America’s schools.

“The illiteracy cartel, she says, ‘ derives its power from those who stand to benefit financially and politically from ignorance and educational malpractice.’

“Using personal information about students and their families, Mrs. Eakman argues, educators are able to ‘get into the belief systems of the students and correct the viewpoints they find distasteful.’

“Tests assess how well students respond to these manipulations, she says. Combining this knowledge with schools’ ability to determine a child’s academic path toward a career – enhanced by ‘School-to-Work’ legislation—educators can now predicate ‘children’s job prospects on whether or not they hold ‘acceptable’ viewpoints,’ Mrs. Eakman said.

“She calls this ‘the holy grail of social engineering.’

“ ‘What [government/state schools] really

Based Education (OBE) is implemented, children are taught and graded as groups. This method is called cooperative learning, and the students are constantly pushed toward group think or collectivism. Individualism is out and collectivism is in. This anti-American concept is one of the most obnoxious of the socialist leveling devices. It is the individualism of America, carried out in the competitive free enterprise system, which has offered the highest standard of living in the world. However, as one observes OBE, the first thing one will notice is that competition is to be eliminated, along with the rewards of academic excellence. We eliminate programs such as the selection of valedictorians and salutatorians, since this points to the academic excellence being eliminated. One immediately notices that OBE will promote good little socialists, and eliminate the type of people who excel and build the free enterprise system. Often cooperative education is coupled with another method called Inclusion. This method involves placing all children (including the most severely mentally retarded and juvenile delinquents) into the regular classes. In socialism, all differences are to be eliminated. Everyone must be treated 'equally,' so the faster students are held back for the slower or disruptive student. This becomes an intellectual leveler, placing no value on the true potential for the development of the intellect or motivation of the student, actually holding back the performance of the capable for the incapable."

Shirley Correll, *Body Snatching*, p. 9

Q "Public schools are using psychological methods to manipulate children in the classroom, while accumulating data on children through 'profiling' assessments, according to the author of a new book.

want is for parents—especially traditional parents—to be pushed out of the way,' she says. 'They want to generate a "Lord of the Flies" mentality, where the kids absorb more of their values from their peers than from their parents.'

"Her new book traces the origins of this educational philosophy, examining the ideas of social theorists such as Erich Fromm [Secular Humanist] and Theodor Adorno [Marxist Humanist] who viewed the traditional family as a breeding ground for fascist tendencies—what Adorno called 'the authoritarian personality.'"

The Washington Times, February 12, 1999, p. 2

Examining Fascism

Q Theodor Wiesengrand Adorno along with Marx Horkheimer, Paul Tillich and Herbert Marcuse played an important role in the Frankfurt School—a Marxist think tank that infected Columbia University in the 1940s and still infects American education today.

Adorno's book *The Authoritarian Personality* is still used in America's classrooms today. It's message—Fascism and Nazism were right-wing ideologies along with Conservatism and all were authoritarian in nature.

But as Edward Shils noted, "Why, they asked, was authoritarianism associated with Fascism alone and not Communism?" The answer is obvious—Adorno was a Marxist and sought to paint the right Fascistic.

For any of our readers interested in this issue we recommend three sources: 1) Martin Jay, *Dialectical Imagination*, 2) Rolf Wiggershows, *The Frankfurt School*, and 3) Free Congress Foundation's "Political Correctness: The Dirty Little Secret" (1-800-638-0660).

From the President's Desk

Dr. David A. Noebel

Summit Ministries seeks to educate Christian teens in their Christian worldview and expose them to the Secular Humanist worldview they will encounter in public education.

The following article by Nick Seaton of the Family Research Council contrasts the traditional educational approach and the “modern” Secular Humanist approach. It is well worth digesting.

“To understand the world of education at the primary and secondary level, one must first appreciate the two contradictory philosophies that are competing for supremacy there.

“First is the traditional philosophy of education. It maintains that children attend school to learn the content and facts of a structured, subject-centered curriculum. For example, it requires that pupils learn multiplication tables, correct spelling, standard grammar, dates of historical events, and the like. Knowledge, accuracy and analysis are important. Objective examinations then test the amount learned.

“Traditional education tends to be authoritarian and hierarchial. It is certainly disciplined, to create the conditions necessary for concentration and learning.

“Concepts of right and wrong underpin traditional education for both academics and morals. Academically speaking, students either have factual knowledge or they do not. With respect to moral education, teachers and

“Most important is the disagreement between these two philosophies about the fundamental purpose of education. Traditionalist believe that education should improve the individual and, indirectly, the family. The goal is both academic and moral and tends to stabilize society. Progressives, on the other hand, believe that the purpose of education is to change society. They, by definition, dislike tradition and stability. Thus, theirs is primarily a political goal with destabilizing effects.

“While the traditionalist seeks to transfer a body of knowledge and time-tested values to future generations, the progressive replaces tradition and parental guidance with choices for the child. Progressives encourage each child to teach himself and to learn academics and morals from his peers. They deem any attempt to transfer values from adults (parents or teachers) to children as ‘indoctrination,’ not education.

“At root, the progressive approach to education rejects the truth and the God that our Western Judeo-Christian tradition has tried to serve. The majority of parents, Christian and non-Christian, favor this tradition (even though it can feel burdensome), since it demands that human conduct conform to objective moral norms. Progressives prefer the individual as creator and arbitor of right and wrong, which boils down to doing what one wants, or selfishness dressed up as ‘enlightened

parents teach values both by example (for punctuality, industriousness, self-discipline, honesty, and so on) and by instruction (religion can be a component of the curriculum, for example). Rules themselves, of course, teach and reinforce the notion that there is a right and wrong.

“Traditional education accepts competition as a necessary part of life and welcomes the good it can produce (competition can motivate students to learn lessons better, for example). Traditionalists also acknowledge that children have varying abilities and aptitudes. They see this variety as a challenge to find different gifts among students. Such differences guide choices, made with parents, about schools, courses and extracurricular activities for any given pupil.

“In contrast to this is the modern philosophy which holds that education should be child-centered and ‘relevant.’ Skills take precedence over knowledge (for example, ‘learning how to learn’), and problem solving replaces teaching—indeed, instructors are called ‘facilitators,’ not teachers. Exploration of feelings and ‘understanding’ are more important than facts, which, modernists contend, are relative anyway. Self-image, self-esteem and relationships matter more than performance, just as the process is more important than the product. Cooperation among and within groups is preferred to competition, and subjective values replace objective virtue. Of these values, egalitarianism is paramount, requiring that, wherever possible, equality of result displace equality of opportunity.

morality.’ When there is an objective moral order (a right and wrong that exist outside ourselves), we must conform our behavior to it, which is much less convenient.

“Progressives did not want, however, to discard the idea of moral authority that accompanied the Judeo-Christian tradition. Thus, they kept its form and gutted its substance: They replaced objectivity and truth with individual subjectivity in the realms of both factual knowledge and morality. In this way they could retain moral credibility while ridding themselves of onerous behavioral constraints.

“Progressives have deliberately confused many parents and teachers. To respond, responsible adults must inform and organize themselves to defend their families and their children. All adults should recognize that the following are progressive inventions to undermine traditional education: global education; outcome-based education; citizenship education; environmental education; health education; population education; sex education (in schools instead of in families); most drug education; life-skills; personal development; and self-esteem programs. All of these inventions rely on values clarification, and all turn teachers into untrained psychologists and social workers. Most important, all seek to replace religious and family values with humanistic secular and subjective values.”

The following material from Ludwig von Mises should set the record straight regarding Fascism and Nazism being “right wing.” The truth is Fascism was “black” socialism; Nazism was “brown” socialism; communism was “red” socialism and today in the USA, radical environmentalism is “green” socialism. Why would Mikhail Gorbachev be the president of the Green Cross?

Q “It is important to realize that Fascism and Nazism were socialist dictatorships. The communists, both the registered members of the communist parties and the fellow-travellers, stigmatize Fascism and Nazism as the highest and last and most depraved stage of capitalism. This is in perfect agreement with their habit of calling every party which does not unconditionally surrender to the dictates of Moscow—even the German Social Democrats, the classical party of Marxism—hirelings of capitalism.

“It is of much greater consequence that the communists have succeeded in changing the semantic connotation of the term Fascism. Fascism, as will be shown later, was a variety of Italian socialism. It was adjusted to the particular conditions of the masses in overpopulated Italy. It was not a product of Mussolini’s mind and will survive the fall of Mussolini. The foreign policies of Fascism and Nazism, from their early beginnings, were rather opposed to one another. The fact that the Nazis and the Fascists closely co-operated after the Ethiopian war, and were allies in the second World War, did not eradicate the differences between these two tenets any more than did the alliance between Russia and the United States eradicate the differences between Sovietism and the American economic system. Fascism and Nazism were both committed to the Soviet principle of dictatorship and violent oppression of dissenters. If one wants to assign Fascism and

Both were mass movements, which had special appeal for the intelligentsia, students, and artists, as well as workers. Both favored strong, centralized governments and rejected a free economy and the ideals of individual liberty. Fascists saw themselves as being neither of the right nor the left. They believed that they constituted a third force, synthesizing the best of both extremes. There are important differences and bitter ideological enmity between Marxism and Fascism; but their opposition to each other should not disguise their kinship as revolutionary socialist ideologies.”

Gene Edward Veith, Jr., *Modern Fascism: Liquidating the Judeo-Christian Worldview*, p. 26

Science and Faith

Q “Psychologists, freed from the restraints of the concept of rights and wrongs, increasingly took hold in education, until they became an inescapably pervasive part of education. These mental health clinicians were trained that little Dick and Jane were just human-animals, and evidenced no aversion to manipulating them as one does cattle. Once you deny all sources of values from outside of the self, you have eliminated God, and then you may call the children human-animals, human resources, human capital, or just little ‘organisms,’ if you like. In education, we went through behavior modification, positive reinforcements, conditioned reflex, engineered classrooms, mastery learning, management by objective, performance based objectives, OBE, etc. Now we don’t speak to training the intellect; instead, we speak of reinforcement of the child’s or the little organism’s behavior. B. F. Skinner told us that he could program our little darlings with machines and the educational system sought just the right machine to accomplish the goal. The computer became more complex, doing more and more, until the educational system told us that we

Nazism to the same class of political systems, one must call this *dictatorial regime* and one must not neglect to assign the Soviets to the same class.

“In recent years the communists’ semantic innovations have gone even further. They call everybody whom they dislike, every advocate of the free enterprise system, a Fascist. Bolshevism, they say, is the only really democratic system. All non-communist countries and parties are essentially undemocratic and Fascist.”

Ludwig Von Mises, *Socialism*, p. 523

Q “Part of the problem in recognizing Fascism is the assumption that it is conservative. Sternhell has observed how study of the ideology has been obscured by ‘the official Marxist interpretation of Fascism.’ Marxism defines Fascism as its polar opposite. If Marxism is progressive, Fascism is conservative. If Marxism is left wing, Fascism is right wing. If Marxism champions the proletariat, Fascism champions the bourgeoisie. If Marxism is socialist, Fascism is capitalist.

“The influence of Marxist scholarship has severely distorted our understanding of Fascism. Communism and Fascism were rival brands of socialism. Whereas Marxist socialism is predicated on an international class struggle, fascist national socialism promoted a socialism centered in national unity. Both communists and fascists opposed the bourgeoisie. Both attacked the conservatives.

could use it to change the beliefs and attitudes of our little animals or organisms. Now, the little Dick and Jane could just be referred to by their number...the required school or social security number. The federal educrats called it his “*International Birth Number*.” GATT [General Agreement on Tarriffs and Trade] (section 742) mandated that every newborn get an IRS Taxpayer Identificaiton Number at birth. Because this citizen ID number was intended to be a portion of the rejected health care plan, this requirement was simply transferred to GATT. *The Phyllis Schlafly Report* states:

‘This provision is the mark of a totalitarian state. It symbolizes the centralized government control that the Clinton Administration is trying to exert over all Americans.’ ”

Shirley Correll, *Body Snatching*

Q “The Society of Christian Philosophers (SCP) is twenty years old, and Alvin Plantinga of Notre Dame offers some thoughts on it all. When SCP started, there was an American Catholic Philosophical Association but nothing for Protestants. Plantinga, then at Calvin College, and six others thought it was worth giving the idea a whirl, and twenty years later SCP, now thoroughly ecumenical, has more than a thousand members, and a rapidly growing number of younger members. It is all very encouraging indeed.

Along the way, Plantinga suggests the action today is on the religion-and-science front, especially in conversation with biology. As Darwinism and other materialistic accounts of reality come under stronger criticism, and as the rigorously scientific support for such accounts are increasingly recognized to be very shaky indeed, Plantinga notes that the faith commitments, so to speak, of many in the scientific world are becoming more and more overt. He cites Harvard biologist Richard Lewontin, writing in the *New York Review of Books*. It's a quote worth clipping for use when next the conversation turns to religion and science: 'Our willingness to accept scientific claims that are against common sense is the key to an understanding of the real struggle between science and the supernatural. We take the side of science *in spite of* its failure to fulfill many of its extravagant promises of health and life, *in spite of* the tolerance of the scientific community of unsubstantiated just-so stories, because we have a prior commitment, a commitment to materialism. It is not that the methods and institutions of science somehow compel us to accept a material explanation of the phenomenal world, but on the contrary, that we are forced by our prior adherence to material causes to create an apparatus of investigation and a set of concepts that produce material explanations, no matter how counterintuitive, no matter how mystifying to the uninitiated. Moreover, that materialism is absolute, for we cannot allow a Divine Foot in the door. The eminent Kant scholar Lewis Beck used to say that anyone who could believe in God could believe in anything. To appeal to an omnipotent deity is to allow that at any moment the regularities of nature may be ruptured, that Miracles may happen.'

First Things, February 1999, p. 79, 80

None of these factors could explain—could do what some scholars call 'make go away'—the strong relationship between fatherlessness and the risk of incarceration. Even after all the controls, fatherless boys were twice as likely as boys living with two parents to have been incarcerated. Moreover: "For each year spent in a nonintact family, the odds of incarceration rise 5 percent." Can't stepfathers substitute in this regard for fathers? Apparently not: 'youths living in stepparent families face odds of incarceration 2.9 times as high as those in mother-father households.' In fact: 'the odds for youths from stepparent families are similar to those from youths who do not live with any parents, although these children, in addition to not having any parents care for them, are selected for more difficult family circumstances.' When single mothers remarry, it seems that many boys do not so much gain a father as lose some of their mother's attention and support. Another recent study by William S. Comanor and Llad Phillips of the University of California at Santa Barbara reaches similar conclusions: "Examining the likelihood that boys will be stopped, charged, or convicted of a crime between the ages of fourteen and twenty-two, we find that the single most important factor, more relevant even than family income, is the presence of the father in the home.

First Things, March 1999, p. 70

Q George Gilder in *Men and Marriage* was making this important point years ago. Obviously, we highly recommend Gilder's book.

Q "American capitalism is confounding [Karl] Marx by giving the workers ownership of the means of production."

Lawrence J. Kudlow, *The Washington*

Q “I have already mentioned this quality newsletter written by David Blankenhorn of the Institute for American Values. It’s called *Propositions*, and the following item on a question of great importance gives you some idea of the incisive manner in which it cuts through the cant: ‘Which variable most accurately predicts the likelihood of criminal behavior by a young man? His skin color? His family’s income? His or his parents’ level of education? Where he lives? Or whether or not he lives with his father? Well, all of these variables matter; everything is connected; no single study is definitive; and blah, blah, blah. But the scholarly evidence continues to mount that fatherlessness is the single most important predictor. A new study by Cynthia C. Harper of the University of Pennsylvania and Sara S. McLanahan of Princeton examines a nationally representative sample of 6,403 teenage boys who were followed over a period of fifteen years, up to their early thirties. Of boys who were living in mother-headed families at age fourteen, about 13 percent had been incarcerated by their early thirties. For boys from father-present homes, the figure is 5 percent. But of course one could argue –and I have found, whenever I speak to groups on this issue, that many people strongly believe–that this finding, properly understood, actually points less to father-absence ‘per se’ than to other presumably more potent variables such as poverty or racism. So in their study, Harper and McLanahan ‘controlled’ for a wide variety of factors, including race, income, residential instability, urban location, neighborhoods with a high proportion of single mothers, parents’

Times, February 16, 1999, p. A17

Q A Michigan school district has decided to supply some of its libraries with books that raise questions about the validity of evolutionary theory.

“The Melvindale-Northern Allen Park School Board on Monday endorsed placing the books in its junior high and high school libraries for students to reference voluntarily.

“Board President John Rowe, a creationist, said the books are legitimate works of scholarship.

“‘The books are scientific textbooks that offer scientific evidence that evolution may not be true,’ he said. ‘I think any time we can have our students gain additional knowledge from credible science, we should do that.’

“Not so, said Eugenie Scott of the California-based National Center for Science Education, which helped the district evaluate the books.

“‘There are some books that are just a joke,’ she said Tuesday. She labeled several of the books on the district’s list as ‘mainline anti-evolution,’ ‘frankly religious’ and ‘bad science.’

“Evolution still causes trouble for teachers and school officials more than a decade after the Supreme Court ruled that public schools cannot teach that God created the universe.

“Last year, the National Academy of Science said evolution must be taught in public schools if children are to understand biology at all.

“The organization issued a guidebook for teachers, parents and school administrators that asserted: ‘There is no debate within the scientific community over whether evolution has occurred, and there is no evidence that evolution has not occurred.’ ”

The Washington Times, February 12, 1999, p. A12

Q “It is seldom fully appreciated that the only real evidence for or against evolution is in the fossil record. Every other argument for evolution is based on *what could have been*. Only the fossil record records examples of *what actually did happen*. Darwin recognized this as a problem as well and wrote in *On the Origin of Species*, ‘Why then is not every geological formation and every stratum full of such intermediate links? Geology assuredly does not reveal any such finely graduated organic chain, and this, perhaps, is the most obvious and gravest objection which can be urged against my theory’ (Darwin, 280).

“In the century and a half since Darwin wrote, the situation has only become worse for his theory. Noted Harvard paleontologist Stephen Jay Gould has written, ‘The extreme rarity of transitional forms in the fossil record persists as the trade secret of paleontology. The evolutionary trees that adorn our textbooks have data only at the tips and nodes of their branches; the rest is inference, however reasonable, not the evidence of fossils’ (Gould, 14). Eldredge and Tattersall agree, saying, ‘Expectation colored perception to such an extent that the *most obvious single fact about biological evolution—non-change—has seldom, if ever, been incorporated into anyone’s scientific notions of how life actually evolves. If ever there was a myth, it is that evolution is a process of constant change*’ (Eldredge, 8).

“What does the fossil record suggest? Evolutionists such as Gould now agree with what creationists from Louis Agassiz to Duane Gish have said all along, that the fossil record

Sudden appearance. In any area, a species does not arise gradually. It appears all at once and fully formed (Gould, 13-14).

“There is no real indication that one form of life transforms into a completely different form.”

Norman L. Geisler, *Baker Encyclopedia of Christian Apologetics*, p. 226

Q “Why are American infants and schoolchildren being forced to submit to hepatitis B vaccinations even though the French Health Ministry has suspended them in schools because of evidence they can cause neurological disorders or multiple sclerosis? (New York Times, Oct. 3, 1998) Has America become a nation where the government can force controversial medical procedures on children without allowing their parents informed choice?

“‘Force’ is not too strong a word. Across the country, newborn babies are being injected with hepatitis B vaccine only hours after birth (even when their mothers test negative for hepatitis B), and children are told they must present proof of having received three hepatitis B shots before they can be admitted to daycare, kindergarten, fifth grade or high school.

“A series of inquiries produced no convincing medical reason or scientific evidence for this procedure. Those most at risk are the highly promiscuous (heterosexual or homosexual), needle-sharing drug addicts, health care and custodial workers exposed to blood, and babies born to already-infected mothers.

includes two features particularly inconsistent with gradualism:

Stasis. Most species appear in the fossil record looking much the same as when they disappear; morphological change is limited and directionless.

“The government isn’t just trying to vaccinate the people who are at risk for Hepatitis B—that might ‘stigmatize’ them. Instead, the CDC recommends that all babies be vaccinated at birth to be ready for risky activities a dozen years later.”

The Phyllis Schlafly Report,
February 1999, p. 1