



The JOURNAL

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For I am not ashamed of the Gospel of Christ, for it is the power of God to salvation for everyone who believes, for the Jew first and also for the Greek. Romans 1:16

From The President's Desk

As many of our readers know, I am not only president of Summit Ministries, but also president of the Christian Anti-Communism Crusade and Students for America.

These latter two organizations are involved in a Campus Book Distribution project placing Tim LaHaye and my book *Mind Siege* into the hands of thousands of college students and *The Battle for Truth* into the hands of thousands of high school students.

We are also distributing these books to Christian ministries around the world.

The following letter from Nigeria will give you some idea of what we are up to on the foreign scene and anyone interested in helping us fund these projects can contact us at Summit Ministries, PO Box 207, Manitou Springs, CO 80829. *The Battle for Truth* will be translated into Arabic, Korean, Spanish and numerous other languages within the year.

Here is Pastor Eliseus W. Obilor's letter—dated April 29, 2002:

"Greetings in the matchless name of Jesus Christ. Accept my appreciation for the book (*The Battle for the Truth*) which you sent to me as you promised. The title captures the real ideological conflict for the soul of the 21st century man.

"The present day Christian apologist either get informed about these divergent ideologies and present the 'Only' Christian alternative or he becomes a captive in the 'Market place of the

ideas’.

"About six (6) years ago the church lost a vibrant young relative of mine to secular humanism as he entered university. As he visited home propounding his new found faith many of us were dismayed at his sudden change of allegiance. But the fact was, none of us had the slightest idea of humanistic teachings.

"I am quick to add to you that Pentecostalism in Nigeria is more of emotionalism than intellectual integration of faith to experience. Presently, the largest number of Christians in Nigeria are Pentecostals. The pioneer of Pentecostalism in this country is Assemblies of God Nigeria. But an average minister in Pentecostal Circles do not understand the teachings of humanism. Yet when our Christian youths enter into secular schools, their mind will be bombarded with these atheistic ideologies.

"This ignorance is predicated by lack of books by our pastors. Ministerial work started among the poor and illiterates. When one struggles to get Diploma in theology he retires to the parsonage with lots of congratulations with nothing in his bookshelves.

"I intend to send your books to Assemblies of God seminary here, where I did my Bachelor in Theology. At least to share it among the lecturers and students alike, so that lecturers will integrate it into Apologetics class work. In our District, fellow pastors have been demanding for this book from me, because many got information that I have gotten it. I also intend to give them.

"As I told you on phone, I will need *Understanding the Times* and *Battle for the Truth*.

"In my church, we have been praying for you and your staff since I told most of my people your generous gift to me. It means a lot to me.

"Nigeria is approaching her general election next year. We need prayers. Islam wants to swallow the church here but the church is marching on. The Nigerian church is in divine Global mission and nothing can stop her from accomplishing it.

"Finally, we (pastor here) need books even if it is used ones, help us as you can and may the Almighty God bless you and your staff in Jesus Mighty name—Amen.

"Yours faithfully, Pastor Eliseus W. Obilor



▣ **Month In Review**



"And he [Abram] believed in the Lord, and He accounted it to him for righteousness."

—Genesis 15:6

"I have heard of You by the hearing of the ear, But now my eye sees You. Therefore I abhor myself, and repent in dust and ashes."

—Job 42:5, 6

"Believe on the Lord Jesus Christ, and you will be saved, you and your household."

—Acts 16:31

"The just shall live by faith."

—Romans 1:17

"For by grace you have been saved through faith, and that not of yourselves, it is the gift of God, not of works, lest anyone should boast. For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand that we should walk in them."

—Ephesians 2:8-10

"Not by works of righteousness which we have done, but according to His mercy He saved us, through the washing of regeneration and renewing of the Holy Spirit."

—Titus 3:5

"Dyson and Tolkien were the immediate human causes of my conversion. Is any pleasure on earth as great as a circle of Christian friends by a good fire?"

—C.S. Lewis, *Letter of C.S. Lewis*

"I was driven to Whipsnade one sunny morning. When we set out I did not believe that Jesus Christ is the Son of God, and when we reached the zoo I did."

—C.S. Lewis, *Surprised by Joy*

"The most influential educators of our time—John Dewey, William Kilpatrick, George Counts, Harold Rugg, and the lot—are out to build a New Social Order.

"The chagrined and frustrated parent has very little luck opposing the advances of the New Social Order. 'The consumer has no rights in the educational marketplace,' Professor Henry Steele Commager puts it. Translated, this means that a parent has no right to seek reform regardless of the extent to which he disapproves of the net impact of the local school. The educator, in short, has consolidated his position as the exclusive, irresponsible regent of education.

"There is not enough room, however, for the New Social Order and religion. The New Order is philosophically wedded to the doctrine that the test of truth is its ability to win acceptance by the majority. Economically, the New Order is egalitarian; politically, it is majoritarian; emotionally, it is infatuated with the State, which it honors as the dispenser of all good, the unchallengeable and irreproachable steward of every human being.

"It clearly won't do, then, to foster within some schools a respect for an absolute, intractable, unbribable God, a divine Intelligence who is utterly unconcerned with other people's versions of truth and humorlessly inattentive to majority opinion. It won't do to tolerate a competitor for the allegiance of man. The State prefers a secure monopoly for itself. It is intolerably divisive to have God and the State scrapping for disciples.

"Religion, then, must go. First we must expose religion as a not-very-serious intellectual and emotional avocation (see the famous 1945 Harvard Report's dismissal of religion: '...we did not feel justified in proposing religious instruction as a part of the curriculum...Whatever one's views, religion is not now for most colleges a practicable source of intellectual unity.').

"Next, we must prove that to allow religion to be taught in public schools imminently

commits us to uniting Church and State (see the *McCullum* decision of the Supreme Court). Having paved the way, we can rely (always barring divine intervention) on the results. If religion is given no place at all—or just token recognition—in the intellectual diet of the school, the growing generation will probably come to think of it, as Canon Bernard Iddings Bell puts it, as ‘an innocuous pastime, preferred by a few to golf or canasta.’ When this happens, religion will then cease to be a divisive influence.

"The fight is being won. Academic freedom is entrenched. Religion is outlawed in the public schools. The New Social Order is larruping along.

"*But there remains an enemy.* An implacable Trojan Horse that threatens the uniform evolution towards the New Order. The private schools (outnumbered ten to one by public schools) are still measurably independent. And many of them are straightforwardly religious. So long as these schools survive, the public-education monolith is threatened."

—William F. Buckley, Jr., *Let Us Talk of Many Things*, p. 9, 10

"The humanistically based view of final reality began to be influential in the United States about eighty years ago. Its control of the consensus has become overwhelmingly dominant in about the last forty years. The shift has affected all parts of society and culture, but most importantly it has come largely to control government and law. These, then, have become the vehicle for forcing this view (with its natural results) on the public. This has been true in many areas—including, especially, the way it has been forced on students in the schools. Media which almost entirely hold the same world view have added to all this.

"The world view which produced the founding of the United States in the first place is increasingly now not allowed to exert its influence in government, in the schools, or in the public means of information."

—Francis A. Schaeffer, *A Christian Manifesto*, p. 135

"In crossing a valley, suppose I come upon a round stratified stone and were asked how it came to be such. I might plausibly answer that it was once laid down by water in layers which later solidified by chemical action. One day it broke from a larger section of rock and was subsequently rounded by the natural erosional process of tumbling in water. Suppose then, upon walking further, I come upon Mount Rushmore where the forms of four human faces appear on a granite cliff. Even if I knew nothing about the origin of the faces, would I not come immediately to believe it was an intelligent production and not the result of natural

processes of erosion?

"Yet why should a natural cause serve for the stone but not for the faces? For this reason, namely, that when we come to inspect the faces on the mountain we perceive—what we could not discover in the stone—that they manifest intelligent contrivance, that they convey specifically complex information. The stone has redundant patterns or strata easily explainable by the observed natural process of sedimentation. The faces, however, have specially formed features, not merely repeated lines. The stone has rounded features like those we observe to result from natural erosion. The faces, on the other hand, have sharply defined features contrary to those made by erosion. In fact, the faces resemble things known to be made by intelligent artisans. These differences being observed, we would rightly conclude there must have existed at some time and at some place some intelligence that formed them."

—Norm Geisler, Peter Bocchino, *Unshakable Foundations*, p. 128

"The ultimate origin question that challenges both philosophy and science is what Peter Kreeft refers to as that 'haunting question,' penned by the philosopher Martin Heidegger: 'Why is there anything rather than nothing at all?' In other words, why do we exist? Did God create this universe, or has it always existed? We believe that the first principles of philosophy and science, applied properly to these questions, can provide us with trustworthy answers. However, many modern scientists believe that science can neither affirm nor deny the existence of God. For example, Stephen Jay Gould, Harvard professor and paleontologist, has said, 'Science simply cannot (by its legitimate methods) adjudicate the issue of God's possible superintendence of nature. We neither affirm it nor deny it; we simply cannot comment on it as scientists...Science can work only with naturalist explanations; it can neither affirm nor deny other types of actors (like God).'

"Yet if Gould speaks the truth, why does he (along with so many of his scientific colleagues) continue to write and speak so prolifically on this topic? If silence rules, why do we continue to hear so much opposition from them on this issue? With all due respect to Professor Gould, he is guilty of breaking his own rules because he has made many comments about 'the issue of God's possible superintendence of nature.' After critiquing William Paley's design argument for the existence of God, Gould said, 'Good design exists, and implies production for its current purpose; but adaptations are built naturally, by slow evolution towards desired ends, not by immediate, divine fiat.'

"How can Gould as a scientist know this to be true if science cannot make such pronouncements? Many scientists, including Gould, not only 'adjudicate the issue of God's possible superintendence of nature' but also write as if they have a passion to use science to

come to terms with this question about God's existence. In the introduction to Stephen Hawking's book *A Brief History of Time*, Carl Sagan said, 'This is also a book about God... or perhaps the absence of God. The word God fills these pages. Hawking embarks on a quest to answer Einstein's famous question about whether God had any choice in creating the universe. Hawking is attempting, as he explicitly states, to understand the mind of God.'

"Another great scientist, Albert Einstein, also spoke of God's creation of nature. He said, 'I want to know how God created this world. I am not interested in this or that phenomenon, in the spectrum of this or that element. I want to know his thoughts, the rest are details...God does not play dice with the world.'

"Our only point in mentioning these two eminent scientific minds of the twentieth century is to refute Gould's dogmatic statement that science can neither affirm nor deny the existence of God; we are not saying that Hawking and Einstein are referring to the God of the Bible. Yet there is a long history of great scientists who founded various scientific fields of knowledge while invoking a First Cause as the Designer of the universe and Author of the laws of nature."

—Norman Geisler, Peter Bocchino, *Unshakable Foundations*, p. 80-82

"Until recently the atheists quietly enjoyed total dominance of public education on the subject of the development of life on Earth.

"Charles Darwin's theory of evolution, though accepted by many religious believers as simply God's plan, does not require the assumption of a divine origin. It is equally compatible with the atheistic belief that the universe is just a cosmic accident, without either a purpose or a creator. Evolution therefore could be, and was, taught in the public schools without any reference to a God, in keeping with the default atheism that the Supreme Court has for several decades decreed must be taught to America's schoolchildren, in supposed deference to the constitutional bar against entanglement of church and state.

"The 'creationists' were thus easy to portray as the aggressors when, several years ago, they opened a campaign to require public schools to teach, not only the theory of evolution, but an alternative theory that the universe, and the life species found on Earth, were created directly by God, usually over a much briefer time than the hundreds of millions of years called for by the theory of evolution.

"With few and recent exceptions (Kansas, for instance), the campaign has been unsuccessful. The failure of creationist theory to accord with available scientific evidence—fossil life forms, for example—has prevented it from winning substantial support either in the courts or

in public referenda on the subject.

"Recently, however, the enthusiasts for a purely atheistic theory of evolution have been faced with a more insidious foe. Certain people whose scientific credentials cannot be questioned, and whose methods are purely scientific, have begun arguing that the very structure of the universe as perceived by modern science, and the scientific record of life's development here on Earth, can only be understood as the products of 'intelligent design'—which necessarily requires the existence of an 'intelligent designer,' or (if you will forgive the expression) a God.

"The perniciousness of this view, from the standpoint of the atheists, is that it can be, and is being, put forward without disputing those parts of the theory of evolution that are scientifically demonstrable. All it takes issue with is the proposition that those parts can be explained as purely random accidents, rather than the products of intelligent design. And that is a proposition over which, today and for the foreseeable future, reasonable people can and do differ. If so, why can't both views be put forth in our public schools, for rational discussion and debate?

"*The New York Times* is commendably frank in explaining why not. As it said in a recent editorial, the argument for intelligent design 'is a disingenuous attempt to mask the true goal here, which many adherents acknowledge is to open the students' minds to the possibility of a divine creator, rather than leaving them with the soulless processes of evolution.' And that, the *Times* would have us believe, must never, ever, be allowed to happen. As the editorial concludes, 'no theory that [explains the mysteries of the universe] by invoking the supernatural deserves a place in a public school science curriculum'

"Note the breadth and sweep of that last sentence. Yes, the universe is full of mysteries. And of course no one may teach, in a public school, that a God, or any other supernatural phenomenon, is in fact the explanation. But we must go further still: The by no means discredited view, held by many intelligent and rational people, that 'intelligent design' is the most plausible explanation of these mysteries, can never be permitted to be discussed in a public school science curriculum. Any consideration of the sheer possibility of a God, as a rival to 'the soulless processes of evolution,' would be unconstitutional.

"A worldview that afraid of competition is in deep trouble."

—William Rusher, *The Washington Times*, April 6, 2002, p. A10

"Evolution rules in public school classrooms, and has done so for decades. Even despite the fact that many favorite evolution arguments in the textbooks are known to be false, and

others are downright frauds, evolution has enjoyed total control. State education laws and national teaching standards, mandate that it be taught exclusively, even denying the existence of alternate scientific theories of origins. Evidence which doesn't fit evolution cannot enter the classroom, and students who object are often humiliated before their classmates and persecuted at grade time. But things are beginning to change. Evolution's dam is starting to crack. Soon its stranglehold on education may loosen.

"Please don't jump to the wrong conclusion. Biblical creation will not replace evolution in public school science classes. The courts have decisively ruled that 'religion' doesn't belong in public schools. However much it is true that creation was in public schools in years gone by and however much the founding fathers of our country and its education system intended for it to be there, in the present climate it will not be re-introduced. It only does harm to try.

"But evolution is religion also! This fact has been well documented in these pages and in secular sources as well. The religion of evolution doesn't belong there either. Our science classrooms should return to teaching science, not history, or philosophical (religious) views about the past. Evolution, with its view of origins—where we come from, who we are, where we're going—doesn't belong in the science classroom. Nor does its view of morals as rising from animal instincts, not its low view of human life. Yet evolution has seized total control of our schools and, to a large extent, the worldview of our students. This ought not to be."

—John D. Morris, *Acts and Facts*, May 2002

"Creationist organizations haven't done it alone, of course. A recent major player is the 'Intelligent Design' movement. This group contains quite a few highly placed scientists and philosophers. They do not claim to be a Christian movement, but are decidedly anti-naturalistic. They articulate with power the religious underpinnings of evolution and the bankruptcy of its arguments. In many ways this is a better fit for the public schools, since it is scrupulously non-religious and pro good science teaching.

"As a side note, ICR is not against the Intelligent Design movement. We are not part of it, for we are a group of scientists who are openly Christian. We not only oppose naturalistic evolution, we propose supernatural creation, and advocate a personal relationship with the Creator, the God of the Bible, through His Son Jesus Christ. We support the work of the ID group, but feel it doesn't go far enough. Even if a person sees the design in nature, they still need the Savior. Both crusades are valid and vital.

—John D. Morris, *Acts and Facts*, May 2002

"Shortly after an appeals court declared Ohio's 80-year-old ban on concealed weapons to be unconstitutional, state representative Edward Jerse, a Democrat, fumed: 'We have an unacceptable level of violence in our society. We have got to change our culture. And you don't do that by throwing up your hands and saying, "Okay, everybody get a gun." ' We quite agree—it's not at all necessary for everybody to get a gun. Concealed-carry has been shown to lower the frequency of murder by 8.5 percent, or rape by 5 percent, and of aggravated assault by 7 percent; as John Lott has noted, it works as a deterrent precisely because 'cab drivers and drug dealers who carry guns produce a benefit for cab drivers and drug dealers without guns...homeowners who defend themselves make burglars generally wary of breaking into homes.' Criminals have long known that they are worse off with victims who might be armed than with victims who definitely aren't. With 43 states now permitting concealed-carry, the law is finally catching up."

—*National Review*, May 6, 2002, p. 6

The Castro regime in Havana howled that the U.S. violated the Vienna Convention. What'd we do, try to liberate the island again? Well, sort of: The U.S. mission handed out about 500 radios to Cubans. This, the regime denounced as 'subversive,' which in a way it was: Castro regards any independent rustle as a great threat. Which reminds us: *The New York Times* had an editorial on April 4 entitled 'Latin America's Muzzled Press.' What a wonderful subject! The editorial covered Colombia, Venezuela, Peru, and even Haiti (where they don't speak a lot of Spanish). Hey, isn't there another Caribbean country—Spanish-speaking—where a free press is not only 'muzzled' but pulverized?"

—*National Review*, May 6, 2002, p. 8

"Last August, three graduate students at Yale released a report accusing the university of honoring pro-slavery alumni and, in the past, fostering pro-slavery thought. *The New York Times* ran a fawning article about the students; reparationists at Yale and in New Haven licked their chops in anticipation of an imminent university shakedown. Now *The Yale Standard*, a campus Christian publication, has released a counter-report documenting the historical errors and ideological distortions of the original report. The *Standard's* article vindicates the men tarred by the graduate students and provides ample evidence for what anyone knowledgeable about the abolitionist movement knows: that schools like Yale and Harvard were hotbeds of abolitionist thought and produced the Christian ministers and other public men whose sermons and writings turned public opinion against slavery. Apparently this is not the sort of knowledge that doctoral students in history and American Studies, like the three authors of the original report, are expected to possess these days."

"There is a Louisiana folksong that begins, 'Once I was young, but now I'm almost twenty-one,' and after lamenting the sorrow this discovery brings, the refrain continues, 'I will be happy, I will be gay.' Forgetting the context, 'I will be happy, I will be gay' seems to express the attitude of the members of First Plymouth Congregational Church in Cherry Hills Village, Colorado. On January 6, incidentally the Feast of the Manifestation of Christ to the Gentiles, Scott Landis, pastor of the First Plymouth Congregational Church, announced to the congregation that he is 'gay.' According to a report by Virginia Culver in the Denver Post, he received a standing ovation from the 600 people present, and many lined up to shake his hand. Dr. Landis, who received his doctorate from Princeton Seminary and also taught at Ursinus College before moving to Colorado, says that sharing his news with the congregation will make him a better pastor. In the process, he is divorcing his wife of 25 years and realigning his relationship to his two sons, ages 21 and 19, and his daughter, 16. His 19-year-old son told the congregation of his love for his father and loyalty to him in his new life.

"The United Church of Christ, to which Dr. Landis's congregation belongs, is the only mainline church that openly approves of homosexuals in the ministry. It has more than one hundred acknowledged gay ministers in churches around the country."

—Harold O. J. Brown, *The Religion and Society Report*, April 2002

"Phil Harvey of the Washington, D.C.-based Global Liberty Project has found another statistical benefit of capitalism: The freer a nation is, the healthier its population. As the chart shows, people living in the free nations have substantially longer life spans (by 21 years) than do citizens of nations that impose restrictions on individual freedom. This relationship holds even when we examine pairs of countries that are culturally similar. South Korea today has a life expectancy more than a decade longer than North Korea's. Taiwan has longer life expectancy than China—although China's life expectancy is soaring as it makes the transition to capitalism.

Economic Freedom Index Per Capita Income Life Expectancy		
	PER CAP.	LIFE EXP.
Free Nations	\$18,108	76
□	□	□

Mostly Free Nations	\$10,595	73
□	□	□
Nations with Limited Freedom	\$3,440	60
□	□	□
Repressed Nations	\$1,670	55
□	□	□

—*National Review*, May 6, 2002, p. 10

"In a Federal District Court, a judge has ruled that the tradition of saying grace before the common evening meal in the Virginia Military Institute (VMI) is unconstitutional. One wonders how God will respond to the singing of *God Bless America* in a nation whose judges declare it unconstitutional to thank him for our food in any place where the government has set its foot. Will that exempt all government buildings from divine blessing? VMI, like Charleston's Citadel, had already been the victim of court action abolishing its tradition of enrolling only men, this time by the U.S. Supreme Court itself. 'Diversity,' we see, applies only within institutions. Every institution must have a mix of races, sexes, languages, and every other kind of distinction. No institution, however, can differ in tradition from any other, for if it should, Big Brother will see and punish."

—Harold O. J. Brown, *The Religion and Society Report*, April 2002

"In a book published in 1995, University of California law professor Phillip E. Johnson presents the case against naturalism in science, law, and education: *Reason in the Balance* (Downers Grove, IL: Inter-Varsity Press). Professor Johnson has earned quite a reputation challenging the claims of the evolutionists who reign unchallenged throughout almost all of America's educational and other institutions. Although evolution as a process does not necessarily exclude the idea of God or intelligent design—in fact, to us it seems to require it—it is almost universally presented and taught in such a way as to make God nothing but a 'religious side' without foundation in reality. Johnson shows that this is a generally accepted presupposition that explains most of what institutions such as the Supreme Court do. An example is promoting abortion and in banning any and all attempts to let God be honored in any public place, as in the Court's recent rejection of the Indiana plea not to destroy the monument of the Ten Commandments in Indianapolis. The ongoing destruction of all religious precepts and natural laws will not be reversed until people recover the idea that there is a God to whom they must give an account."

—Harold O. J. Brown, *The Religion and Society Report*, April 2002

"Moral relativism in academia has come home to roost.

"The University of California at Berkeley is probably the most liberal campus in America, but even at Berkeley administrators could recognize when things had gone a tad too far.

"On Friday, the university suspended a male sexuality class after the campus newspaper published reports of its lurid activities, including a field trip to a gay strip club where students watched their instructors have sex.

" 'These sorts of activities are not part of the approved course curriculum,' a university spokeswoman said.

"Maybe not, but they are exactly what happens when students are told anything goes.

"Anything goes at Berkeley.

"Take the phrase 'democratic education.' One would assume it refers to a political science class on the precepts of democracy or civic action.

"At Berkeley, democratic education is the process by which students can create their own courses for credit and teach each other. These courses are not funded by California taxpayers, thank goodness, but they must be cleared by a department head and they must have a faculty sponsor who agrees to be responsible for grades and content.

"Male sexuality was a democratic education class sponsored by the head of the Women's Studies Department, Caren Kaplan. (Kaplan also sponsors a class on female sexuality, which advertises 'possible trip to a strip club' on the university Web site.) Other democratic education classes at Berkeley include Blackjack, which is essentially playing cards, and Cop-watch, which teaches students how to assert their rights in encounters with police.

"Students get actual credit toward graduation for taking these courses.

"This is a scandal that should have parents and all of academia up in arms. Instead of 'suspending' the class, Berkeley should have canceled it. Instead of questioning the sponsor, Berkeley should have canned her.

"It won't. And you won't hear a peep about this from anyone else in high ed. That's because all the liberal campuses (which means almost all campuses) offer this junk, and they're not about to blow the whistle on themselves.

"These folks hate criticism in the worst way. Witness their reaction to a report issued on Nov. 11 by the American Council of Trustees and Alumni about pervasive anti-Americanism on college campuses. The report cited dozens of examples of professors blaming U.S. policies or attitudes for the Sept. 11 terrorist attack, and described the dearth of college courses that might actually teach students what's good and right about American's constitutional republic.

"Instead of responding to the criticism, the liberal elites went on a campaign to smear their critics as modern-day McCarthyites and censors of free speech. (Apparently, anyone who disagrees with their perverted worldview is a McCarthyite.)

"It is unconscionable that schools will blindly give credit to students who engage in orgies—another activity offered in the male sexuality class—but refuse to require classical literature or American history or anything positive about Western civilization.

"In another study (this one greeted with silence), the American Council of Trustees and Alumni reported that students could graduate from any of the top 55 liberal arts colleges ranked by *U.S. News & World Report* without taking a single course in U.S. history. Another report found that few of the elite schools require English majors to take Shakespeare anymore.

"But you can sign up for stuff like this: 'Practicing Feminism—A Study of Political Activism' at Williams College; 'Pirates, Boys and Capitalism' at Columbia University; 'Black Marxism' at Vassar; 'Black Lavender, A Study of Black Gay and Lesbian Plays' at Brown University; 'White Racism' at DePaul University; 'Multicultural Biblical Criticism' at Harvard' and 'Sex Inequality in the Workplace' at Notre Dame.

"Think back to age 18. Given a choice between Strip Club 101 and Shakespeare, which would you choose?

"If we can't trust the grown-ups to tell students what they need, we might as well let the students do all the teaching. You know: democratic education. It would cost a lot less than those tenured professors."

—Andrea Neal, *The Indianapolis Star*, February 20, 2002

"Women's studies programs on college campuses teach students that modern women are plagued by a male-dominated society, an analysis of the field's most widely used textbooks shows.

"Marriage is a burden and an 'instrument of oppression,' according to one textbook.

Motherhood is 'a mixture of satisfaction and pleasure, plus, anger, frustration, and bitterness,' says another. And fathers are 'foreign male elements' who stand between mothers and daughters, a third book asserts.

"Most of the textbooks and course outlines, including those at Virginia Tech and the University of Maryland at College Park, are riddled with factual inaccuracies to deliberately mislead young women and omit the advances women have made over the decades in order to push an anti-male agenda, says Christine Stolba, a senior fellow at the Independent Women's Forum, a nonprofit, non-partisan educational organization that conducted the review.

" 'It is a truth universally acknowledged in women's studies textbooks that women have been and continue to be the victims of oppression,' Miss Stolba writes in her report, 'Lying in a Room of One's Own: How Women's Studies Miseducates Students.'

" 'The books support a large number of factual inaccuracies. Many of these are deliberately misleading sisterly sophistries,' she said.

"Miss Stolba's analysis has already drawn fire from women's studies professors nationwide, who call the analysis 'outrageous' and 'right-wing propaganda.'

" 'It's irresponsible,' said Magdalena Garcia-Pinto, director of women's studies at the University of Missouri, Columbia, and president of the National Women's Studies Association. 'This report totally misrepresents the educational goals of women's studies programs around the country. To claim that all of these programs are full of factual inaccuracies is simply outrageous and doesn't bear any truth.'

"Miss Stolba reviewed five of the most widely used women's studies textbooks and more than 30 course outlines from major colleges and universities that offer these programs.

"The textbooks reviewed are 'Thinking About Women: Sociological Perspectives on Sex and Gender,' 'Women's Realities, Women's Choices: An Introduction to Women's Studies,' 'Issues in Feminism: An Introduction to Women's Studies,' 'Women in American Society: An Introduction to Women's Studies' and 'Gender and Culture in America.'

"In addition to Virginia Tech and the University of Maryland, some of the universities whose outlines were reviewed included Syracuse University; the University of California, Los Angeles; and Vassar College in New York.

"There are currently 900 women's studies programs across the country; of them, 15 are doctorate programs. Women's studies look at the origins of gender bias and discuss issues currently confronting minority female groups."

—Ellen Sorokin, *The Washington Times*, April 4, 2002, p. 1

"Forgive me. Oral sex, pornography, child molestation and murder are the last things you want to read about during Easter and Passover. But we have a problem.

"The problem is not confined to homosexual Catholic priest-predators and their institutional enablers who have so vilely betrayed children, parishioners and God. The problem is our sexual revolution run amok *everywhere*—sex on parade, sex outside marriage, sex as a tool, sex for sale, sex without love, and sex without boundaries.

"Amid the stomach-turning sea of front-page headlines about the 'epidemic Catholic sex scandal' were these recent stories that deserve common billing under the banner of 'American's sex scandal' (but don't wait for the *New York Times* to connect the dots).

"The left's cultural liberators blame '1950s' mores for these 21st century sexual pathologies. Chastity, monogamy and celibacy are repressive, antiquated and abnormal notions, they argue. Those who advocate sexual restraint need to get with the times.

"Well, that is exactly what the Catholic Church did in the 1960s with its Vatican II 'reforms.' Harry Crocker, author of 'Triumph: The Power and the Glory of the Catholic Church, A 2,000-Year History,' notes: 'Pope John XXIII did indeed throw open the Church—just when the Western World plunged itself into the sex-drugs-and rock 'n' roll era. The results were an immediate collapse in the seminaries, in religious orders, [and] in the priesthood.' It is liberalism that got the Church in trouble, Mr. Crocker says, not the opposite. Homosexual predators in the clergy are 'the spoiled fruit of the sexual revolution.'

"Add to this overflowing basket of rotten fruit the condo-wielders in the classroom; the child pornographers sitting at their computers, indulging the unrestrained appetites of 'nice men'; and the successive generations of young people who have grown up in a culture that normalizes abortion, illegitimacy, adultery and public displays of sexual perversion from the Oval Office on down.

"This is the true epidemic of modernity. Isn't it time, for the children's sake, to turn back the clock?"

—Michele Malkin, *The Washington Times*, April 2, 2002, p. A 13