C. E. Winslow
Director

Dr. Dale Melton,
Associate Director

Judith S. Haney
Secretary

Russel E. Ebersole, III
Treasurer

In the beginning God created the heaven and the earth. Gen. 1:1

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DEC 10 1979

Compatriots for Academic Freedom

December 8, 1979

Dr. Shelton, Superintendent
Hillsboro County Schools
901 E. Kennedy
Tampa, Florida

Dear Dr. Shelton,

I am enclosing a condensed and revised resolution which excludes the Prayer proposal and other modifications which I believe will be acceptable to the board and staff.

I would appreciate the privilege of being on the agenda at your December 18 meeting to present it as a substitute resolution. We desire to be helpful to you and the board in meeting the needs of the students.

Sincerely,

C. E. Winslow

C. E. Winslow, Director, Compatriots for Academic Freedom,

THE SUPREME COURT APPROVES TEACHING HISTORIC CREATION

Creation and evolution are the two recognized scientific explanations of origins, but evolution is taught almost exclusively. Traditionally, Creation prevailed as the scientific view. Certain scientific facts were recorded in Sacred Oracles by inspired historians many centuries before uninspired scientists reached the same conclusions: "God stretches out heaven over empty space, and hangs the earth upon nothing." (Job 26:7 TLB, 1500 B. C.) "It is God who sits above the circle of the earth." (Isaiah 40: 22 TLB, 700 B. C.) Nevertheless, as evolutionary theory gained emphases in science, a self-styled bureaucracy branded Creation as religion and insidiously excluded it from Instructional Materials. The transition was without academic or legal authorization, but was accomplished by persevering promoters of the innovative postulate. Both views are relevant and inquiry is an essential phase of the learning experience. It is the responsibility of educators to correct this inexcusable imbalance and offer an option.

The primary issue involved today is not what educators or others believe about the Creation concept or evolution, but a question of student's rights to alternatives or comparable views in the study of origins. The U. S. Supreme Court was emphatic about this in the 1968 Epperson v. Arkansas anti-evolution statute case. Although the Court overruled the statute, it explained that, "While the study of religions and of the Bible from a literary and historic viewpoint presented objectively as part of a secular program of education, need not collide with the First Amendment's prohibition, the State may not adopt programs or practices in its schools or colleges which 'aid or oppose' any religion." Justice Black concurring in the opinion said, "While I hesitate to enter into the consideration and decision of such sensative state-federal relationships, I reluctantly acquiesce. A second question arises is whether this Court's decision...infringes the religious freedom of those who consider evolution an anti-religious doctrine. If the theory is considered anti-religious, as the Court indicates, how can the State be bound by the Federal Constitution to permit its teachers to advocate such an 'anti-religious' doctrine to school children?" In that Creation versus evolution case, the Court clearly indicated that evolution is "anti-religious", and that the "historic viewpoint (Creation) be presented objectively as part of a secular program of education." Then, should we ignore the violation of that mandate?

The Supreme Court said in the 1961 New York Board of Regents' prescribed prayer decision, "...school children and others are officially encouraged to express love for our country by reciting historical documents such as the Declaration of Independence which contain references to the Deity or by singing officially espoused anthems which include the composer's professions of faith in a Supreme Being..." The Declaration of Independence is a challenging basis for presenting the Creation view: "...endowed by their Creator..." Justice demands the Creationism option with evolution.

Inasmuch as there is acknowledged imbalance in teaching the evolutionary theory exclusively; and inasmuch as teaching scientific Creation is neither prohibited by any mandate nor by Supreme Court rulings, but is, in fact, upheld in the Arkansas pledge to "safeguard the fundamental values of freedom of speech and inquiry and of belief";

THEREFORE, BE IT RESOLVED,

FIRST, That Educators, Teachers, Students and others be informed and encouraged to exercise their constitutional rights to "freedom of speech and inquiry and of belief."

SECOND, That Departments of Education, Authors and Publishers be requested to provide Instructional Materials which include the Creation Explanation of Origins.

Honorable Trustees of Youth Culture, you are humbly requested to approve this Resolution to provide equal opportunity for our students in the study of origins.

C. E. Winslow, Director, Compatriots for Academic Freedom
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