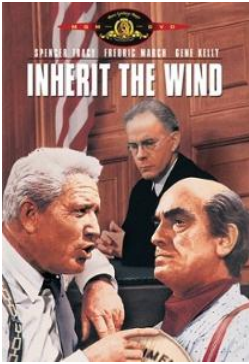


Evolution Pleads the 5th

This article can be read online at:
<http://www.creationliberty.com/articles/evolution5th.php>

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<http://www.creationliberty.com/>

5th Amendment of the US Constitution: No person... shall be compelled in any criminal case to be a witness against himself



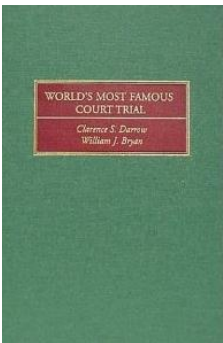
As I was doing research on the Scopes Monkey Trial, I discovered one of the most disgusting pieces of propaganda that Hollywood has ever produced: *Inherit the Wind*. If your public school, or the school your children are attending, is showing this film, I would suggest raising serious complaints with the teacher and/or principal.

First written as a play by Jerome Lawrence and Robert E. Lee, then made into a screen version by Stanley Kramer in 1960, *Inherit the Wind* is about 95% opposite to what happened in the actual trial. There is almost nothing in this movie that is real, but public schools still show it, labeling it as a "classic," but the truth of what happened will not be taught and unsuspecting students will think the movie reflects real history. When watching *Inherit the Wind*, if you listen to every statement made, and assume the opposite is true, you will be right most of the time.

Inherit the Propaganda

Here is a theatrical trailer of the movie when it first came to theaters. We will discuss some of the details, but you can already see the propaganda spewing out: http://www.youtube.com/watch?feature=player_embedded&v=fdHbgFnJ06Q

Inherit the Wind is supposed to be a re-enactment of the Scopes Monkey Trial. Though Stanley Kramer does not state it, it is absolutely obvious when you watch the movie. Using *Inherit the Wind* as a portrayal of the Scopes Monkey Trial, would be like showing Schindler's List, but portraying the Jews having fun with champagne and confetti in the concentration camps.



The full transcript of the the Scopes Trial can be found in *The World's Most Famous Court Trial*. (Circuit Court #5232)

(See Tennessee Rhea County Court, *The World's Most Famous Court Trial*, Complete Stenographic Report of the Famous Court Test of the Tennessee Anti-Evolution Act, at Dayton, July 10 to 21, 1925, Lawbook Exchange Ltd, reprint 1997, ISBN: 9781886363311)

Those who do not understand the facts of this case, nor the history of how it played out, often use it to say one cannot teach Creation in public schools and/or evolution was proven in a court of law.

However, in reality, it was the ACLU and other humanists who tried to deceptively use this trial to spread the religion of evolution over the air waves.

Setting the Stage



The first public schools in the United States were erected in 1836, well before Darwin's theory was officially introduced (*Origin of Species*, 1859). The first American public school systems taught the Bible as part of the curriculum. This was a time when *The New England Primer* was in use, and it was well-known the age of the earth is only 6,000 years old. Not only were students put through a more rigorous grammar and vocabulary study than Americans could handle today, students were also required to learn the Bible stories as part of history class, and would even learn their ABC's through Bible references.

(See John Cotton, *The New England Primer*, Original Print in 1690, republished J. Munsell, reprint 1885)

As time passed, and Darwin's theory of evolution became more well-known, many states passed laws that banned the teaching of evolution in tax-funded schools. Today, most people think this to be unconstitutional, when in fact, every state still has the right to pass laws banning the teaching of evolution if they choose. One of the states to do this was Tennessee. In 1925, Tennessee passed the Butler Act. Written by state-representative John Butler, the Butler Act banned the teaching of any evolutionary origin of man in any Tennessee tax-funded public school.

Most citizens of Tennessee were in favor of the Butler Act. One mother, Mrs. Jesse Sparks of Pope, TN, wrote a letter conveying her support:

*"At the time the bill prohibiting the teaching of evolution in our public schools was passed by our legislature, I could not see why the mothers in greater number were not conveying their appreciation to the members for this act of **safeguarding their children from one of the destructive forces which combined with other evils if left unchecked will destroy our civilization. I for one felt grateful...** that we have a Christian man for governor who will defend the Word of God against this so-called science."*

-Mrs. Jesse Sparks, Letter to the Editor of the Nashville Tennessean, July 3, 1925; See also Jeffrey P. Moran, *The Scopes Trial: A Brief History with Documents*, Published Palgrave Macmillan, 2002, p. 204, ISBN: 9780312294267

Let's take a look at what the Butler Act stated:

"Be it enacted by the general assembly of the state of Tennessee, that it shall be unlawful for any teacher in any of the universities, normals, and all other public schools of the state which are supported in whole or in part by the public school fund of the state, to teach any theory that denies the story of the divine creation of man as taught in the Bible and teach instead that man has descended from a lower order of animals."



-John Butler, Tennessee Butler Act, passed March 21, 1925; See also Tennessee Rhea County Court, *The World's Most Famous Court Trial*, Complete Stenographic Report of the Famous Court Test of the Tennessee Anti-Evolution Act, at Dayton, July 10 to 21, 1925, Lawbook Exchange Ltd, reprint 1997, p. 104, ISBN: 9781886363311

At this point, many people gasp and say, "They say you can't teach theories!" It does not say that; read it carefully. It says that any teacher under any amount of payroll of a Tennessee state tax-funded school, cannot teach a theory that denies the creation of mankind as taught in the Bible by teaching instead that man came from monkeys. The Butler Act does not say that a teacher cannot teach evolution, but it does say that a teacher cannot mislead children to believe an unscientific notion that they evolved from animals, and since states have constitutional right to ban false teachings, and make laws that require factual accuracy in instructional materials, this act supported the constitutional rights of the people of the state of Tennessee.

Once the Butler Act was passed into law, the ACLU (American Civil Liberties Union) went looking for someone to help them challenge the law. This begs the question, why would the ACLU be interested in over-turning a constitutional state law? Rodger Baldwin, founder of the ACLU, may be able to help shed some light on that mystery:



"I have continued directing the unpopular fight for the rights of agitation, as director of the American Civil Liberties Union.... I am for socialism, disarmament and ultimately for abolishing the state itself as an instrument of violence and compulsion. I seek the social ownership of property, the abolition of the propertied class and sole control by those who produce wealth. Communism is, of course, the goal."

-Rodger N. Baldwin, ACLU, quote from Harvard Class Book, 1935, "Thirty Years Later," spotlight class of 1905, quoted by Insight on the News article, 1997; See also ACLU, *The Civil Liberties Review: Volume 2*, Published J. Wiley, 1975

Communism was the original goal of the ACLU, as stated by its founder. Since evolution is the foundational philosophy behind communism, the ACLU would want their foundational religious worldview to be protected by the government. (Read "Seeds of Evolution" here at creationliberty.com for more details)

In the ACLU's search to challenge the law, they found a man named John T. Scopes (referred to in the movie as Bertram Cates). John Scopes was a football coach for Rhea County High School's football team, and occasionally taught as a

substitute teacher for the school staff. He earned his degree in law in 1924 from the University of Kentucky, and only taught as a substitute for one year.

George Rappleyea, local chemist seeking to help the ACLU find a defendant, wired them saying:

"Professor J. T. Scopes teacher of science, Rhea Country High School, Dayton, Tennessee will be arrested charged with teaching evolution consent of Superintendent of Education and Chairman of Board of Education for test case to be defended by you, wire me collect if you wish to cooperate and arrest will follow."

(See Randy Moore, *Evolution in the Courtroom*, Published ABC-CLIO, 2002, p. 9-10, ISBN: 9781576074206; See also Lyon Sprague De Camp, *The Great Monkey Trial*, Published Doubleday, 1968)

Two major problems with this:

- 1) Professor? He was a substitute teacher for one year at a local high school.
- 2) The arrest would not take place if the ACLU was not involved. That means the ACLU did not care whether or not someone broke the law nor if justice was served. It also means it was not a crime where anyone raised a complaint, and would not have even taken place if not for the deceptive motive of the ACLU.

Scopes admitted to the ACLU, the media, and the court that he had no idea if he had taught evolution or not, but told the ACLU he would be willing to testify that he taught evolution (aka commit perjury) if it would help their case. We can see the evidence of this lie perpetrated by the ACLU in an interview with Scopes:



"There is something I must tell you. It's worried me. I didn't violate the law... I never taught that evolution lesson. I skipped it... Those kids they put on the stand couldn't remember what I taught them three months ago. They were coached by the lawyers."

-John T. Scopes, Interview with William K. Hutchinson, International News Service; See also Lyon Sprague De Camp, *The Great Monkey Trial*, Published Doubleday, 1968, p. 432

Why would you be worried that you did *NOT* break the law? All of us, at one time or another, have accidentally ran a stop sign or a red light, and afterwards, we are worried that a police officer caught us breaking the law. However, if you make a complete stop at a stop sign, and continue on, do you ever worry that you did *NOT* break the law? Of course not. Scopes is worried that he will get caught in this lie.

The major mistake Tennessee made was allowing an approved textbook in the classroom that had a section on darwinian evolution, otherwise, none of this would have taken place. However, we just read Scopes's testimony, saying he did not teach evolution, which mean the ACLU started this trial on purpose to create a media storm that would promote evolution, and try to make Christians/creationists look foolish, as we will see in a moment.

After hearing Scopes's testimony, Hutchinson (the reporter) commented how it would make a great story, Scopes said: *"My god no! Not a word of it until the Supreme Court passes my appeal. My lawyers would kill me."* From the start, the ACLU deceptively desired this trial to go to the Supreme Court to get public attention.

Years later, in his biography, John Scopes admitted that he never taught evolution.

(See John Thomas Scopes, *Center of the Storm: Memoirs of John T. Scopes*, Published Rinehart and Winston, 1967)

Introducing the Lawyers

The ACLU brought in Clarence Darrow, an atheist lawyer, to defend John Scopes. Darrow was best known for his 1924 defense of teenage thrill killers, 19-year-old Nathan Leopold and 18-year-old Richard Loeb, in a trial over the murder of 14-year-old Bobby Franks. Darrow's defense of these killers was that they learned Hitler's evolutionary philosophy and

were not at fault for their upbringing, but hypocritically turns around and defends evolution in Tennessee.

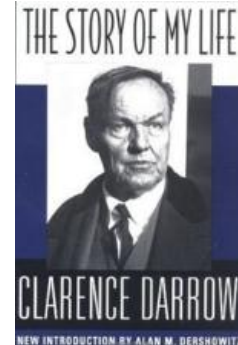
(See *The Plea of Clarence Darrow: In Defense of Richard Loeb and Nathan Leopold Jr. on Trial for Murder*, Published R.F. Seymour, 1924; See also Richard Gaither, *From Darwin to Darrow*, Published Simon & Shuster, 1984)

Though Darrow was a crooked lawyer, *Inherit the Wind* tries to make Darrow (referred to as Henry Drummond) seem like a kind, level-headed gentlemen viciously persecuted for his beliefs in atheism, which is far from the truth as we will see more of later.

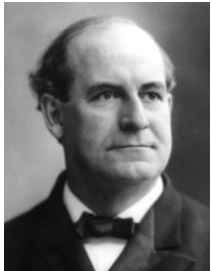
Darrow's Stated Goal in the Scopes Trial

"My object, and my only object, was to focus the attention of the country on the programme of Mr. Bryan and the other fundamentalists in America."

-Clarence Darrow, *The Story of My Life*, Reprint Da Capo Press, 1996, p. 246, ISBN: 9780306807381; See also Stephanie Fitzgerald, *The Scopes Trial: The Battle Over Teaching Evolution*, Published Compass Point Books, 2007, p. 46, ISBN: 9780756520182



Darrow's autobiography goes on to describe that his ultimate goal was to crush Christian fundamentalism. It had nothing to do with defending Scopes, nor the rights of the teachers, nor the right of the people, but rather to pursue his hatred for Christians and creationists.



The prosecution brought in William Jennings Bryan, a protestant Christian lawyer. Bryan was best known for his three campaigns for president in 1896, 1900, and 1908, his service as the 41st Secretary of State under Woodrow Wilson, and his service in Congress as a Representative from Nebraska. He was also called "The Great Commoner," because of his faith as a protestant Christian, and his fight for the rights of the common people. Bryan was a well-known speaker of the day, due to his travels and deep, attention-grabbing speaking voice.

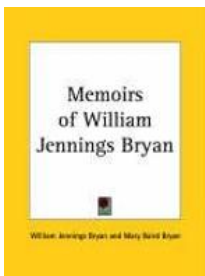
(See Genevieve F. Herrick & John O. Herrick, *The Life of William Jennings Bryan*, Kessinger Publishing, 2005,

ISBN: 9781419140396)

Though Bryan was a well-known, well-loved, hardworking statesman, *Inherit the Wind* tries to make Bryan (referred to as Matthew Harrison Brady) seem like a mean, stubborn, two-faced preacher on a "witchhunt" for atheists, which is far from the truth as we will see more of later.

Bryan's Stated Goal in the Scopes Trial

1) "[T]o establish the rights of the taxpayers to control what is taught in their schools."



2) "[T]o draw a line between teaching evolution as a fact, and teaching it as a theory."

3) "[T]o see that teachers proven guilty of this offense should be given an opportunity to resign, and not fined or jailed."

-William J. Bryan, *Memoirs of William Jennings Bryan*, co-authored by Mary B. Bryan, Reprint Kessinger Publishing, 2003, p. 485, ISBN: 9780766170025

Bryan's goal was to protect the rights of the people, to properly establish the difference between fact and theory (as some states have laws for this today), and to see that teachers were not unreasonably punished for breaking the law. When comparing Darrow's goal with Bryan's, we can easily see who the honest lawyer was, and who was not. It appears Bryan was, in reality, the one defending civil liberty in opposition of the American "Civil Liberties" Union.

Smoke and Mirrors

In the movie, Darrow (Henry Drummond) is seen as a calm and patient man trying to work through all the bias of the court working against him, but again, if you assume the opposite is true, you will probably be right. At times, he was hostile to the judge and jury. In fact, Darrow was so out-of-line, at one point Judge John T. Raulston threatened Darrow with contempt of court if he did not control his outbursts, and the next day in the courtroom, Darrow asked forgiveness of the judge for his actions.



Listening to Darrow Apologize for Contempt of Court

(Picture: Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 227, ISBN: 9781886363311)

Raulston responded:

"My friends... the Man that died on the cross that man might be redeemed, taught that it was godly to forgive and were it not for the forgiving nature of Himself I would fear for man. The Savior died on the cross pleading with God for the men who crucified Him. **I believe in that Christ. I believe in these principles...** Taking that view of it, I feel that I am justified in speaking for the people of the great state that I represent when I speak as I do to say to him [Darrow] **that we forgive him and we forget it...**"

-Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 226-227, ISBN: 9781886363311

The movie also portrays that the court threw out all of Darrow's witnesses, which is absolutely not true. Darrow had many witnesses, including the ACLU-coached students in the classroom of which Scopes was the substitute teacher.

It was simply that Darrow was reluctant to bring in his "scientific" witnesses because he was worried about them being cross-examined by Bryan. *Inherit the Wind* portrays Bryan (Matthew Brady) as a preacher who has never read *The Origin of Species* by Charles Darwin, and would refuse to read it. Again, the opposite is the truth. William Bryan was a member of the American Association for the Advancement of Science, just as Dr. Metcalf. Bryan participated in Creation/Evolution debates, and was also well-versed in the Origin of Species, which he could cite from memory.

Among Darrow's witnesses were a group of scientists who were intended to try and provide evidence for evolution. Though at the time it was confusing why Darrow brought these scientists because the trial was over whether or not Scopes broke the law, Bryan and the court allowed Darrow to present his witnesses.

Many evidences, now proven false, were presented at the trial, including Grand Canyon (see Geological Evidence of a Global Flood for details), nebular hypothesis of stars (see Evolution: A New Age Religion for details), and even the Piltdown man, which was later proven to be a hoax. One of the scientists put on the stand, Dr. Maynard M. Metcalf, zoologist of John Hopkins university, was asked for a direct definition of evolution (this is one sentence):



"Evolution, I think, means the change; in the final analysis I think it means the change of an organism from one character into a different character, and by character I mean its structure, or its behavior, or its function, or its method of development from the egg or

anything else--the change of an organism from one set characteristic which characterizes it into a different condition, characterized by a different set of characteristics either structural or functional could be properly called, I think, evolution--to be the evolution of that organism; but the term in general means the whole series of such changes which have taken place during hundreds of millions of years which have produced from lowly beginnings the nature of which is not by any means fully understood to organism of much more complex character, whose structure and functions we are still studying, because we haven't begun to learn what we need to know about them."

-Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 139-140, ISBN: 9781886363311

This is the "fact" of evolution for a John Hopkins university professor. Evolutionists did not know back then, and they still do not know today.

However, we have to put aside all the futile attempts to provide evidence for evolution because it did not get to the heart of the trial, which is why, the next day, Judge Raulston threw out Darrow's evolutionary witnesses. The question was not "Is evolution true?" The question was "Did Scopes break the law?"

The Climactic Movement

The trial lasted for days over a law which had a small fine penalty, which was strange enough, but on the final day, one of the most unheard-of events took place. After discussing the matter between themselves, both of the lawyers had agreed to go on the witness stand. This is questionable in every sense, however, Raulston allows it. Bryan agreed he would go on the witness stand first, but only if Darrow took the stand afterwards.

There were a few mistakes Bryan made on the witness stand. He correctly starts off by standing on the Bible:

Darrow: *Don't you know that the ancient civilizations of China are 6,000 or 7,000 years old, at the very least?*

Bryan: *No; but they would not run back beyond the Creation, according to the Bible 6,000 years.*

-Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 291, ISBN: 9781886363311; See also, Lloyd Chiasson, *The Press on Trial: Crimes and Trials as Media Events*, Greenwood Publishing Group, 1997, p. 85-86 ISBN: 9780313300226
(Ancient civilization dates are based mostly on carbon dating, which is fatally flawed; See The Carbon Dating Game for more details)

Then, he made the tragic mistake of denouncing the days of creation to be 24 hours:

Darrow: *Does the statement, "The morning and the evening were the first day," and "The morning and the evening were the second day," mean anything to you?*

Bryan: *I do not think it necessarily means a 24-hour day... My impression is they were periods, but I would not attempt to argue as against anybody who wanted to believe in literal days.*

-Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 302, ISBN: 9781886363311; See also, Lloyd Chiasson, *The Press on Trial: Crimes and Trials as Media Events*, Greenwood Publishing Group, 1997, p. 95 ISBN: 9780313300226

Bryan was certainly well-known and well-loved, but there were many in the Christian audience that were very disappointed in his lax position, and some of his poor answers. For example:

Darrow: *What do you think?*

Bryan: *I do not think about things I don't think about.*

Darrow: *Do you think about things you do think about?*

Bryan: *Well, sometimes.*

-Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 287, ISBN: 9781886363311

Bryan did a fairly lousy job of being a defendant for the Bible, however, what was easily over-looked was Darrow's two-faced, underhanded move, which was calling for a guilty verdict to avoid having to go on the witness stand to defend evolution. (i.e. evolution pleads the 5th)

Darrow: *We have all been here quite a while... [we have] no proof to offer on the issues that the court has laid down here, that Mr. Scopes did teach what the children said he taught, that man descended from a lower order of animals... I think to save time we will ask the court to bring in the jury and instruct the jury to find the defendant guilty.*



-Rhea County Court, Tennessee, *The World's Most Famous Court Trial*, Reprint Lawbook Exchange Ltd, 1997, p. 306, ISBN: 9781886363311

As we can see, Darrow is still lying to the court that Scopes taught evolution, even though we saw earlier that it was not true, and he is backing out of having to hold up his agreement to take the witness stand. Darrow also declined his final summation, which, under Tennessee law, means that Bryan would also not be allowed to give a final summation. Darrow knew the entire time, if Bryan went on the stand first, he could finish the case without any word from the opposing side. As we saw earlier, from his book, his goal was to try and make Christians look stupid to the world media, and then slither away.

Inherit the Wind is Reality

At this point, let's look at some difference between the movie and the actual events:

Reality

As we saw throughout this article, Scopes, Darrow, and the ACLU lied about Scopes ever teaching evolution in his class. The only person to file complaint was the ACLU to push a guilty verdict.

Inherit the Wind

Scopes (Bertram Cates) is being watched in his class by men in black coats, silenced when he mentions evolution, and handcuffed by police officers in the classroom.

Reality

Darrow has no interest in protecting the rights of the people to education their children, but rather was seeking to humiliate Christian fundamentalism because of his hatred for it.

Inherit the Wind

Darrow (Henry Drummond) was heroically protecting the rights of teachers and students to "think for themselves," in the face of "ignorant and unreasonable" Christians citizens.

Reality

Bryan was well-versed in *The Origin of Species*, and could cite from it.

Inherit the Wind

Bryan (Matthew Brady) never read *The Origin of Species*.

(See William J. Bryan, *Memoirs of William Jennings Bryan*, co-authored by Mary B. Bryan, Reprint Kessinger Publishing, 2003, p. 537-539, ISBN: 9780766170025)

Reality

William Jennings Bryan passed away from heart failure five days after the guilty verdict was issued.

Inherit the Wind

William Jennings Bryan (Matthew Brady) goes into a fit of panic-induced rage, has a heart attack, and dies on the courtroom floor.

(See *American Bar Association Journal*, Oct, 1982, Vol. 68, p. 1258, ISSN 0747-0088)

Reality

Bryan urged Tennessee not to set fines or jail time as punishment for the Butler Act, and offered to pay Scopes's fine of \$100.

Inherit the Wind

Bryan (Matthew Brady) tries to get the court to rule a greater punishment on Scopes (Bertram Cates) to make an example of him.

(See Ann Coulter, *Godless: The Church of Liberalism*, Published Random House Inc, 2007, p. 261, ISBN: 9781400054213; See also Michael G. Trachtman, *The Supremes' Greatest Hits*, Sterling Publishing Inc, 2009, p. 36, ISBN: 9781402768262)

We could go on for a long time on the specific details of the movie, but the point of these comparisons is to show the humanist propaganda that uses every lie they can to make themselves look wise and intelligent, and make Christians and creationists look foolish.

Final Thoughts and Additional Reading

This trial is often cited as "proof" that you cannot teach creation in American public schools, and those who make this claim do so only with the knowledge of the movie, not of the actual trial. As we have clearly seen, that statement is made either out of ignorance to the facts, or a blatant lie. It is perfectly fine to teach creation in public schools, and any teacher has the right to do so. Though there are court cases evolutionists cite and argue that it is illegal, that is absolutely not the case. Even Steven J. Gould, evolutionist and former professor at Harvard University stated: "No statute exists in any state to bar instruction in 'creation science.' *It could be taught before, and it can be taught now.*"

-Steven J. Gould, *The Verdict on Creationism*, New York Times, July 19, 1987, p. 34; See also Wendell R. Bird, *The Origin of Species Revisited: Science*, published Philosophical Library, 1989, p. 468, ISBN: 9780802225443



Since creation science can be taught in the public school, the obvious logical problem is the ACLU. If a teacher stands up in his public school classroom and says anything that resembles intelligent design as a possibility for the origin of life, the ACLU will threaten the school with a lawsuit. The ACLU knows they would lose the case, but most public schools back down over the threat of a suit, and instead punish the teacher to avoid another "Scopes Monkey Trial." The ACLU acts no differently than a school bully or the mob, instilling fear with threats.

It is unconstitutional to force a particular religious idea on students in a tax-funded institution, but creation is not forced on the students today. However, there is one religion today that is forced on students at tax-payer expense: evolution. Clarence Darrow has been quoted on the record saying:

"It is bigotry for public schools to teach only one theory of origins."

(See Norman Geisler, *Creation & the Courts: Eighty Years of Conflict in the Classroom and the Courtroom*, Good News Publishers, 2007, p. 124, ISBN: 9781581348361; See also Karl Giverson & Donald A. Yerxa, *Species of Origins: America's Search for a Creation Story*, published Rowman & Littlefield, 2002, p. 86, ISBN: 9780742507654)

Is it not ironic that the shoe is now on the other foot? Darrow, as many atheists/humanists, only want one theory of origins to be taught: evolution. We are all paying for that religion to be taught to the next generation, and many taxpayers are against it. If people want to teach a religious idea like evolution, then they should start a private school and teach evolution to anyone that wants to pay and come learn it, but they know that idea would not work, so they need the government to step in and give tax dollars to keep their religion alive.



"It is error alone which needs the support of government. Truth can stand by itself."

-Thomas Jefferson, *The Jeffersonian Cyclopaedia*, #2751, quoted from *Notes on the State of Virginia*, 1782, Funk & Wagnalls Co, 1900, p. 310

Jefferson's statement helps explain why, despite the intensive evolutionary propaganda pushed in the public schools, that many people are still not buying into the evolution theory. If we pulled out the billions of dollars in tax-funded support for the religion of evolution (textbooks, grants, etc), it would die a quick death.

As a final note, what was Bryan's reward for standing up for the rights of the people? What are the results of daring to question the holy sacred cow of evolution? Henry L. Mencken, writer for the Baltimore Sun, and one of many who publically slandered Bryan after his death, can give us a clear idea:



"Bryan was a vulgar and common man, a cad undiluted. He was ignorant, bigoted, self-seeking, blatant and dishonest. His career brought him into contact with the first men of his time; he preferred the company of rustic ignoramuses. It was hard to believe, watching him at Dayton, that he had traveled, that he had been received in civilized societies, that he had been a high officer of state. He seemed only a poor clod like those around him, deluded by a childish theology, full of an almost pathological hatred of all learning, all human dignity, all beauty, all fine and noble things. He was a peasant come home to the dung-pile. Imagine a gentleman, and you have imagined everything that he was not."

-Henry L. Mencken, *H.L. Mencken on Religion*, published Prometheus Books, 2002, p. 211, ISBN: 9781573929820

Nothing has changed in 100 years, nor 2,000 years. The same vicious hatred spews out from those who hate God and Bible, and if you follow God and Bible, the Bible says they will hate you too.

If ye were of the world, the world would love his own: but because ye are not of the world, but I have chosen you out of the world, therefore the world hateth you.
-John 15:19

"Teachers and school boards in public schools are already free under the Constitution of the USA to teach about supernatural origins if they within their science classes. Laws can be passed in most countries of the world requiring discussion of supernatural origins in science classes, and still satisfy national legal requirements. And I have a suggestion for evolutionists: Include discussion of supernatural origins in your classes, and promote discussion of them in public and other schools. Come off your high horse about having only evolution taught in science classes. The exclusionism you promote is painfully self-serving and smacks of elitism. Why are you afraid of confronting the supernatural creationism believed by the majority of persons in the USA and perhaps worldwide?"

-William B. Provine, *Biology and Philosophy*, Vol. 8, 1993, p. 123; See also William A. Dembski, *Darwin's Nemesis: Phillip Johnson and the Intelligent Design Movement*, InterVarsity Press, 2006, p. 158, ISBN: 9780830828364

If the Lord inspires you, I encourage you to continue to study and do your own research in this area:

The World's Most Famous Court Trial, Tennessee Rhea County Court
Lawbook Exchange Ltd, 1997, ISBN: 9781886363311