



**This is Chapter 7 from Paul G. Humber's *Evolution Exposed* book: Open Doors for Creation May Come to Public School Students Through CRT. [It has been slightly edited by him.]**

Jesus said of the Philadelphia Church that He had put before them an "open door which no one can shut" (Rev.3:8). Though originally a different Philadelphia was in view, it is interesting that for the last three years, *Christian Released Time (CRT) Philadelphia*<sup>1</sup> has been entering through new doors, and public school children are learning about creation and the God of creation.

We have already seen how Christians can experience victory through prayer (Chapter 5) and how Columbus experienced a victory through faith in God's Word (Chapter 7). In this chapter, we learn that *CRT Philadelphia* has required both prayer and faith. With parental approval, classes meet during regular school hours off campus. *The Philadelphia Inquirer*<sup>2</sup> featured our efforts, and mention was also made

in *WORLD Magazine*<sup>3</sup>. Eleven public schools in or near Philadelphia were involved in the 2004-2005 school year, and CRT is legal in every state. Not only have public school children been hearing about creation and Creator Christ, but the Gospel of salvation has been taught, too! [One can see from the image below, that it is active as of September 2016.]

At this point, I want to become anecdotal. The victory I share below happened near the beginning of our efforts to establish CRT in Philadelphia. As Nehemiah encountered opposition, so did we. If God's people can take courage that God helped in centuries past, perhaps they can also take courage from more recent efforts to overcome opposition.

It was on a Monday. I wrote, "This may be the best day yet for CRT Philadelphia!" Following a meeting with the Superintendent of Philadelphia's School

## EVOLUTIONISM IS PSEUDO-SCIENCE!



Deacon Smith (blue jacket) and I (blue shirt, Sister Donna being still at work) spoke to many yesterday (9/29/16) and handed out CRT (Christian Released Time) fliers and Ten Commandment book-covers to parents and students during Back-to-School Night at one of Philadelphia's public schools, where naturalism (under the guise of "science") can be preached. This is the notion that all life came into being from some "primordial soup" supposedly millions and billions of years ago! This is religion and clashes with Biblical Christianity! I told students and parents that students can learn about their Maker (aka Creator Christ) and study the Bible in CRT. This is legal in every state. The students go off campus during regular school hours and can learn about their Creator, Christ, and the Cross! If you would like to learn more (so you can talk to your pastor), write to me at [paulhumber@verizon.net](mailto:paulhumber@verizon.net). Some evolutionists see this as, in their minds, child-abuse, but the real abuse of children is killing a baby in the womb even before s/he is born! Abortion is evolution in practice—survival of the fittest! Watch my TV interview on YouTube, "*Released Time* opportunities for public school children."

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District, a sister in the Lord, who had served in the District for thirty-six years, prayed out loud as we walked to my car. She was exhilarated and thanked the Lord for, as she put it, shutting "the lion's mouth." She was not referring to the Superintendent, who actually had been very gracious toward us.

As we were driving home, she said that a song was in her heart, and we both started to sing: "What a mighty God we serve! What a mighty God we serve! Angels bow before Him; heaven and earth adore Him! What a mighty God we serve!"

### **Here is what happened that gave us a sense of victory.**

We had arrived at the Superintendent's Office just after noon and were waiting in the outside office, looking over yearbooks from different schools in the city. A man walked into the same office a few minutes after we arrived and told the secretary that he was to meet with the Superintendent in a few minutes. I surmised he might be the lawyer with whom we had been having difficulty.

Let us jump back in time by a few months to provide context. This was the lawyer who had informed a principal by e-mail that our CRT class could not begin on the day we had, in agreement with parents and principal, set for it to begin. It was a critical moment. One student had already arrived at the school office anticipating the commencement of classes. The principal was in the office with me and my coworker (the very same one who was singing with me months later on the way home). The administrator was perplexed. What should she do? Certainly she did not want to get fired for disobeying a School District's lawyer. I asked her if I could use her phone to call that lawyer. The outcome was that we were able to start CRT classes that day, but it was not without a struggle.



**These are Philadelphia public school children participating in a Christian Released Time class off campus (in a church building two blocks away). They can learn about the Creator Savior in such settings.**

Returning now to our encounter with this lawyer outside the Superintendent's office, I called across to him asking if he was who I thought he might be. I stood up and extended a hand, introducing myself and my coworker. He made a comment something like, "It's nice to put a face on a name."

A few minutes later, the Superintendent came to the door and invited us all in. His office was busy with paperwork, so he decided to use an adjacent conference room. I noted that he was wearing an educational tie. I had seen another one on the front cover of the *Inquirer Magazine* (where he had been featured) and decided to ask how many educational ties he had. He said he had about 50--some being pretty worn. The one he was wearing was new looking.

He then turned the first part of the meeting over to me, since I had complained about actions from the lawyer present. I gave a copy of my prepared letter/document to the Superintendent and also to the lawyer (sliding it across the table to him). I commented that one advantage of having something in writing is that one can see as well as hear the concerns. (I did not make it explicit, but I had in mind the lawyer's disrespectful wording he had written using a red font and which eventually found it ways into e-mail boxes of about forty-five principals.) I then proceeded to read what I had prepared. The document pointed out how the lawyer had actually discouraged Christian Released Time in Philadelphia, something the Federal Government said should not be done. Discouraging Released Time, in other words, is not being "neutral."

I heard the Superintendent flipping through the three and one-half pages. When I got about halfway through reading aloud, the Superintendent said that he was a fast reader and had read through the document. He added that he was willing to send out word to all the Philadelphia school parents the availability of religious Released Time. I did not fully grasp his intent at first, so I queried about the damage that had already been done by the lawyer's communication. I was also concerned that Skilton House Ministries' efforts to communicate nuts and bolts information to particular parents regarding a specific Released Time opportunity might be frustrated, but my host was apparently saying this concept (communicating nuts-and-bolts specifics) was okay. In fact, he said that he wanted to "push the envelope" to encourage faith-based initiatives.

The Superintendent then stepped out momentarily to contact an associate of his, the Assistant Director of School and Community Relations. He wanted him to participate in the meeting. (I had previously met this man and had also conversed with him over the phone.) When the Superintendent was out, I asked the lawyer who was still present where it says in writing that schools may not send brochures home about Released Time. His response was that it was part of the Constitution. (I did not respond that passing out brochures--thus informing parents of a Released Time opportunity--was not the establishment of religion; nor did I suggest that he himself should not be "prohibiting the free exercise" of the same.) The lawyer did say that he and I had a different interpretation of the law.

The Superintendent returned, and eventually his associate. He directed him to facilitate a near-the-end-of-school-year communication to be sent out to all the parents informing them of various opportunities--including religious Released Time. I sensed that the Superintendent wanted to be supportive of what Skilton House was doing. He even suggested that churches perhaps could help with extended hours. In this concept, students could leave an hour early (for Released Time instruction) and maybe beyond that for character development and moral training.

I asked explicitly about brochures that Skilton House prepared for parents to be sent home via homerooms--fliers that gave specific times for specific locations, etc. He did not seem to have a problem with this--even mentioning the church name would be okay. He encouraged me to send samples of what we had done in the past to his associate who, in turn, could run it by both the Superintendent and the lawyer. Basically, the Superintendent seemed to be open to the position I was advocating. He tipped his hat to the lawyer by saying that it should be legal, but he seemed open to giving the law considerable latitude (as opposed to a very narrow interpretation).



Near the end, I passed a copy of a recent Skilton House Newsletter to the Superintendent. He seemed pleased that the Marshall School (featured on the front) was involved. I also showed him a picture of Christian Released Time happening at the Levering School.

In summary, the Superintendent indicated that he wanted to encourage faith-based initiatives. He referred to "Ten Commandment" book covers he had made available to students in Chicago. I told him that Skilton House would be willing to help him with such a project in Philadelphia. He seemed pleased and receptive to the suggestion, and we have since facilitated such (see the TV screen-shot of Pastor Spalding and me handing out book covers near City Hall; Pastor Spalding has been involved with CRT now for a dozen years.) We ended very cordially, shaking hands, etc. The lawyer was still across the table; I waved a good-bye to him.

The Superintendent's associate walked with my coworker and me as we left, going down the elevator and even out to the sidewalk. It was a delightful day in many ways. He wanted me to put some paragraphs together and send to him for his adjusting. I reminded him that there were two things that needed to be done. In addition to preparing something for all the parents in Philadelphia, we needed to encourage the principals who already were hurting due to the lawyer's previous communication. He agreed, and I was to send him both pieces of information.

Ch. 10 News, 9/5/03, Rev. Spalding, Rev. Humber helping with 10 Commandment Book Covers



I really got a kick out of my coworker's comment as we walked away to the car--something like: "The Lord shut the lion's mouth!" She was referring, of course, to Daniel's experience in the lion's den. Daniel was unharmed by the lions because the Lord had shut their mouths.

Much work still had to be done. What area is there for the reader? May we all get out of the stands and onto the playing fields for the Lord. He has won the battle, but there is still much cleanup to do for Him. Bruised lives are all over the field. Satan has left a mess, but this is the victory that overcomes the world--even our faith. Believing in creation and the Creator involves walking by faith. Some people think that public school children cannot learn about creation during regular school hours, but they can! Let the enemy wince from our salt. Let the light of the Lord shine deep into the hearts of public school children.

### **Practical Steps to Advance Creation and Christian Released Time**

The Creator is creative. As image bearers, let us be creative. Not long ago, I sent out an offer to various CRT workers, principals, and administrators, asking, "Would you like a free subscription to the beautiful *Creation* magazine? (A)ll you have to do is send me the name and address you want me to use." Here is a response I received from one principal: "Hi Paul. Thank you for the

gift subscription. My home address is .... Merry Christmas to you and prayers for continued blessings this New Year. Your friend ....”

We can be practical in other ways. With help from brothers and sisters in Christ, you and I both can at least try to start up a Christian Released Time effort for public school children near you! Here are some steps:

First, be in love with the Lord Jesus yourself. Realize that He is far more than just a great religious leader. He is the Creator of the entire universe! If you do not have an intimate, loving relationship with Him, then you must get right with Him. Pray: “Jesus, I am unworthy of Your love. I have done many things that displease You. Please forgive me. Let Your blood cover over all my sins, and bring me into Your heaven when the time comes. Thank you. I love You. In Your precious Name, Amen.”

Second, pray for your project. Humans can be proud, but the Lord wants them humble. He wants you dependent on Him. People know from the Bible that He wants them sharing their faith, but He wants them doing so in His strength. He does not want them forgetting Him. Bathe your efforts in prayer; seek His blessing. Ask Him to establish the work of your hands.

Third, discern a school close to your home (or church building). Write down its name. Get the name of the Principal. Envision the kids you see running around at recess getting to know you personally in a CRT class. They may be foreigners to you now, but you want to get to know them for Jesus.

Fourth, walk around the school in ever widening circles until you come up with some idea for a location in which to conduct classes. It might be a church building or a community building of some kind. Most frequently, a church building will be located not too far away. It does not have to be the one you attend. Discover, like Sherlock, who the pastor or leader is responsible for that building. Get names, address, phone numbers, and maybe even an e-mail address. After working with us for three years, here is what one pastor wrote who wants to continue in as we were contemplating year four: “Thank you for the information. I wish to stay involved with Released Time and do more partnering with Levering School. Bob”

Fifth, you may contact me ([humber@juno.com](mailto:humber@juno.com)). What you need to do at this point is to set up a meeting with the pastor or community leader. Pray that the Lord might open the eyes of this person to catch the vision of reaching public school children for Jesus.

Sixth, meet with that pastor/leader. I can provide you with documentation that this is legal and that it has been happening in other parts of the country. Discuss with the pastor times he might be able to meet with the principal. Encourage him to be thinking about people in his church who might be able to help as walkers, listeners, and even teachers.

Seventh, you can call the principal and say something like this: “Thank you for answering my call. I have met with Pastor X, who pastors Y Church near your school. We would like to meet with you to discuss implementation of Released Time for religious instruction. If you do not know much about it, then we can help you have a better understanding. If you already know

about it, then we can help you see how it is being applied in other parts of our country.” Try to secure a specific time, location, and date—consistent with the information you have already received from the pastor/leader.

Eighth, with my e-mail assistance, we can prepare a proto-brochure so that when the meeting time arrives, you will have something to show him/her. Principals like to see exactly how the implementation will work. It can be stated in the brochure that the times and days are only tentative but that you wanted to display some provisional ideas on how it all this can work together.

Ninth, after times and dates have been agreed upon for CRT to begin at the school, then there is a need to secure parental approval. There are several ways to do this. One of the most effective ways is to distribute fliers to children after school, on their way home. The School District of Philadelphia has a policy (#117.0) that it is okay to distribute fliers on school sidewalks, and it is likely okay for your school, too. Policy 117.0 reads in part: “The sidewalks, walkways and streets around a school or school facility are deemed in most circumstances to be public forums on which citizens are entitled to engage in constitutionally protected forms of expression. These protected forms of expression include the right to: a. hand out leaflets, circulars, papers, books, etc.; b. solicit signatures on petitions; c. picket or parade, including the use of posters and banners.” It continues: “Pamphlets or other printed materials may contain statements that anger or excite the reader or which are critical of the school or its administration.” If kids are enthusiastic, then parents are motivated to sign for release. I can help prepare this “kids-friendly” brochure. You would run off perhaps 200 or more copies for distribution.

Tenth, you, with the help of others, may plan to distribute the fliers about a week or so before the first class (perhaps locating yourselves at different exit doors). To make your distribution effort more interesting, you can have a card table set up near you for free Ten Commandment book covers. (Ask me to mail 100 copies free of charge from my supply.)

Eleventh, develop friendly relationships with the Principal, secretaries, and other staff. When we first began, we did encounter resistance from a school district lawyer (referred to above), but this has improved. Lawyers in Philadelphia now know that what we are doing is legal. This does not mean that there will be no resistance from principals. Some are very friendly and cooperative, but others are not as friendly. This underscores the importance of prayer. Pray that the principals might be friendly and cooperative.

Twelfth, it is important to develop a growing list of approved students (students with parent-permission slips signed). It is good for you to have two copies of this constantly updated list handy for each session. You keep a personal copy, but you want to be able to submit an attendance report following the class (either when you return the kids to school for dismissal or the next day). You can use the master list to facilitate taking attendance. It is also good for the principal to have an official (updated) list so that teachers can be alerted as to which students have been approved for release.

Thirteenth, be aware that children are responsible to make up work missed, but according to a research study, “Released Time” actually improves academic performance and builds a

foundation for positive character development. Barry Krisberg, President of the National Council on Crime and Delinquency, said, “An increasing number of studies are showing that religion has a positive impact on the behavior of students. In this study, it was interesting to find that academic performance was also significantly better than students who did not participate in the program.”<sup>4</sup>

Fourteenth, ethnicity is an important consideration. Since public school children in Philadelphia are mixed ethnically, it is wise to have mixed support teams (those who will be with the children). Here is one area where Christians of different people groups need to come together, demonstrating Christian unity. I have a lesson called, “One Human Race” and am happy to share it by e-mail. Children sometimes will ask, “Why are there different kinds of people?” This is a good question, and it is good to have the answer (cf. 2 Peter 3:15).

Fifteenth, having two people who are able to teach is wise. If one falters, then the other is there to fill in the gap. The teachers also do not have to be the greatest. Children can feel love and sincerity. Be humble and honest. If a student asks a hard question, you can tell him/her that you do not know but that you will try to get the answer for the following meeting.

Sixteenth, as far as lessons are concerned, be creative. I have a variety of lessons that I have used and can share free of charge. There are also other resources available. Being alert to current events is good. To the extent possible, try to be responsive to questions. It is also important for you to have a definite plan in mind should the children not have questions at the beginning.

Seventeenth, children like cookies at the end. Be ready with some refreshments. Also, you need to be prepared to escort the children back to the school. If your class is for the last hour in the school day, make sure you return the children in time for dismissal. (You do not want them to miss a school bus.) Of course, you also need to escort the children to the release-time location at the beginning. Make sure ahead of time that the destination-building will be open. It is difficult to arrive and find a locked building. I have, on occasion, met with student on outside stairs. It can work. Children like the outdoors, but inside is to be preferred.

Walking with the Lord, serving Him in this way, and promoting creation can be exhilarating. Many of the children know little about Jesus. What a privilege it is to share with them about the greatest Person who ever walked this planet—the Creator of the Universe and the One who saves unworthy people like them and us.

### **Final Words from a Chief Justice of the U.S. Supreme Court and a Former President**

Many people are confused by the so-called “separation of church and State” doctrine—that the two spheres are and should be almost antagonistic towards each other. This is absurd thinking. Imagine an atheist, for example, saying that all laws against murder or stealing should be repealed because both are condemned by the Ten Commandments (a religious document). No, church and State should be in agreement that murder and stealing are wrong.

Here is what former Chief Justice William Rehnquist wrote in 1985, “The ‘wall of separation between church and State’ is a metaphor based on bad history, a metaphor which has proved useless as a guide to judging. It should be frankly and explicitly abandoned.”

I quote another William. I did not vote for him, but I admire and appreciate his following words very much. They pertain to freedoms public school children should enjoy in the classroom. On July 12, 1995, former President William Jefferson Clinton affirmed: "Nothing in the First Amendment converts our public schools into religion-free zones, or requires all religious expression to be left behind at the schoolhouse door. While the government may not use schools to coerce the consciences of our students, or to convey official endorsement of religion, the public schools also may not discriminate against private religious expression during the school day. Religion is too important in our history and our heritage for us to keep it out of our schools...[I]t shouldn't be demanded, but as long as it is not sponsored by school officials and doesn't interfere with other children's rights, it mustn't be denied."

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### **Chapter 7 Notes:**

<sup>1</sup> CR Ministries is directed by Paul G. Humber (2016).

<sup>2</sup> See the Sunday, November 2, 2003 issue (pages B1 & 5).

<sup>3</sup> *Time Well Spent* by Andree Seu, 1/31/04, page 43.

<sup>4</sup> For a copy of the report, contact School Ministries at 803-772-5224.