

CREATION v. EVOLUTION



“In the beginning God created the heavens and the earth.”

— Genesis 1:1 (NKJV)

“It seems to me that when confronted with the marvels of life and the universe, one must ask why and not just how. The only possible answers are religious ... I find a need for God in the universe and in my own life.”

— Arthur L. Schawlow, 1981 Nobel Prize in Physics, Professor of Physics at Stanford University.

Darwinian Theory Breeds and Encourages Racism

Charles Darwin, champion of the evolutionary theory, held radically racist beliefs. In chapter six of his book, *The Descent of Man*, Darwin wrote, “At some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate, and replace, the savage races throughout the world... The break between man and his nearest allies will then be wider, for it will intervene between man in a more civilized state, as we may hope, even than the Caucasian, and some ape as low as a baboon, instead of as now between the Negro or Australian and the gorilla.”

— Darwin, Charles, *The Descent of Man*, 1871.

Huxley Admits Sexual Reasons for Evolution Theory

Sir Julian Huxley was well known as the world’s leading evolutionist; the first director of the United Nations Educational, Scientific, and Cultural Organization; and the grandson of Thomas Huxley, who earned the nickname “Darwin’s bulldog” for vehemently defending his theory of evolution.

In a 1975 television interview, he was asked, “Why have so many scientists been so quick to adopt Darwin’s theory of evolution?”

Rather than respond with scientific evidence or logical arguments, Huxley said, “**The reason we scientists all jumped at *The Origin of Species* was because the idea of God interfered with our sexual mores.**”

Evolutionary Claims Proven to Be Hoaxes

The Nebraska Man — Evolutionists constructed a theory about an entire race of men based on one fossilized tooth. This tooth was paraded as evidence for evolution in the 1925 Scopes trial. Heralded as the “missing link” in human evolution, this hypothesized figure was labeled the “Nebraska Man.” Scientists later learned that the tooth came from a pig.

Java Man — In 1891, Dr. Eugene DuBois found the skull of a primate on the island of Java. One year later, he found a human-like thigh bone roughly 50 feet away from the skull’s original location. With great imagination and no evidence linking the artifacts, “Java Man” was born.

The Piltdown Man — Championed by evolutionists as a “missing link,” this figure proved to be a portion of a human skull pieced together with an orangutan’s jaw. Upon closer inspection, scientists discovered that the teeth had been filed down to resemble a human’s teeth.

The Neanderthal Man — On January 26, a study conducted by Dr. Katerina Harvati, a paleoanthropologist at New York University (NYU), was published in *The Proceedings of the National Academy of Sciences*. In her report, Dr. Harvati debunks the myth that “Neanderthals” were ancestors of modern man. She wrote, “The difference between Neanderthals and modern humans was as great or greater than that found between [other] closely related primate species.”

Orce Man — In 1982, Spanish scientists found an ancient skull, which they claimed to be from a 17-year-old boy. Scientists touted this find as a “missing link.” Only days before a scheduled symposium, *UPI News* reported, “When French experts revealed the fact that ‘Orce Man’ was most likely a skull fragment from a four-month-old donkey, embarrassed Spanish authorities sent out 500 letters canceling invitations to the symposium.”

Haeckel’s Embryos — Ernst Haeckel, a German developmental biologist, proposed an evolutionary theory titled “ontogeny recapitulates phylogeny.” According to this view, as a fertilized egg develops to form a human embryo, it repeats each of man’s evolutionary stages throughout history. This has been completely disproved.

Peppered Moth — In England, scientists studied the population trends of both black and gray peppered moths. Errantly, these scientists claimed that the moths had genetically evolved for survival. When this was disproved, University of Chicago evolutionary biologist Jerry Coyne admitted that “the prize horse in [evolutionists’] stable” had been debunked. Coyne added, “My own reaction resembles the dismay attending the discovery, at the age of six, that it was my father and not Santa Claus who brought the presents on Christmas Eve.”

How Probable is Evolution?

“The esteemed Carl Sagan and other prominent scientists have estimated the chance of man evolving at roughly 1 chance in $10^{2,000,000,000}$. This is the number one with two billion zeros after it and could be written out in about 20,000 booklets... According to Borel’s law, this is no chance at all.”

— John Ankerberg and John Weldon, “The Facts on Creation vs. Evolution,” *The Anker Series*, (Eugene, Oregon: Harvest House Publishers, 1993) p. 21

Sir Fred Hoyle, the famous astronomer, once wrote, “The chance that higher life forms might have emerged in this way is comparable with the chance that a tornado sweeping through a junkyard might assemble a Boeing 747 from the materials therein.”

— Phillip E. Johnson, *Darwin On Trial*, (Downers Grove, Illinois: Intervarsity Press, 1993) p. 106

According to Dr. Michael Denton, a molecular biologist, “Neither of the two fundamental axioms of Darwin’s macroevolutionary theory [that all of life evolves from a primeval cell and that life resulted merely from blind chance] have been validated by one single empirical discovery or scientific advance since 1859.”

— Michael Denton, *Evolution: A Theory in Crisis*, (Bethesda, Maryland: Adler & Adler, 1986), p. 345.

The Missing Link? Still Missing.

When Charles Darwin proposed his theory of evolution, he admitted that there were currently no existing transformational forms in the fossil record. However, he predicted that over time, these fossils would be found. So what do today's scientists have to say about that?

"The extreme rarity of transformational forms in the fossil record remains the [well-kept] trade secret of paleontologists."

— Dr. Stephen Jay Gould, Harvard University, professor of Biology

"We are about 120 years after Darwin and the knowledge of the fossil record has been greatly expanded. We now have a quarter of a million species but the situation hasn't changed much. The record of evolution is still surprisingly jerky and, ironically, we have fewer examples of evolutionary transition than we had in Darwin's time."

— Dr. David M. Raup, Curator of Geology, Museum of Natural History, Chicago

"I had been working on this stuff for 20 years and there was not one thing I knew about it. That's quite a shock to learn that one can be so misled so long... Question is: Can you tell me anything you know about evolution, any one thing, that is true?... I tried that question on the geology staff at the Field Museum of Natural History and the only answer I got was silence."

— Dr. Colin Paterson, senior paleontologist at the British Museum of Natural History;
Keynote address at the American Museum of Natural History, New York City, November 5, 1981.

A 180-Degree Turn of Censorship

In 1925, John T. Scopes was on trial for violating Tennessee's Butler Act, which expressly prohibited teachers from sharing the evolutionary theory. Scopes declared, "Education, you know, means broadening, advancing; and if you limit a teacher to only one side of anything, the whole country will eventually have only one thought, be one individual. I believe in teaching every aspect of every problem or theory."

Most Americans Agree: Creationism Should be Taught in Our Schools

In March 2000, People for the American Way, an anti-creation organization, commissioned a major nationwide poll, hoping to prove that people do not want creationism taught in the public schools. However, their results showed that 79% of the American people believe creationism should be taught. Almost half of respondents said the theory of evolution is "far from being proven scientifically."

— James Glanz, "Poll shows backing for evolution, creationism: Americans say both OK in public schools," *San Diego Union-Tribune*, March 11, 2000.

Prophet Isaiah Pre-Dates Science

Long before Columbus set sail or the Greek astronomer Ptolemy theorized of a round earth, the Prophet Isaiah had already revealed that the world was indeed round. He wrote:

"It is He who sits above the circle of the earth, and its inhabitants are like grasshoppers, who stretches out the heavens like a curtain, and spreads them out like a tent to dwell in." (emphasis added)

— Isaiah 40:22 (NKJV)

Intelligent Design in the Classroom

In the wake of recent federal court decisions dealing with Bible-based "Creationist" lessons, many people now incorrectly assume that all intelligent design lessons have been deemed unconstitutional.

In the case of *Edwards v. Aguillard* (1987), the U.S. Supreme Court ruled, "Teaching a variety of scientific theories about the origins of humankind to schoolchildren might be validly done with the clear secular intent of enhancing the effectiveness of science instruction."

Thus, theories of intelligent design were not banished from the classroom. In 2001, as the No Child Left Behind Act was still in the legislative process, Senator Rick Santorum (R-PA) offered an amendment to the bill that expressly allows public schools to discuss theories of intelligent design.

The U.S. Senate approved this amendment by a vote of 91-8. It reads, "Where topics are taught that may generate controversy (such as biological evolution), the curriculum should help students to understand the full range of scientific views that exist, why such topics may generate controversy, and how scientific discoveries can profoundly affect society."

In January 2002, President Bush signed the No Child Left Behind Act into the current law governing United States public schools.

Ohio Board Votes for Design

In March 2004, the Ohio State Board of Education voted 13-5 to approve a statewide curriculum that takes a critical look at Darwin's theory of evolution.

The lesson plan, designed for 10th grade biology classes, will enable students to "describe how scientists continue to investigate and critically analyze the various aspects of evolutionary theory."

Bruce Chapman, director of the Discovery Institute (a creationist think-tank), labeled the board's decision as "a victory for common sense against the scientific dogmatism of those who think evolution should be protected from critical examination... Ohio's science standards and this lesson will stand as a beacon to other states, as they review their own approach to how evolution is presented in the classroom."

Additional Resources

Books:

- 1) DeRosa, Tom, *Evidence for Creation*, Fort Lauderdale, Fla.: Coral Ridge Ministries, 2003.
- 2) Ham, Ken, *The Lie: Evolution*, Green Forest, Ark.: Master Books Publishers, 2000.
- 3) Behe, Michael J., *Darwin's Black Box*, New York: The Free Press, 1996.
- 4) Denton, Michael, *Evolution: A Theory in Crisis*, Bethesda, Md.: Adler & Adler Publishers, 1996.

Sermons on Tape:

- "The Crumbling of Evolution" by Dr. D. James Kennedy, (800) 988-7884.
"Genesis: All or Nothing at All" by Ken Ham, (800) 988-7884.
"Evolution: Bloopers and Blunders" by Dr. D. James Kennedy, (800) 988-7884.