

EVOLUTION?



“compartmentalize” ideas in one’s mind. Thus a man will try to keep his Biblical beliefs in one part of his mind, but at the same time try to maintain contradicting evolutionary ideas in another part. However, this is really an impossible practice, because of the fact that our God teaches us, both in the Bible and in nature, that two opposite teachings cannot both be true. The end result of the “compartmentalizing” practice is that the person soon develops either a distorted view of the Bible, or a distorted view of science, or both.

One of the failures of evolutionary teachings which is widespread, yet is almost completely unnoticed, is the adverse effect which evolutionary doctrine has on the teaching of biology in our public schools. It is a strange enigma that the very philosophy which is said to enlighten man’s mind so that he can properly understand living organisms, actually hinders large numbers of students from gaining an appreciable knowledge of the biological world. (This is most unfortunate, for the study of the intricacies and complex cellular organization of living things could be one of the most beneficial parts of education—a part which gives abundant and overwhelming evidence concerning the wisdom and marvelous works of God.) A high percentage of biology teachers in the public schools feel that they must present biology from an evolutionary standpoint, or at least within a somewhat hidden evolutionary framework. However, this necessarily introduces a large amount of speculative, non-demonstrable, and confusing material into the teaching process. Biology is,

for the most part, a very exact science which has accumulated great masses of factual material, but the doctrine of biological evolution is highly theoretical. Different authors and teachers present conflicting views concerning the supposed evolutionary origin of specific plants and animals. For example, evolutionary biologists have never been able to agree on the origin of vertebrate animals. Some have taught that they evolved from segmented worms, others that they were derived from scorpion-like animals of the Phylum Arthropoda, and still others that they evolved from members of the group to which the starfishes belong.

Such disagreement among the biologists themselves concerning the origin and evolutionary history of specific plants and animals has also made it very difficult for them to agree on a usable classification of the groups of living things. Because of this disagreement, many of the families, classes, and orders of plants and animals have been rearranged numerous times, leaving students in a state of bewilderment. This instability of evolutionary theory often gives students the impression that the entire study of biology is in a state of uncertainty. Such an impression is very incorrect, because there is a vast body of information concerning both the structure and physiology of living things, which is understood with certainty. For example, the main facts which the early naturalists learned about animals and plants have stood the test of time. Thus, when these men, many decades ago, observed that jellyfishes have a highly branched

digestive system which distributes food to all parts of the body, they were contributing factual information to our knowledge of the lower animals. In the same way, they, the biologists who have lived since, have accurately observed many more definite functions of jellyfishes and other creatures.

When students are led to lose sight of the definitely known information about living things, and to concentrate on the indefinite and controversial theories of evolutionary origins of those living things, they are suffering a great loss. They are losing much of the joy of discovery of the orderly processes and activities which go on constantly in God’s world of living organisms. And further, they often lose what interest they may have had in the science of biology.

Thus it is evident that our society is suffering numerous losses because of evolutionary teachings. The spiritual losses mentioned in the earlier part of this article are so serious that we need to be ready to help all who have fallen under their influence. We should also take whatever steps we can to correct the loss in the realm of education. Why should uncertainty rule in the minds of students when the infallible truths of the Bible are available, and when there are so many definitely known aspects of biology to learn?

**Theistic evolution is a form of belief which admits the necessity of God as creator of the original earth, but holds that God then used evolutionary processes for the development of life. Some theistic evolutionists hold that God actively controlled and directed the evolutionary processes all the way from the lower forms of life to the supposed emergence of man.* ☛