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Teaching Creation as Comparative Religion

“Good Morning Students”

Teaching Creation as Comparative Religion

By Bruce Malone

An ancient proverb (Proverbs 18:17) states that any story will sound true until the other side is heard. The primary strategy used to keep the evidence for creation out of public schools is to claim that teaching creation is introducing religion into schools. It is often suggested that the solution is to teach creation as a class on comparative religion.

Teaching the evidence for creation is not an issue of science vs. religion. The crux of the debate is whether students should be allowed to see all of the scientific data so that they can make up their own minds where we came from. Currently one religiously held belief (evolutionism) maintains a monopoly of thought such that students see only evidence favorable to it.

[Evolutionism is the belief that life formed itself and that a creature can transform itself into a completely different type of creature by some natural process.]

Meanwhile, the scientific evidence supporting the other possible explanation for our existence (creationism) is suppressed.

[Creationism is the belief that the design of life requires an intelligent designer, there is a natural limit to genetic variation, one type of creature has never turned into a completely different kind, and the vast majority of the fossil record is a result of an enormous worldwide flood.]

Neither evolutionism nor creationism can be proven because both deal with events of the past. Yet both provide models which can be tested by scientific observation.

There is no doubt that both natural selection and mutations occur. However, small variations within a given type of animal are driven by information already present in the DNA molecule by random mistakes. Dogs stay dogs and frogs stay frogs. Furthermore, there is an enormous amount of evidence supporting the creation model:

1. The fossil record shows a pattern of systematic gaps between creatures of vastly different types.
2. Scientists have not come even remotely close to showing how non-living chemicals could form a living cell.
3. If the same type of code found on the DNA molecule were transmitted to earth from outer space, it would immediately be recognized as having an intelligent designer.
4. The laws of thermodynamics show that matter and energy do not just appear and matter does not, by itself, increase in ordered complexity.
5. Accelerating the mutation rate of fruit flies by millions of times has never resulted in a new creature or even a new functioning feature.
6. There is abundant geological evidence for a recent massive flood of worldwide extent.

These, and many more evidences, involving biology, geology, and physics, belong in a science class - not in a class on comparative religion. It is not the desire of creation scientists to indoctrinate students in religion. Creationists merely wish for students to have a chance to see all of the data so they can decide for themselves whether creation or evolution is the most logical. Currently, students are only getting the selective evidence which supports a belief in evolutionism because that faith can only survive if evidence supporting creation continues to be censored.

A Gallop poll conducted in June of 1999 for CNN showed that 68% of the people in the United States want the evidence for both creation and evolution taught in schools. A 1978 controlled study in Racine Public School District of Wisconsin by Dr. Richard Bliss showed that students exposed to evidence for both creation and evolution actually tested higher on both evolution & creation knowledge than students exposed to only evolutionary evidence.

The evolution/creation debate is not about whether teaching the scientific evidence for creation will bring religion into schools. Scientific evidence belongs in a science classroom, even if that evidence points to a Creator. Allowing the evidence for creation provides students with the opportunity to think for themselves.

A complete set of articles examining science and reality from a Christian perspective can be found at SearchfortheTruth.net and in the book [Search for the Truth](#) by Bruce Malone.

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The debate over evolution vs. creation is not just a dry technical argument concerning isotopic dating methods, dinosaur bones, or whether mutations can turn pond scum into people. What we believe about where we came from determines how we view life, and ultimately, our actions. Answers to such basic questions as “Where did we come from?”, “What is the purpose of life?”, and “How do we determine right from wrong?”, are derived directly from our belief about our origin. If we are just the result of random chance changes that turned swamp gas into people, then life has no ultimate purpose or meaning ... each person must determine for themselves what is right or wrong ... and truth really does not exist.

This is the essence of what is being taught to your children each day in public schools:

“Good morning students and welcome to high school. Our first lesson today will be to teach you where you came from. Many of you have been taught that God created you. However, that is a religious concept and must therefore be reserved for Sunday mornings. You may keep that belief, if you wish, but we will now teach you more important things like science and reality.”

“You see, Johnny and Suzy, you are really here as a result of cosmic accidents and random chance. Billions of years ago, ‘nothing’ exploded and turned into gas molecules. These gas molecules bounced around until they became stars. These stars then changed simple atoms into bigger atoms. After lots of time passed, these larger atoms and molecules formed a big rock that we call Earth. Parts of this rock dissolved into water and became alive. After billions more years, little critters in the water climbed onto land and started walking around. Over time, birth defects happened (which we call mutations) and these critters turned into other kinds of critters. More often than not these critters wiped out the previous critters. Finally apes turned into people. And here we are. We were not there to see any of this happen, and we cannot really prove how it could have happened, but we are absolutely sure this is where you came from. You see now Johnny and Suzy, why science and reality can teach you so much more than religion.”

“One more thing Johnny. Because you are just a cosmic accident, you really have no basis for judging other people. You must be tolerant. Homosexuality is just a choice. Abortion is just a choice. Sex

with anyone or anything at anytime is just a choice (but please be careful). Anything you choose to believe is OK as long as it is good for you. And you get to define what is “good”! After all, you are really just a cosmic accident, and after a few more billion years the universe will collapse back into nothingness anyway.”

“That’s all the time we have for biology and history today. Now it is time to go to your new class on self-esteem and good behavior where we will try to define good behavior for you. Have a good day, Suzy and Johnny, and be the best little well behaved accidents you can be.”

Is it any wonder that lying and cheating are widespread in schools and government? Is it really surprising that despondent students resort to violence and suicide?

Let’s return to true education where students have the freedom to view the scientific evidence for creation. Then they will once again have a factual basis for understanding that their lives have meaning and value, because they are made in the image of a personal Creator. Only then will morality have an immovable foundation because it will be the reflection of that Creator.

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