



Published October 2011

A Letter From Grandpa

A Common Sense Discussion of Creation vs. Evolution - Part 1

by John Woidke

My Dear Grandchildren and Great-grandchildren,

The Church has long recognized how accurate God is when in the Bible he tells us, "The love of money is a root of all kinds of evil" (1 Timothy 6:10). Of equal importance in the destruction of one's faith is the pursuit of worldly pleasures. In my lifetime another great destroyer of the Christian faith has appeared which can have catastrophic effects on Christians of all ages, but especially on young people of school age. This challenge to our faith is the teaching of evolution **1** in our public schools. It began prior to 1900 and gained national attention with the "Scopes Monkey Trial" in 1925. Since then the teaching of evolution has become the only science instruction regarding the origins of life permitted in our public schools.

1. Editor's note:

The term "evolution" has been used to characterize two sets of ideas. The first idea might be described as change on a small scale ("*micro* evolution"). It involves the adaptation of living things to their environment and has been directly observed. The second idea involves change on a large scale ("*macro* evolution"). This involves extrapolating information from adaptation and natural selection backwards in time in order to explain the origins of plants, animals, humans and life itself. In this paper, the author uses the term "evolution" in this latter sense.

I would like to discuss this "theory" of evolution with you. It is important for your eternal well-being that you understand what "evolution" is because you will be confronted by it throughout your life. In public grade schools, high schools and colleges, science teachers and professors will teach evolution as an established scientific fact. It is the very foundation on which they base their instruction in scientific theory, prehistoric history, philosophy, morality and life events. Educators of other disciplines and the textbooks that they use also have their foundations built, in part, upon the theory of evolution with all its implications. Educational magazines such as *National Geographic* and educational TV programs appear innocent as they invite us to learn about animals, plants and other aspects of nature. They are, however, *potentially* dangerous to your faith in Jesus because of their reliance on evolutionary theory. Even signs and markers in our national and state parks ascribe to evolution the formation of the natural wonders they describe. The list of references to evolution in our everyday life is overwhelming.

Evolution can be described in one word. It is a lie. Because of this *lie*, which is portrayed as scientific truth, many Christians have been led away from the truth of God's Word and have lost their faith in Jesus Christ as their Savior.

A survey of Christian students entering high school or college science classes has shown that 60 – 80% of them leave their churches and their Christian faith as a result of evolution being taught in their science classes. **2**

2. Lita Cosner, "Who Has an Answer?" Creation Ministries International (August 27, 2009), <http://creation.com/who-has-an-answer> (accessed August 7, 2011).

Evolution is a lie – not only because the Bible (which is God's Word) ascribes the establishment of all living and inanimate matter and all scientific laws and phenomena to our almighty God's creation, but it is also a *scientific* lie. It is this "scientific lie" that I want you to understand. If you don't understand the scientific aspect of this lie, there may be a lingering question in your mind as to the truth of God's Word and how God's Word and science relate to each other. Raising doubts about God's Word (the Bible) is probably the most insidious and yet most common method that the devil uses to destroy the faith of God's children.

First you should understand that God, as part of his creation, also created and established all science and its laws. God's creation and all of science are, therefore, completely integrated, and all living creatures, all inanimate matter and all of science point to a common designer, or creator, whom we acknowledge as God Almighty. Note here that the Bible says that the heavens (*i.e.* all creation, including science) declare the glory of God (Psalm 19:1) and, in so doing, declare his existence. Therefore, to use science to show believers and unbelievers that God is the creator of all things is not contrary to biblical teachings. Even Christ used physical evidence (science) to prove to Thomas and all his disciples that he had indeed risen from the dead on Easter morning and that he is indeed the promised Son of God.

Most science teachers, college professors and scientists simply describe creation as a tenet of religion. To them, creation is a matter of religious faith and science is a matter of facts and truth and the two subjects (religious creation and scientific evolution) cannot be discussed in the same context. Therefore, they reason, since creation is a matter of religious faith it cannot be taught as science in public schools. This is a major aspect of the evolution lie.

These same professors and scientists also claim that we cannot theorize God or consider God as the creator of all things simply because they cannot "prove" his existence, or his work of creation, scientifically. Does that mean that all "unprovable" scientific facts cannot be theorized or discussed scientifically until provable? Of course not. Science has always existed, but man simply was not always able to understand it or able to prove it for thousands of years, but it was always there. So it is with God. Today's scientists do not accept any scientific proof of God's existence, nor do they understand how he can create things. We should, however, be able to *theorize* God's existence and his creation and to discuss it in science classes as a valid scientific alternative to the atheistic *theory* of evolution.

If Darwin's theory of evolution can be classified as "science" based on unproven logic, then creation can also be a valid scientific theory based on the obvious intelligent design of all science and of all living species. The *lack of evidence* of evolutionary incremental changes in the fossil record and in all living species supports the Bible's creation account. Stated in another way, and from the standpoint of a scientific discussion, *if* God does exist and *if* he did create the universe and everything in it, then that would be a scientific fact regardless whether or not today's limited scientific knowledge can prove it. To theorize then that an intelligent being (*i.e.* God) created all living matter is therefore a valid scientific theory and not just a religious belief. As such, creation should be included in science class discussions. It should be noted here that evolution has been classified by science as a "theory" for 150 years and it is *still* not proven – nor do scientific facts support its claims.

The claim that God and creation cannot be proven scientifically can be disproven by science' own tests and procedures for identifying and evaluating artifacts found in various archeological excavations. One scientific procedure for identifying and scientifically evaluating an artifact is identical in many ways to what many creationists refer to as "intelligent design." **3** This can be seen by the following example: An archeologist – a scientist – finds a simple prehistoric arrowhead in one of his excavations of an archeological site. Does that scientist declare that this arrowhead evolved over billions of years? Of course not. His scientific evaluation of the arrowhead is that it was designed and made by an intelligent human being – not some animal or half animal/half sub-human, knuckle-dragging being. (If anyone questions the intelligence of the arrowhead designer and maker, I suggest that he, with his superior modern intelligence, go outside, without modern tools, and make an arrowhead of the quality found in all prehistoric arrowheads. That arrowhead designer and all arrowhead makers were geniuses by today's standards!) The scientific evaluation of the arrowhead was accomplished by a visual observation of its design and obvious man-made manufacturing techniques.

3. My use of the term "intelligent design" does not in any way refer to any organized anti-evolutionary movement. The use of the term "intelligent design" refers only to what these two words say, *i.e.* that an intelligent being (God) designed and made (created) all of nature, living and inanimate, including the universe.

Using this same scientific evaluation procedure, we need only to look into our mirror and note the complex *detailed design and integration* of our own body components to realize that no haphazard chance happening of evolution could have devised the unique, complex system that we see in the mirror. Observe carefully the details of every body part, starting with the eyes, skin, mouth, etc., and note their *detailed* design, function and integration within the whole body. We can only exclaim that our body was designed and made by a very intelligent being – the Almighty God. So much wasted breath for the theory of evolution! Almighty God does exist, just as the Bible states.

As a young man, I tried to rationalize the biblical creation account in terms of the scientific "facts" of evolution. The usual idea that God started evolution seemed the most probable, except for one important fact. God would have to be a liar because the Holy Spirit testified to the biblical account of creation, and it was confirmed by God the Father and by Jesus. In looking to God for answers to the riddle of God's

Word versus science, I finally realized, with the Holy Spirit's guidance, that the obvious answers were all around us. I want you to understand these obvious answers to the scientific question of creation verses evolution.

There are at least six avenues of logic which contradict the "theory" of evolution.

They are:

- I. The accelerated incidence of change required for evolution to occur.
- II. The lack of fossil records which would show the detailed development and incremental progression of the evolutionary process.
- III. The inability of the theory of evolution to explain how complex genetic systems evolved prior to simple life forms – genetics.
- IV. The evidence of intelligent design and the mathematical improbability of intelligent design arising as a product of chance – e.g. the complex ID of every seed.
- V. Darwin's errors.
- VI. The difficulty explaining what life is, or the inability of science to explain "life" and how "life" fits into the evolution of all of nature.

The accelerated incidence of change required for evolution to occur.

Life, according to the theory of evolution, began with a chance set of circumstances that resulted in a living cell which, after a long period of time, reproduced and became two cells. This process continued for many thousands of years (or even millions of years) until finally a living life form or creature resulted. As time continued, more and more different life forms or creatures appeared through random changes which gradually took place. From a mathematical standpoint, when only one living cell was present, development was very slow – perhaps only one cell in a hundred thousand years or even a million years. When two cells appeared we would expect the *rate* of cell reproduction to double, then triple, then quadruple, etc. The rate of development of new cells and life forms would therefore increase dramatically in proportion to the number of living cells or life forms available for change and with time. We would expect then that with the uncountable amounts of living matter today, evolutionary changes and new species *would be seen in all stages of development in all living beings, creatures and plants*. This expected *massive* evidence of accelerated evolutionary change, however, is NOT seen at all today, nor does history record any evidence of new species appearing or evolutionary changes occurring in any living item. If such massive evidence of evolutionary change did exist today, there would be no question about the validity of evolution and the theory of evolution would no longer be classified as a "theory." It would be called the "laws of evolution." The "theory of evolution" is, therefore, inaccurate, and we can describe it for what it actually is – a scientific lie.

The fossil record – or lack thereof

According to evolutionary theory, changes in the first living cells and in all subsequent life forms took place gradually and randomly. For example, a fish would develop various random protrusions on its body starting out as small bone or cartilage nubs. Eventually, over thousands of years, they would develop into fins or even leg-like extremities that, proven useful, would be kept and would continue to

develop. The useless nubs/fins/etc. would eventually disappear. In the process of living, reproducing, changing and dying, this gradual, incremental development from one species to another would be permanently preserved in the fossil record. Obviously a fish could not give birth to an elephant or even a small mouse. These incremental changes, therefore, would continue over untold ages and the fossil record would consist *entirely* of these small, incremental changes. This is *NOT* the case, however. The fossil record does not show any intermediate or incremental stages but only fully developed species similar to those which exist in life today. ("Fully developed" are the key words here.) Evolutionary scientists are at a loss to explain these "gaps" in the fossil record as they describe this lack of intermediate or incremental fossil evidence. These gaps or lack of intermediate incremental development in the fossil record are, however, easily explained by creation. Fossils of completely developed species including completely developed present day species are simply the result of God's perfect and complete creation. There *never were* intermediate species or incremental changes from one species to the next whose absence has caused the elusive "gap" which plagues evolutionists today. *LSI*

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