

Evolution 101

Lesson 17

Religion of Evolution Debases Christian Children

All worldviews take a position on the origin of the universe, life and man. All of them lack positive, empirical evidence or proof; they are metaphysical or outside and beyond the scope of the natural processes of physics, chemistry, etc.

Theism assumes that God exists and used creative processes no longer available for study to bring matter, energy, life and man into existence. This worldview relies on circumstantial evidence. Since present physical processes are incapable of explaining origins, theists conclude that a Transcendent Being must be the eternal Uncaused First Cause. This worldview does not violate physical processes since it assumes it transcends and avoids a confrontation. It is irrelevant to ask what caused God since this merely pushes the eternal Uncaused First Cause one level farther back.

Atheists assume that matter-energy is all there is, has been or ever will be. In other words, matter/energy is their eternal, self-existent Uncaused First Cause. This assumption is made in the face of all physical processes that refute it. Unlike the theistic worldview, it does not assume a transcendent cause but doggedly insist that it is harmonious with the laws of nature.

So both worldviews are meta-physical and each requires a measure of faith, religious faith. One, theism, provides an escape from the laws of nature. The other, atheism, doggedly insists that, some-how, eternal matter/energy found a way to overcome the present laws of science.

The theists propose that a person has the freewill to make a choice based on what seems right. The atheists contend that they do not have freewill to make a rational decision between alternative choices and that every event is the product of random motions of atoms. A person, they say, is conditioned by experience, not freewill, to act as he does.

This essay by their reckoning is the product of chance meeting of random atoms and that the random motion of atoms engages the reader also. This reasoning assumes that atoms are law abiding and have no freewill to break a law and, therefore, cannot be the cause of freewill. Even thinking about free-will is the outcome of random motion of dancing atoms.

All of this may seem academic until one considers what happens in our public schools. Which meta-physical worldview does the government impose on our children? Does the government attempt to be fair by presenting both worldviews to our children or by leaving the matter to parents by promoting neither worldview?

Sad to say, the government schools present only one worldview of origins, the worldview of atheism while at the same time challenging the worldview of the theists outright and censoring any evidence that might cast doubt on atheism.

This is an affront to academic freedom that requires pursuit of truth, not suppression of it. It is ironic that a person who withholds evidence or tells a lie in a court of law will be given prison time. Yet, our public school teachers can do both with impunity.

Teachers would not be allowed to call a student “stupid,” “fatso,” “n-word” or “son of a promiscuous dog.” Yet, the teacher is directed to inform a child that he is a “son of a monkey.” Christian children object to this insult as an infringement on their right to the “free exercise of religion.”

Is there an objection from left field to the “*son of monkey*” charge with the explanation that man and monkeys only had “*common ancestors*?” Listen to the words of George Gaylord Simpson, a fore-most evolutionist, in regard to that nonsense:

“In fact, that earlier ancestor would certainly be called an ape or monkey in popular speech by anyone who saw it. Since the terms ape and monkey are defined by popular usage, man’s ancestors were apes or monkey (or succes-sively both). It is pusillanimous [cowardly] if not dishonest for an

informed investigator to say otherwise.”

Darwin lovers take note. Your patron saint didn't monkey around. From his **Descent of Man** (Ch. 6) we read:

“And as man from a genealogical point of view belongs to the Catarrhine or Old World stock, we must conclude, however much the conclusion may revolt our pride, that our early pro-genitors would have thus been designated.”

To enhance the freedom of one section of society with active support and oppose an alternative worldview with lies, half-truths and insults is to enslave the latter. Children of theists are being religiously indoctrinated.

Is there a simple solution to the problem? Yes. Just be fair and present all of the scientific evidence about macroevolution both positive and negative. The more the better. That will be twice as much science as they learn now. Christians are certain that there is no conflict between true science and revealed truths of God and that more science will reveal the bankruptcy of the atheistic theory of macroevolution. Students, exercising their freewill, will undoubtedly conclude that all of the scientific evidence, the whole truth, will brand macroevolution the big lie that it is.

Theists are not clamoring for their admittedly religious creation stories to be taught in the public school setting. In fact, they strongly object to an atheist teacher presuming to be competent to tell the creation story with objectivity.

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