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FOREWORD

I vividly recall a seminar where a young lady, who appeared quite distressed, came up and blurted out “I’m angry.”

“At me?” I replied, wondering what sort of tense situation was going to occur now.

“No, not at you – at my teachers and college professors.”

“And why is that?” I asked.

This lady went on to say something like this: “Why didn’t they tell me about all this evidence that contradicts evolution? How come they taught me ideas that were discarded, even by evolutionists, years ago? Why didn’t they let me consider the evidence put forward by creationists? The way I conduct my life is very dependent on my beliefs about origins. Why haven’t I been allowed to hear all this information — isn’t that what education is all about?”

I must admit that when I was a teacher in the public school system in Australia, I was frustrated by the fact that many of the text books contained evolutionary teaching that had been discarded years ago by evolutionists themselves. It was also disheartening to find that most teachers seemed to just regurgitate to the students what they had been taught at school and college,

and yet many of these ideas were outdated and no longer held by leading scientists.

As I talked with these teachers about this situation, I found most had not had the opportunity to read any of the latest findings. There was no system in place to update teachers on the latest research. Also, probably because of economics, textbooks seemed to take years to catch up with current theories.

As a result of this sad state of affairs, generations of students continue to be indoctrinated in outdated evolutionary theories, not even understanding that such teachings are continually modified and discarded in the real world. Thus, students and teachers alike are indoctrinated to believe evolution is fact, when in reality it is a belief system based on ever-changing concepts.

In recent times in the USA, the prestigious National Academy of Sciences made available to public schools and other institutions a book that supposedly presents the latest information on evolution. This publication is presented very professionally and certainly looks as if it might contain irrefutable evidence for evolution. It is designed to persuade and assist teachers to further indoctrinate their students in favor of evolution, with specific advice on countering anti-evolutionist students.

A creationist scientist, Dr. Jonathan Sarfati, thoroughly investigated the claims of this book. Not only were some of these typically outdated and discarded ideas still presented as fact, but at the very least one could say that some of the information was very misleading. There is also a very subtle attack throughout the book on those who hold to the Christian faith.

A highly qualified scientist, the author also has a formidable and unusually wide-ranging grasp of many other fields of knowledge.

I challenge professors, teachers, and students to not only read this book and consider the claims Dr. Sarfati has made, but to check out the documentation for themselves. If they do this, I believe they too may become “angry” at the way information is being presented to the public in such a lopsided manner.

In my opinion, this new publication is one of the most up-to-date critiques of modern evolutionary theory, one that has been so well researched and documented it will challenge the most ardent evolutionist.

Please consider all the information carefully — after all, what you believe about where you came from affects your whole world view. This is an important topic indeed.

Ken Ham
Founder and Executive Director
Answers in Genesis USA

CHAPTER 1

EVOLUTION & CREATION, SCIENCE & RELIGION, FACTS & BIAS

Many evolutionary books, including *Teaching about Evolution and the Nature of Science*, contrast religion/creation opinions with evolution/science facts. It is important to realize that this is a misleading contrast. Creationists often appeal to the facts of science to support their view, and evolutionists often appeal to philosophical *assumptions* from *outside* science. While creationists are often criticized for starting with a bias, evolutionists also start with a bias, as many of them admit. The debate between creation and evolution is primarily a dispute between two world views, with mutually incompatible underlying assumptions.

This chapter takes a critical look at the definitions of science, and the roles that biases and assumptions play in the interpretations by scientists.

THE BIAS OF EVOLUTIONARY LEADERS

It is a fallacy to believe that facts speak for themselves — they are always *interpreted* according to a

framework. The framework behind the evolutionists' interpretation is *naturalism* — it is assumed that things made themselves, that no divine intervention has happened, and that God has not revealed to us knowledge about the past.

Evolution is a deduction from this assumption, and it is essentially the idea that things made themselves. It includes these unproven ideas: nothing gave rise to something at an alleged "big bang," non-living matter gave rise to life, single-celled organisms gave rise to many-celled organisms, invertebrates gave rise to vertebrates, ape-like creatures gave rise to man, non-intelligent and amoral matter gave rise to intelligence and morality, man's yearnings gave rise to religions, etc.

Professor D.M.S. Watson, one of the leading biologists and science writers of his day, demonstrated the atheistic bias behind much evolutionary thinking when he wrote:

Evolution [is] a theory universally accepted not because it can be proven by logically coherent evidence to be true, but because the only alternative, special creation, is clearly incredible.¹

So it's not a question of biased religious creationists versus objective scientific evolutionists; rather, it is the biases of the Christian religion versus the biases of the religion of secular humanism resulting in different interpretations of the same scientific data. As the anti-creationist science writer Boyce Rensberger admits:

At this point, it is necessary to reveal a little inside information about how scientists work, something the textbooks don't usually

1. D.M.S. Watson, "Adaptation," *Nature*, 124:233, 1929.

tell you. The fact is that scientists are not really as objective and dispassionate in their work as they would like you to think. Most scientists first get their ideas about how the world works not through rigorously logical processes but through hunches and wild guesses. As individuals, they often come to believe something to be true long before they assemble the hard evidence that will convince somebody else that it is. Motivated by faith in his own ideas and a desire for acceptance by his peers, a scientist will labor for years knowing in his heart that his theory is correct but devising experiment after experiment whose results he hopes will support his position.²

It's not really a question of who is biased, but which bias is the correct bias with which to be biased! Actually, *Teaching about Evolution* admits in the dialogue on pages 22–25 that science isn't just about facts, and it is tentative, not dogmatic. But the rest of the book is dogmatic that evolution is a fact!

Professor Richard Lewontin, a geneticist (and self-proclaimed Marxist), is a renowned champion of neo-Darwinism, and certainly one of the world's leaders in promoting evolutionary biology. He recently wrote this very revealing comment (the italics were in the original). It illustrates the implicit philosophical bias against Genesis creation — regardless of whether or not the facts support it:

We take the side of science *in spite of*
the patent absurdity of some of its constructs,
in spite of its failure to fulfil many of its

2. Boyce Rensberger, *How the World Works* (NY: William Morrow 1986), p. 17–18



In 1925 a schoolteacher was taken to court for teaching evolution in the public school system. The famous Scopes Trial pushed Darwin to the forefront of our society.

In 1962, the U.S. Supreme Court ruled that school prayer is unconstitutional.

In 1998 the National Academy of Sciences published and distributed a book to public schools and other institutions entitled *Teaching About Evolution and the Nature of Science*. This publication was designed to persuade and assist teachers to present the theory as fact and counter anti-evolutionist students with statements such as:

- ! " No one saw the evolution of one-toed horses from three-toed horses, but that does not mean that we cannot be confident that horses evolved." (pg. 55)
- ! " . . . there is no debate within the scientific community over whether evolution occurred, and there is no evidence that evolution has not occurred." (pg. 4)
- ! " . . . scientists themselves use the word 'theory' loosely and apply it to tentative explanations that lack well-established evidences." (pg. 5)
- ! " . . . 'creation science' is the idea that scientific evidence can support a literal interpretation of Genesis . . . scientists have looked at the arguments and found they are not supported by verifiable data." (pg. 9)

So, now we have digressed from the legalities of teaching evolution in our schools to a single mindset that evolution, though unproven, is the only answer to the question of human origins.

AND WE WONDER WHY WE ARE HAVING PROBLEMS WITH CHILDREN IN OUR PUBLIC SCHOOL SYSTEMS!

The result of this mindset is the terror of unfathomable violence and aimless culture. *Refuting Evolution* shakes off the debris of hopeless, unsubstantiated theory, and shines a light of educational freedom where it is desperately needed.

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