

The Importance of Teaching Evolution by Dave Dykstra

“In the beginning God created the heavens and the earth...” Gen 1:1ff. Few Bible passages are as well known and fewer still are as controversial. The debate about the Genesis description of the creation of the world has been raging since Charles Darwin wrote his book “The Origin of the Species” in the late 1800’s. Actually it has been debated as far back as Aristotle and the early Greeks, and probably even earlier still- “there is nothing new under the sun”. The issue, despite what we are told, is not a scientific one, but rather a philosophical one well disguised with “facts”- a *faith!* But you probably already knew that. Even Richard Dawkins (a leading evolutionist today) said “I choose to believe that there is no God, therefore I choose to believe in evolution, no matter how great the impossibility of it”. As it says in 1 John 4:5&6: “They are from the world and therefore speak from the viewpoint of the world, and the world listens to them. We are from God, and whoever knows God listens to us; ... This is how we recognize the Spirit of truth, and the spirit of falsehood.” So why do we spend a full unit in Biology 12 studying a theory we know to be false?

The answer to this is a complex one, beyond the obvious “Because the government mandates it in the curriculum”. It is my opinion that the curriculum is doing a great service to us as Christians by requiring its study. Everyone has heard the phrase “know your enemy”, because knowledge can win wars. And we are at war against the powers of evil. Our students today will become our leaders in the future, and we must first equip them to defend themselves against the attacks of the evil one. Make no mistake, evolution has been tweaked by some of the most brilliant minds in the last century, and could easily overwhelm the curious and unwary with its logic, “facts” and polished arguments. What better way to prepare against the attack of the wisdom of the world than in a Christian environment where students can have their concerns and questions discussed and their faith supported? Our faith is constantly strengthened by spiritual tests. The best defense our students can have is to be challenged and learn to think critically and grow in understanding.

Knowing our enemy means that we study the arguments and evidence, so that we can find and discuss the flaws and weaknesses of the theory of evolution. However, it is more than that, because evolution is a multi-pronged attack. Evolutionists seek to cloud the issue with intentionally ambiguous, unclear or even blatantly false information. False information can be uncovered, but it is the subtle attacks that can be the most dangerous. I often tell my students that “evolution” is true, as we can see it in the adaptation or “microevolution” of the *kinds* of animals in Noah’s ark to the species and breeds we see today. For example red and grey squirrels are distinct but came from one *kind*- squirrels; in the same way Chihuahuas and Great Danes both came from one *kind* – dogs. However, “evolution” can also mean that fish grew legs and changed *kinds* to become salamanders and so on until we arrived at humans. A better term for this is “macroevolution”, but the two terms are intentionally used interchangeably to blur the distinction, and lead to the false argument that a change in dog breeds is “proof” for the theory of evolution. Evolution is not scientific, as it starts with the conclusion, and then seeks to find the evidence. As a result much of the evidence extrapolated, misleading, or blatantly wrong. To give just one example, THE mechanism for evolution is the changing of genes by mutations, but there is not a single example of a truly *beneficial* mutation, as every one results in the *loss* of genetic information!

We must be aware that much of the theory of evolution makes a lot of sense. In the absence of a God, it is the ONLY plausible explanation, which is why it is so rigorously pushed by those who would deny His existence. They have been winning the battle in a very critical area- the schools. Evolution is taught to students who do not have the knowledge, ability, or determination to refute it on their own. We must fight this battle in the schools too, and ensure that our students enter post-secondary education or the work force equipped to fight against the challenges they will face. “Where is the wise man? Where is the scholar? Has not God made foolish the wisdom of the world? ... but we preach Christ crucified a stumbling block to Jews and foolishness to Gentiles... For the foolishness of God is wiser than man’s wisdom, and the weakness of God is stronger than man’s strength.” (1 Cor 1:20-25)