

Creation versus Evolution

by Dr. Arlo Moehlenpah



Editor's Note: In Sunday school your students learn that God created man from the dust of the earth; at school they are taught evolution. How do you respond to their questions when they come back to you with what their teacher said? Arlo Moehlenpah presents ten reasons we believe in Creation rather than evolution. Use this information to help your students establish their belief system in God and in His Word.

This subject is so important. Jesus referred to Moses' record of Creation in Genesis when He said, "If you do not believe his writings, how will you believe my words?" (See John 5:46-47.) In other words how can a person believe that Jesus is the "way, the truth and the life" if he cannot believe the Creation account?

The public has been brainwashed into believing that the theory of evolution is supported by scientific evidence. In most school boards and courts considering Creation versus evolution, the issue has been presented as religion versus science. It is argued that Creation should not be taught in public schools because it is religion, but that evolution can be taught because it is science. Consider the following:

1. The theory of evolution is not scientific. It is important that we know what science is and are able to distinguish between science and what is falsely called science. You can look at various dictionary definitions but the key words will be "observation," "experimentation," "verifiable," "testable," and "repeatable." In other words, if it cannot be observed, repeated, verified, or subject to experimentation, then it is not scientific. The evolutionary theory proposes that billions of years ago non-living particles evolved into atoms, which evolved into molecules, which later evolved into single celled life. This life eventually evolved into more complex life such as fish, mammals, and later into man. Evolution has never been observed, repeated, verified, nor has an experiment ever been performed which confirms it. Thus, evolution is not scientific.

2. The theory of evolution contradicts scientific laws.

A. The **law of biogenesis** states that life can come only from other life. Life does not spring from non-living things. This is what we observe and what the Bible teaches in Genesis 1, where various forms of life were created to reproduce. Perhaps the most difficult problem that evolutionists face is the question of how self-replicating life systems could form from non-living, non-replicating systems. Life coming from non-life has never been observed, repeated or verified, and thus, this idea is not scientific.

B. The **law of kinds** shows that life reproduces after its own kind. The phrase "after his kind" is used at least ten times in the creation account (Genesis 1:11, 12, 21, 24, 25). This applies to both the plant and the

animal kingdoms. Specifically mentioned are grasses, herbs, trees, fishes, birds, beasts, and creeping things. What this means is that pear trees produce pears and not bananas or monkeys. Cows have calves and horses have colts. In other words, "like produces like." The theory of evolution contradicts the "law of kinds" by saying that one kind of creature evolved into another kind.

C. The **second law of thermodynamics** shows that systems left to themselves go to a condition of greater disorder, probability, and randomness. (As an object the teacher may drop some pickup sticks to show how they go from order to disorder.) This contradicts evolutionary theory, which assumes that disordered particles eventually evolved to form ordered life. The second law of thermodynamics also contradicts the idea that a Big Bang explosion could have produced an ordered universe. For an ordered pattern to occur there must be intelligence and energy. The orderliness of the universe and the complexity of living organisms confirm the work of a divine Creator.

3. The evolution of life is mathematically improbable.

One of the strongest evidences for special Creation is the mathematical improbability that the highly complex systems in the universe could have arisen by chance. Mathematical probabilities can be calculated precisely. For example, the possibility of arranging by random chance three flash cards in a predetermined sequence is 1 in 6 ($3 \times 2 \times 1$). The chance of arranging ten flash cards in a predetermined order is 1 in 3,628,800 while the chance of arranging 100 flash cards in order is 1 in 10158 (1 in a 1 followed by 158 zeroes). Disorder is tremendously more probable than any kind of ordered system. A living cell is far more complex than arranging 100 flash cards in order. It has been estimated that the mathematical probability of the atoms of a single living cell spontaneously forming is 1 in 1040,000.

Thus, it is not mathematically probable for life to occur by chance. The probability of even the simplest living cell forming by time and chance is less than that of an explosion in a print shop producing a dictionary. Whenever one sees any real, ordered complexity in nature, particularly as found in living systems, he can be sure that this complexity was designed and did not occur by chance. Without a living God to create life, mathematical probabilities show beyond doubt that life could never come into existence at all.

4. The fossil record does not show evidence of evolution.

Fossils are the hardened remains or traces of plants and animals in the earth's crust. Billions of fossils have

been discovered all over the world. For a fossil to form, the creature must be buried quickly so scavengers cannot get to it and deep enough so oxygen, which bacteria need, is excluded. The worldwide flood described in the Bible gives the best explanation for this rapid burial by sediments. The fossil record is a record of mass destruction, death and burial by water with its contained sediments. The fossil record does not show an unbroken sequence of gradual changes from particles to man as proposed by evolution. Different kinds of creatures simply appear in the rocks without any evidence of step-by-step changes between them. The lack of transitional forms in the fossil record is a real embarrassment to anyone who believes in the theory of evolution. The fossil record shows that each kind is separate, bringing forth after its own kind, and gives no evidence of one kind evolving into another. The fossil record confirms the biblical record of Creation.

5. There were no "prehistoric" men. Adam was the first man (I Corinthians 15:45), and Eve was the mother of all living (Genesis 3:20). Adam was made in the image of God and the image of God was Jesus. Practically every evolutionary story formerly taught in schools has now been debunked. Such is the case with the stories of "prehistoric men." For example, "Nebraska Man" was thought to be the first evidence of early man in the Western Hemisphere. The fossil evidence was one tooth, which was later identified as the tooth of a wild pig. The evidence for "Piltdown Man" was a broken fossil skull and a jaw, which were later proven not to belong to each other. These bones had been chemically treated to make them look old and the teeth had been filed down to make them look worn. The whole thing was a hoax. Although millions of dollars have been spent, all the bones of the supposed ape links could be placed on a single table. From these bone fragments or teeth you cannot determine the shape of the nose, the eyes, the lips, or the ears, or the amount of hair. "Origin of man" reconstructions, which are commonly shown in books and museums, are based on very little evidence and a lot of imagination. By assuming evolution is true, artists draw and sculpt primitive expressions and characteristics. They then display these reconstructions as evidence for evolution.

6. Dinosaur fossils confirm our faith in the Bible.

Dinosaur graveyards all over the world give evidence for a global flood, and dinosaurs in Alaska give evidence for a warm, uniform climate that existed before the Flood. Also, dinosaur fossils give credence and confirmation to the dragons, behemoths, and leviathans mentioned in the Bible.

7. God formed the earth to be inhabited (Isaiah 45:18).

The earth with all its unique features is the only planet where life has been found. The earth's tilt, rotation, revolution around the sun, air, water, and vegetation are not merely products of time and chance. Without this tilt, huge continents of snow and ice would pile up in the Polar Regions, leaving most of the earth a dry desert not capable of supporting life. If the earth spun

slower, the days and nights would be longer and life would burn up during the day or freeze to death at night. Without air and water, there could be no living plants or animals on the earth. The composition of air is perfect for life. If our atmosphere were much thinner, many of the millions of meteors, which now are burned up, would reach the surface of the earth causing death, destruction, and fires. No other planet has water. Water has unusual properties such as expanding when freezing, which prevents the lakes from freezing solid, thus killing all the fish. Just as a house is designed to live in, the earth did not happen by chance but was designed as a place for people to live.

8. The entire universe shows design and purpose. The sun supplies daylight and provides energy for the continuance of life on earth. The gravitational force of the moon upon the earth causes regular tides on the earth, which cleanse the shorelines. "The heavens declare the glory of God" (Psalm 19:1). The heavens were made for mankind to enjoy, but the earth was made to be inhabited. So clearly does the Creation bear witness to the Creator that unbelievers are without excuse (Romans 1:20).

9. The human body gives evidence of our Maker.

Evolutionists have no mechanism for the evolution of the systems of the body or the organs, such as the eyes, ears, and lungs. God designed eyes to see, ears to hear, and lungs to breathe. There is a big difference between "5% of an eye" and "5% vision." For the eye to function at all it must have all of its complex parts working together. An eye only partially evolved would be totally useless. The camera was patterned after the eye and has been called "a man-made eye." If the camera was designed, does it not seem reasonable to believe that the eye also had a Designer? The more one studies the human body the more one appreciates David's statement, "I am fearfully and wonderfully made" (Psalm 139:14). This is true whether one studies the human cell, the individual organs, the various systems of the body, or the body as a whole.

10. Both Creation and evolution are religious views. The issue is not religion versus science, but religion versus religion. Any concept regarding origins is not scientific, in that origins were not and cannot be observed, repeated, or verified. The choice of which theory to accept becomes a matter of faith. To accept something without evidence requires faith. Hebrews 11:1-3 says, "Now faith is the substance of things hoped for, the evidence of things not seen . . . By faith we understand that the worlds were framed by the word of God, so that the things which are seen were not made of things which are visible." The Christian believes that God created the universe, life and man, while the evolutionist believes that these evolved without any supernatural direction. Evolution cannot be proved or tested; it can only be believed. Considering the majesty, beauty, and complexity of the earth and universe, it is relatively easy to believe in Creation. But to believe that dead matter could create life, and have absolutely no evidence,

Resources

by Joni Owens



www.pentecostalpublishing.com

866-819-7667

www.upci.org/wap

The following materials by Dr. Moehlenpah are available from Pentecostal Publishing House.

Creation vs Revolution

By Arlo Moehlenpah

This book will help you understand that the theory of evolution is not only unscriptural and unscientific but also contradicts known laws of science and mathematics. With the regular bombardment the public receives from educational systems, museums, and the media, every Christian should read this book. It also can be used as a text for a "Bible and Science" course.

7123

\$12.95

Creation Vs Evolution Workbook

By Arlo Moehlenpah

Designed to correlate with the textbook, this workbook will help students to understand that the theory of evolution is not only unscriptural and unscientific but also contradicts known laws of science and mathematics.

19207

\$6.00

Creation Vs Evolution CD Rom

By Arlo Moehlenpah

The book and CD will help the reader recognize what is truly scientific and what is false in regard to creation and the theory of evolution. The CD contains PowerPoint presentations of all 43 chapters, text of the book, eight quizzes, and a final exam.

2050

\$39.95

DVD Tampa Science Vs Evolution

By Arlo Moehlenpah

Dr. Moehlenpah challenged James Young, Chairman of the Board of Atheists of Florida, to a debate on the following three-part subject, "The

theory of evolution is not scientific. The theory of evolution contradicts established scientific laws. The theory of evolution is for all practical purposes not mathematically possible." The presentation was professionally recorded and contains the entire debate and the questions afterwards.

18109

\$19.95

<http://www.doinggood.org/FreeStuff.htm>

Visit Dr. Moehlenpah's website for more information and products, including the following free material.

Several articles, Bible study questions, quizzes, PowerPoint presentations and the debate are free for you to view. US residents also may obtain a free DVD of two presentations given by Dr. Arlo Moehlenpah at Steadfast Conferences at Calvary Tabernacle in Indianapolis, IN.

What Parents and Students Need to Know About Creationism and Evolution (21 minutes) Evolution is not scientific, contradicts laws of science, is mathematically improbable, and has many bitter fruits.

Evolutionism: Seven More Things You Should Know (25 minutes) Evolutionists have no evidence of an old earth and practically every evolutionary story has been debunked. Evolution contradicts population growth statistics, does not make sense, is a religious view, and has no credible mechanism.

Dr. Moehlenpah has developed a family game that will

- Encourage family Bible reading
- Promote family togetherness
- Cause each participant to think about what the Bible says

Visit his game site for information.

www.biblechallengegame.com/Bible_Challenge_Game/Welcome_.html

requires faith of another order. Some believe that a cosmic egg of energy exploded to form chemical elements, stars, galaxies, and finally people. Some even have the faith to believe that life was planted on earth by an unknown civilization from outer space. One person was asked, "Why aren't you an evolutionist?" His reply was, "I don't have enough faith to believe that random particles arranged themselves into ordered life."

Arlo Moehlenpah, D.Sc. taught chemistry at the college and university level. Dr. Moehlenpah taught at four United Pentecostal Church International Bible colleges and pastored. He writes and speaks extensively regarding Creation versus Evolution and Teacher Training.

To save space references were not included in this article. The references may be found in Dr. Moehlenpah's book, Creation versus Evolution: Scientific and Religious Considerations, Doing Good Ministries, 217 Bayview Way, Chula Vista, CA, 91910.

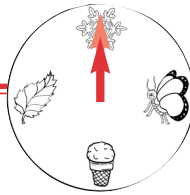


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Seasonal Ideas

by Linda Short



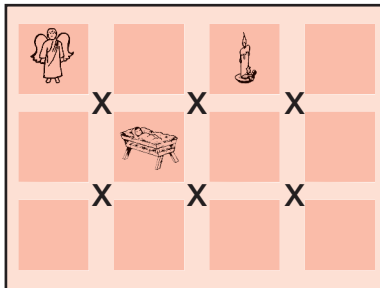
Christmas Quilt/Comforter

Use this fun art project to tell the story of Christmas and talk about the warmth and security the Holy Spirit brings as the Comforter.

You will need colored art paper, pinking shears or scalloped paper edging scissors, quilt batting, hot glue gun, a one-hole punch, colored pipe cleaners.

Decide how large the quilt will be and cut the shape from the art paper. Next, cut quilt squares from colored paper, making sure there are uniform numbered rows of squares (e.g., 3 x 3, 4 x 5).

Distribute the appropriate number of squares to each student to create one quilt.



Students use markers to draw an object or scene from the Christmas story on each quilt square. For example, a star could be on one square and angels on another; or one square could depict the manger scene and another could show the wise men traveling. Let students be creative, but let them know how much time they have to work to avoid frustration and unfinished projects.

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Students glue the quilt squares onto the colored art paper rectangle in uniform rows, leaving a small space between each piece for a border. They may wish to use the pinking shears or paper edger to trim each square before gluing.

Give students another rectangle of art paper and a square of quilt batting. Layer the batting between the quilted art paper and the solid piece of art paper. Hot glue the edges to seal.

Cut pipe cleaners into fourths. Use these to "tie off" the quilt between quilt squares. (These should be placed in the center space where four squares meet.) Bend one of the pieces in half, forming a "U" shape. Make sure the ends are slightly apart and push them from the back side to the front side of the quilt. Twist the ends on the front side to secure.

Conversation Candy Heart Frame

This Valentine craft may be divided into two sessions to allow drying time for glue and acrylic spray. You will also need to take photographs and have them developed, or have children bring one from home. Plan ahead so students may take the craft home in time for giving on February 14.

You will need candy conversation hearts, four jumbo craft sticks, tacky glue, colored construction paper, clear transparencies, cardboard, clear acrylic spray, and pictures of each student.

Before class, paint the craft sticks in pink, red, orange, and purple, or purchase ones already painted.

Give students four craft sticks to glue into a square. Provide individual cups of conversation hearts to glue around the edge of the frame. Spray a coat of clear acrylic over the entire frame to seal the candy. Allow to dry. You may wish to use two coats of acrylic for a smoother finish.

Cut out construction paper, clear transparency, and cardboard squares to fit the frame. Center each student's photo on a construction paper square. Use one piece of rolled tape on the back to secure. Cover the picture with a transparency square and place a cardboard square on the back. Glue all edges together and then glue to the frame.

Pray for the President

Americans celebrate Presidents Day in February each year. Plan a time for your class to fulfill I Timothy 2:1-3. "I exhort therefore, that, first of all, supplications, prayers, intercessions, and giving of thanks, be made for all men; for kings, and for all that are in authority; that we may lead a quiet and peaceable life in all godliness and honesty. For this is good and acceptable in the sight of God our Savior."

Whoever is currently holding the office of President of the United States needs the prayerful support of believers. Discuss with your students the responsibilities and current national issues facing the president. Lead your class in praying for him to have wisdom, high moral and ethical standards, and a spiritual advisor that would help direct him and reveal the things of God to him.

Provide students with nice stationery and pens to write a letter of encouragement to the president. Or, you may prefer to write one letter and let all of the students sign it. Mail to:

President (name)
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Presidential Profiles

Locate profile pictures of the past six or eight presidents (preferably head shots) and laminate them to black construction paper. On separate sheets of white construction paper list six interesting facts of each president (e.g., full name, presidential number, home state, party affiliation, wife/children's names, pets). Scramble the information sheets and see who can match them up with the profiles. If you have a history or political buff in the class, allow him to share additional facts with the class.