

## In the beginning ...

### ... God created the whole world, man created in his own image



CHRISTINA BARROWS

In many classrooms across America, evolution is taught as if it is only a complicated and improved theory. Evolution promotes atheism by dethroning God, exalting the money and degrading man. Schools need to begin presenting both sides of the debate and teach students the theory of creationism.

Creationism is the doctrine that man, Earth and the entire universe was created by God, rather than exploding from nothingness and evolving over time.

Consider this superbly crafted planet, with its vital atmosphere and seasonal rotation around the sun. Think of all the unique plants and animals, important metabolic reactions such as photosynthesis and the information contained in one molecule of DNA.

All of this originated from nothingness? Happened by chance? People should be in awe of God, not presumptuous and skeptical.

Evolutionists claim millions of years ago many chemicals were swirling around in a lifeless sea here on earth. Given lots of time a "primordial soup" gradually formed containing amino acids. These, in turn, got hooked together to form simple proteins, the building blocks of life. At some point these proteins happened to get connected in just the right way, and a threshold was crossed where the proteins started reproducing themselves, and simple life was "born."

During uncounted eons, this simple life gradually became more complex as chance modifications of the original proteins combined with external conditions of moisture, temperature, food supply, etc., to eventually produce all the varied and complex life forms seen today.

This is all taught in schools as fact, when in scientific reality the theory is impossible. It is similar to building a new computer by putting all the parts in a bag and shaking until done.

That such complexity could arise from a "primordial soup" by random chance chemical reactions is statistical and biochemically impossible. Ron Lyttle, a member of Oregon's "Design Science Association" for the study of creation/evolution issues, states there are too many connections in a DNA molecule to ever occur by chance, no matter how much time is allowed.

According to Lyttle, some biochemists have managed to produce simple amino acids in simulated "soup" by carefully controlling the conditions. But there was nothing "random" or "chance" about the process, and the leap from simple amino acids to a protein molecule is mathematically impossible.

This information about proteins can be found in any advanced biology book and yet students are still taught evolution as if it is a proven fact, when

simple mathematical statistics prove it is impossible.

Why does this evidence point to creationism? Because people seem to be searching for a more concrete explanation, while science and biology prove things through like protein synthesis there is no other possibility for creation except the divine hand of a much greater being.

Several evolutionists admit evolution is only a theory with numerous unexplainable clauses. Professor. H.H. Newman, in his article "Readings in Evolution" said, "Reluctant as we may be to admit it, honesty compels the evolutionist to admit that there is no absolute proof of organic evolution."

Evolutionist C.B. Conklin of Princeton University admits, based on Biometry and Mendel's Inheritance Law, humans need not go further back than 200 generations to the time of Noah (The Great Flood, Genesis 6-8) to find a common ancestor of all mankind. Noah, therefore, must have been the head of the race, implying people descended from this historical and biblical man, and not from the ape (a predicted 60,000 generations back).

Another point against evolution is the lack of evidence in the development of any new species. Based on scientific journals posted on several different Websites (all links from [www.creationism.org](http://www.creationism.org)), approximately three million species of plants and animals have supposedly developed over the last 60 million years. If evolution is a fact and we are continuing to evolve, then slightly over 2000 new species should have arisen or matured within the last 6000 years — an average of one new species every three years.

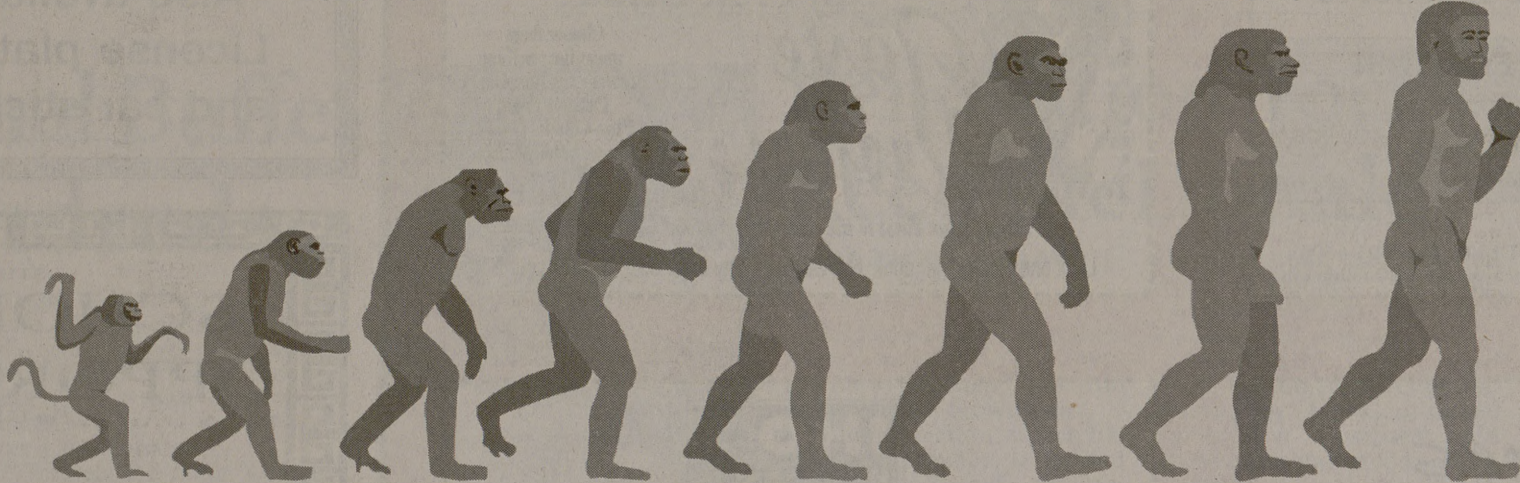
Canadian geologist Sir William Dawson said, "No case is certainly known in human experience where any species of animal or plant has been so changed as to assume all the characteristics of a new species."

This further proves God created all things at one time in history because creation has remained the same for 6000 years, which is the approximate time the Bible documents creation.

Far from being a logical or scientific explanation of the origin and development of life on earth, evolution appears to be a belief system held together by as much faith as any other creed. To believe in evolution, a "scientist" must throw out the scientific method, ignore his common sense and twist the facts. Evolutionists are not open-minded seekers of the truth, but instead they appear to be closed-minded, "defenders of the faith." Did life "just happen?" Is it fair for professors and teachers to teach one side of such a controversial issue?

If children are taught evolution in class, then they need to be taught all the facts and other theories. This would include creationism and the historical accuracy of the Bible because science clearly points to the hand of God.

Christina Barrows is a sophomore English major.



### ... there was the big bang, life evolved from cosmic elements



BRENDAN GUY

In 1925 the United States became an international joke when teacher John Scopes was put on trial for teaching evolution in a Tennessee public school.

A lesser nation might have learned something from that experience, but somehow, as ridiculous as it seems, the issue of creationism being taught in the public schools keeps coming up. How is this possible?

The Supreme Court ruled in *Edwards vs. Aguillard* that creationism can not be taught in the public schools (that darn First Amendment).

The National Academy of Sciences has blatantly stated, "Evolution must be taught in the public schools if children are to understand biology at all."

Even the Catholic Church has more or less accepted evolution with Pope John Paul II admitting, "knowledge has led to the recognition that evolution is more than a hypothesis."

Despite all this, religious fundamentalists keep trying to sneak creationism back into the public schools. It would be laughable if it was not so dangerous to the well being of this country. Creationism has absolutely no place being taught in the public schools.

By itself, there is nothing wrong with the book of Genesis. It is a beautiful work of prose poetry and perhaps it even has allegorical value. But it does not have any scientific value. There is no scientific evidence to support creationism, which means it has no place in a science classroom.

Teaching creationism in public schools would be like teaching that the sun revolves around the Earth or lightning comes from Zeus throwing thunderbolts or that the world was hatched from the goddess Tiamet's egg (other religions have creation myths, too). It would mean replacing reason and logic with superstition and dogma.

Creationists generally have a two-pronged method for justifying their position. They suggest evolution is just a theory and their views deserve equal time in the classrooms. On the first point, yes evolution is just a theory, but it is a theory that has withstood rigorous scientific testing for over a hundred years. It is a theory that fits all the available evidence on how life developed on this planet. It is a

theory that is nearly universally accepted by the scientific community. Evolution is a theory in the same way gravity is a theory.

As for the second point, sorry, but not all views deserve equal time. Aside from the fact if all viewpoints were given equal representation, people would have to live to be 300 just to get through elementary school, there is the fact that some ideas just are not worth being taught. No one would expect a history class to teach that maybe the Holocaust did not happen, because to do so would be to represent a viewpoint that flies in the face of all existing evidence and is clearly absurd.

Creationism is not as intrinsically harmful or as intentionally hateful as Holocaust revisionism, but it does fly in the face of all existing scientific evidence. It is a belief that can only be justified by faith, because it certainly is not justifiable by evidence, which means it has no place in a secular environment like the public schools.

There is absolutely no reason to be afraid of science. Science is not a belief system, nor does it pretend to be one; it is strictly religiously neutral. Science is nothing more than a way of reasoning, a methodology based on observation and repeatable experimentation. Science enables humanity to understand and master the physical world, making human life longer, more comfortable and more meaningful. And science must be taught if this country is to continue to grow and prosper. The best available scientific evidence states that evolution is almost certainly the correct explanation for the origins of life; is it really so absurd to believe science classes should just teach science?

There is nothing wrong with teaching religious doctrine as long as it is done in the proper place (churches, homes, private religious schools). Religion does play a useful role in society and there are certain questions it can answer that science cannot — at least not yet. But while religion does have its place, that place is not the public school system.

Public schools are designed to educate students about the secular, physical world and schools will not accomplish this if they can be held hostage by the lunatic theories of religious fundamentalists.

This issue should have been settled in 1925. The fact that it has not, proves our society has not evolved as much as it should have.

Brendan Guy is a senior political science and history major.

### MAIL CALL

#### Icthus Christian symbol, not pagan

In response to Glenn Janik's Feb. 23 opinion column.

I believe there are a few discrepancies that need to be pointed out regarding his article. The fish (properly called an ictus) was not a pagan symbol, but rather used as a means of

recognizing other Christians.

It is an outward symbol of Christ, merely a display of the God of Israel that Christians choose to follow (though Janik was right by implying that God is love).

In reference to the word "truth," he defines irony in his statement, "could the Jesus fish folks pick a more insensitive, intolerant, and inflammatory word?"

He seems to be highly intolerant and insensitive to Christians. Also the "inflammatory" fish of Darwinism is disrespectful to the meaning of the Christian symbol, despite the fact that Darwin himself recognized his error before his death.

As for the Ictus with the word "truth" inscribed therein, this symbol devouring the Darwin fish represents that Jesus is the truth (John 14:6) and that the

truth will conquer the sins of this world (John 16:7-13).

Janik's claim is incorrect that Christianity professes a belief in tolerance. We are taught to tolerate people in relationships through love and patience, just as Jesus did.

But in regards to sin and mislead religious groups, the Bible specifically says we are to preach the Gospels to all people in all nations (Matthew

28:19-20).

More research should have been done into a Christian's "professed belief in love, tolerance and understanding" before writing an article fueled by loathing and lacking in bedrock knowledge. Seems like we are all intolerant about something.

Angie Bingham  
Class of '01

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