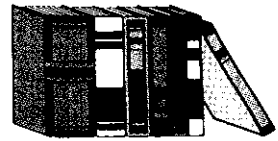


The Blumenfeld Education Letter



"My People Are Destroyed For Lack Of Knowledge" HOSEA 4:6

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EDITOR: Samuel L. Blumenfeld

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The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce those risks.
"Without vision, the people perish."

The Theory of Evolution: Fact or Fairy Tale?

"There are so many flaws in Darwinism that one can wonder why it swept so completely through the scientific world, and why it is still endemic today."

Sir Fred Hoyle

Two years ago (6/19/87) the U.S. Supreme Court struck down a 1981 Louisiana law which mandated a balanced treatment in teaching evolution and creation in public schools. The Court decided that the intent of the law "was clearly to advance the religious viewpoint that a supernatural being created humankind," and therefore violated the First Amendment's prohibition on a government establishment of religion. In other words, the Court adopted the atheist position that creation is a religious myth.

In speaking for the majority, Justice William J. Brennan wrote: "The legislative history documents that the act's primary purpose was to change the science curriculum of public schools in order to provide an advantage to a particular religious doctrine that rejects the factual basis of evolution in its entirety."

We are not surprised that no one saw fit to remind Justice Brennan that some of the world's greatest scientists were and are devout Christians and that atheism is actually destroying true science. But we are surprised that no one on the Louisiana side informed the Justice that there is no "factual basis of evolution." It is all theory and speculation, and each year the theory becomes less and less tenable in the light of new scientific evidence.

Green Light for Evolution

Nevertheless, many state departments of education have taken the Court's decision to be a green light for the aggressive teaching of evolution as fact and the exclusion of any reference to creationism in public school biology courses.

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In the light of this hostile anti-creationist trend, it is important for us to do what the Court failed to do: review the theory of evolution and determine what indeed are the "facts."

First, what exactly is the theory of evolution? For the answer, we must go to the source: Charles Darwin's famous book, The Origin of Species, published in 1859. Darwin claims that the thousands of different species of animals, insects and plants that exist on earth were not the works of a Divine Creator who made each specie in its present immutable form, as described in Genesis, but are the products of a very long natural process of development from simpler organic forms to more complex organic forms.

Thus, according to Darwin, species continue to change, or "evolve," through a process of natural selection in which nature's harsh conditions permit only the fittest to survive in more adaptable forms.

Religious Implications

These views, of course, had considerable moral and religious implications. Ronald Clark, in his biography of Darwin, writes:

"There were two separate parts to the theory that, while offensive to the religious establishment in themselves, acquired their real danger -- like the two halves of a nuclear weapon -- when they were brought together. One was that species had not been created by God but had evolved over the years; the other was that evolution had not been directed by God but had been governed by the apparently fortuitous facts of natural selection. While Darwin was proud of his theory of natural selection, his most important single contribution to the evolutionary argument, he saw as one of its main virtues the fact that it provided a counterblow to the idea of creation."

Darwin also believed that all life originated from a single source -- a kind of primeval slime in which the

first living organisms formed spontaneously out of non-living matter through a random process. These organisms are supposed to have branched off into different forms -- plants, insects and animals.

Evolutionists have worked out all sorts of fascinating genealogical diagrams purporting to show the descent and relationship of one species to another. But what they don't tell the public is that all of the connections in these family trees are based on pure speculation and conjecture. Sir Fred Hoyle writes:

"It has been through the device of presenting such diagrams with the presumed connections drawn in firm solid lines that the general scientific world has been bamboozled into believing that evolution has been proved. Nothing could be further from the truth. . . . The absence from the fossil record of the intermediate forms required by the usual evolutionary theory shows that if terrestrial life-forms have evolved from a common stock, the major branchings in the evolutionary tree must have developed very quickly. And the major branchings, if they occurred, were accompanied by genetic changes that were not small." (p. 87)

The Missing Links

Probably the most controversial aspect of Darwin's theory was that concerning man's place in the evolutionary scheme. In his book, The Descent of Man, published in 1870, Darwin contended that man and ape were evolutionary cousins with a common ancestor. When it came to the mind, to intelligence, the gap between man and the other animals, Darwin believed, was one of degree.

In his notebook he had written: "Man in his arrogance thinks himself a great work worthy the interposition of a deity. [M]ore humble & I think truer to consider him created from animals."

But the fossil record revealing the different stages of man's evolution

from apelike creature to homosapiens, has not been found. Paleoanthropologists have hunted high and low for the missing link or links. But not only have they not found them, they are now pretty sure that such links do not exist. So instead of admitting defeat, they've proclaimed victory! According to David Pilbeam, a paleoanthropologist at Harvard: "We should no longer say that we are descended from apes. We are apes." (Discover, July 1983, p. 23)

In other words, since there is no missing link, one must conclude that men and apes are actually one and the same species! If that is the case, then why call men apes? Why not call apes men? Of course, if we did that we would not be able to experiment on apes in the laboratory. We would have to extend to them our notion of human rights, which, incidentally, we do not extend to preborn human beings.

All of which means that some scientists are willing to accept a bigger lie if the smaller lie cannot be proven true. Apparently, to some scientists, any lie is preferable to accepting the possibility that a Creator had something to do with everything that exists.

A Gigantic Hoax

The simple fact is that no proof whatever has been found indicating that one species evolves into another. The fossil record is simply a series of still pictures of species that existed at one time. They do not show how one species evolves into another. Transitional fossils have not been found. The fossil record shows new species appearing suddenly without any ancestors. What scientific investigation indicates is that the species are immutable and that when mutations occur they do not become new species. For example, evolutionists have been experimenting with fruit flies for years in the hope of demonstrating evolution at work. But the fruit flies have stubbornly refused to develop into anything

but more fruit flies, despite all kinds of stimuli including radiation. Some mutations have occurred, but nothing to suggest the beginnings of a new species.

In other words, lions have remained lions, monkeys have remained monkeys, and cats have remained cats. Different breeds and varieties may exist within a species, but nature places built-in genetic obstacles to evolutionary change. And when you consider that our museums are now filled with over 100 million fossils of 250,000 different species and not a single series of transitional forms has been found among them, one begins to suspect that a gigantic hoax is being perpetrated by the scientists. In fact, gaps between major groups of organisms have been growing even wider and more undeniable. And so it is hard to understand how scientists can assert that evolution is fact and still call themselves scientists. Even Dr. Stephen Jay Gould, a passionate defender of evolution, has written: "The fossil record with its abrupt transitions offers no support for gradual change." (Natural History, June-July 1977, pp. 22-30)

Even Darwin wrote in The Origin of Species:

"[T]he geological record is extremely imperfect . . . and [this fact] will to a large extent explain why we do not find interminable varieties, connecting together all the extinct and existing forms of life by the finest graduated steps. He who rejects these views on the nature of the geological record, will rightly reject my whole theory." (pp. 341-42)

Apparently, even after 130 years of intensive but frustrating research, today's proponents of evolution are unwilling to take Darwin's own advice.

As for the origin of life, there is no fossil evidence whatsoever to support the supposition that all life came from a common ancestor. In fact, not only the fossil evidence but the genetic evidence as well points toward

creation as the source of life. The evidence for creation is now so palpable that some scientists, convinced that life could not have originated as Darwin believed, are now theorizing that life, in a variety of forms, was sent to earth from outer space by some form of intelligence.

Enter Pasteur

As for the theory that life originated by accident in some sort of chemical soup, it was Louis Pasteur who proved that spontaneous generation is impossible. He contended that every generation of every living creature had to be derived from a preceding generation. Life could not have started spontaneously from inorganic matter.

But evolutionists have kept on hoping that they could produce life from non-life. In the 1950s Stanley Miller performed a famous experiment that synthesized amino acids from hypothetical components of the earth's original atmosphere. The experiment did not produce life from non-life, for the distance from amino acid to life is immense.

In other words, the spontaneous-generation-of-life idea is just wishful thinking on the part of evolutionists. Dr. Fred Hoyle has calculated that such an accident had one chance in 10-to the power of 40,000 of occurring, making it beyond possibility. Now that we know of the enormous complexity of the DNA genetic code and that the information content of a simple cell has been estimated as around 10-to the power of 12 bits we know that random development of living matter is an impossibility. Consider these facts: there are 2,000 complex enzymes required for a living organism, but not a single one of them could have formed accidentally. The genes of the simplest single-celled organism contain more data than there are letters in all of the volumes of the world's largest library. As Fred Hoyle has put it:

"The chance that higher life forms might have emerged in this [accidental]

way is comparable with the chance that a tornado sweeping through a junk-yard might assemble a Boeing 747 from the materials therein." (Nature, 11/12/81, p. 105)

Typing Monkeys

Yet one evolutionist has gone so far as to say that given enough time, monkeys typing on typewriters could eventually type out the complete works of Shakespeare. To this Luther Sunderland has replied:

"If there were monkeys typing on typewriters covering every square foot of the Earth's surface and each one typed at random at the fantastic rate of ten characters a second for thirty billion years, there wouldn't be the slightest reasonable chance that a single one would type out a single specific five-word sentence of 31 letters, spaces and punctuation. The actual probability is less than one chance in a trillion." (p. 61)

To sum it all up: the fossil record does not support the idea of gradual evolution; it supports creation. Orthodox evolutionists call it punctuated equilibrium; Hoyle calls it cosmic creationism. Nor does the fossil record support the idea of a common accidental source of all life. Evidences of common ancestry have not been found. In addition, Louis Pasteur debunked the idea of the spontaneous generation of living organic matter from non-living, inanimate matter.

Thermodynamics

Does inanimate matter, left to the vagaries of chance and accident, have the inherent ability over a long period of time to develop spontaneously into more complex, higher levels of organization? The Second Law of Thermodynamics says no. This law indicates "that nature tends to go from order to disorder; from complexity to simplicity. If the most random arrangement of energy is uniform distribution, then the present arrangement of the energy

in the universe is nonrandom." (The Mystery of Life's Origin, p. 115)

In other words, the present arrangement of energy in the universe must be the result of a creative force, for matter by itself cannot and does not behave creatively.

The evolutionists have not been able to explain how inanimate matter, with its inherent tendency to decay, reversed itself so as to be able to synthesize life and to build complex organisms. That would have required matter, on its own, to develop the highly complex genetic codes found in the DNA molecule.

Evolution in Education

If all that we have said thus far is true, then why is evolution taught as fact and creationism kept out of the schools? Because all of modern secular education is based on the assumption that evolution is fact.

Progressive, or humanist, education is evolutionary theory put into practice in the classroom. Progressive education grew out of the new experimental psychology based on the belief that man is an animal, a product of evolution with common ancestry with the ape, and could therefore be studied like any other animal. In Germany, where the new psychology originated, Darwin's main support came from Ernst Haeckel, who maintained that psychology was a branch of physiology and that mind could therefore be fitted into the scheme of evolution. Haeckel was also responsible for the idea that during embryological development higher organisms like man relived their evolutionary history -- that ontogeny recapitulates phylogeny. That hypothesis has since been proven false, but it has become the basis of the way reading is taught in most American schools. The look-say method of teaching reading was promoted by the progressives on the ground that children should go through the different stages that the human race went through in learning to read:

pictography, ideographs, and finally the alphabet. The application of the dictum that "ontogeny recapitulates phylogeny" in reading instruction has led to a literacy disaster.

Children As Animals

All of educational psychology today is based on evolutionary thinking. The stimulus-response techniques of teaching developed by Edward L. Thorndike, John B. Watson, Ivan Pavlov and B. F. Skinner are all derived from Darwin. John B. Watson, in Behaviorism writes:

"Darwin and also Lange emphasized the stimulus arousing the emotional response and the reaction to it. Their objective descriptions of fear reactions are classical and thoroughly objective and behavioristic." (p. 141)

Thorndike, the father of behaviorist educational psychology, wrote in 1911 in his book Animal Intelligence:

"Nowhere more truly than in his mental capacities is man a part of nature. His instincts, that is, his inborn tendencies to feel and act in certain ways, show throughout marks of kinship with the lower animals, especially with our nearest relatives physically, the monkeys. His sense-powers show no new creation. His intellect we have seen to be a simple though extended variation from the general animal sort. This again is presaged by the similar variation in the case of the monkeys. Amongst the minds of animals that of man leads, not as a demigod from another planet, but as a king from the same race." (p. 294)

Thorndike summed up progressive teaching techniques in the following unforgettable sentence:

"The best way with children may often be, in the pompous words of an animal trainer, 'to arrange everything in connection with the trick so that the animal will be compelled by the laws of his own nature to perform it.'" (pp. 104-5)

Evolutionist Creed of Humanism

In addition, the moral philosophy of the progressives is humanism, which is now the general moral philosophy of public education. The first tenets of humanism, as explained in the Humanist Manifesto, published in 1933, are:

"Tenet 1: Religious humanists regard the universe as self-existing and not created.

"Tenet 2: Humanism believes that man is a part of nature and that he has emerged as the result of a continuous process."

Thus, both the psychology and philosophy of public education are based on the false doctrines of Darwinian evolution.

Dr. Fred Hoyle writes: "There are so many flaws in Darwinism that one can wonder why it swept so completely through the scientific world, and why it is still endemic today."

Of course, we know the reason why. The entire liberal-humanist scientific establishment espouses a world view that emphatically denies the existence of God. Modern morality is based on the notion that man is an animal, there is no sin, and that sexual repression is unhealthy and causes neuroses.

But liberated modern morality has not produced mental health but social anarchy, rampant venereal disease, mental breakdowns, suicide, drug addiction, increased crime, etc. Valium is now the largest selling drug in America. Modern morality has produced unprecedented stress, depression, and emotional confusion, and the only answer the humanists have for all of this human misery is drugs.

Man as an Accident

Since both the theory and practice of contemporary public education are for the most part based on the theories

and teachings of the progressives, all of whom believed that the theory of evolution applied to the development of mind as well as physical attributes, one can say without fear of contradiction, that the public school is a perfect reflection of the evolutionary humanist world view. As French biologist Jacques Monad put it:

"Man has to understand that he is a mere accident. Not only is man not the center of creation; he is not even the heir to a sort of predetermined evolution that would have produced either man or something very like him in any case." (The Eighth Day of Creation, p. 217)

Note, incidentally, how similar Monad's view of man is to Darwin's that man should be brought down to the animal level where he belongs.

In other words, what the public school tells the child is that there is no God, no Creator; that life originated by accident; and that there is no meaning or purpose to life other than the satisfaction of animal needs and desires. And what the behavioral psychologists tell the teachers is that children can be taught like animals by techniques developed in laboratories in which animals were the subjects of experimentation.

Pavlov's Children: Dick and Jane

This is particularly true in the teaching of reading in the primary schools by way of the look-say method. In 1940, Prof. Walter Dearborn, head of educational psychology at Harvard, described the methodology as follows:

"The principle which we have used to explain the acquisition of a sight vocabulary is, of course, the one suggested by Pavlov's well known experiments on the conditioned response. This is as it should be. The basic process involved in conditioning and in learning to read is the same." (School & Society, 10/19/40, p. 368)

Thus, animal training techniques have become the basis of reading instruction in American schools. The result, of course, has been massive reading failure, for the simple reason that children are not animals and cannot be taught as animals.

The application of behavioral psychology to teaching has literally destroyed academic standards to the point where we are now considered a nation at risk. To expect our students to achieve academic excellence while excluding the development of the intellect, which the behaviorists are doing, is like Pharoah's demanding that the Israelites make bricks without straw.

Fortunately, many of our young people are resilient and healthy enough to survive the public school's harm. But millions of others are not so fortunate and have become the functional illiterates and intellectual cripples that plague our society.

When Myth Becomes Truth

Despite its falsehood, the theory of evolution has been integrated into our popular culture as truth. For example, this is what the 1977 edition of the Standard Family Reference Encyclopedia says about evolution:

"Life probably first evolved from the primeval soup some 3000-4000 million years ago when the first organic chemicals were synthesized due to the effects of lightning. Primitive algae capable of synthesizing their own food material have been found in geological formations some 2000 millions years old. Simple forms of animals and fungi then evolved. From that time there has been a slow evolution of multicellular organisms."

Someday the average educated American will be able to read that paragraph and understand it for what it is: a fairy tale. In the first place, spontaneous generation is impossible

even with such primitive forms as viruses. Second, because of the enormous complexity of living matter, the random, accidental self-creation of life is mathematically impossible. Third, why would living matter randomly develop the need or desire to eat or continue living? Why would it want to continue living? Would the algae's quality of life in the primeval soup be so wonderful that it would develop this remarkable urge to keep living? As for "slow evolution," not even the evolutionists believe in that anymore. They now believe in "punctuated equilibrium" in order to explain the sudden appearance of species without ancestors. And fourth, matter tends to go from order to disorder, which implies the existence of a creative force that could reverse that tendency.

So much for Darwin's theory of evolution. But some of the most intelligent people in America take it to be fact. For example, former Secretary of Education William Bennett once told John Lofton in an interview: "I believe there is good scientific evidence for evolution."

It's apparent that Mr. Bennett did not know his facts. But even more shocking is the statement made by George F. Will in a column (Idaho Statesman, 6/26/87):

"Facts are revisable data about the world. Theories are supposed to interpret facts. Evolution is a fact about which there are various explanatory theories."

If evolution is a "fact," someone has yet to prove it! The problem with Mr. Will is that he is probably confusing evolution with breeding. Breeding, or variety of breeds within a species, is a function of genetics, not evolution.

Meanwhile, our schools will turn out more generations of Americans believing that evolution is fact and the Bible a fairy tale.

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PURE Convention & Book Fair

Plans are afoot to make the 2nd annual convention of Parents for Unalienable Rights in Education (PURE) an exciting event. Speakers will include Sam Blumenfeld, Sharon and Ed Pangelinan, Karl Reed, and others. There will be workshops as well as a Home Education Book Fair. All of this will happen on July 14-15, 1989, at Shady Grove Church, 1829 W. Shady Grove, Grand Prairie, Texas 75050. For information call Jack Dolph at (214) 642-1075 (home) or (214) 742-5390 (office). Grand Prairie is a suburb of Dallas.

