1-14-1969

From: John N. Clayton (enclosure)

John N. Clayton

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Mr. Jim Bevis  
Campus Evangelism  
1807 13th Street  
Lubbock, Texas 79401

Dear brother Bevis;

I am enclosing some material that I have written at the suggestion of John Allen Chalk. I do not know what the value of this material may be to your program, but God has blessed my efforts with it so far, and perhaps it may be of assistance in what the Campus Evangelism work is doing. I know something of your program from the Harding Lectures, and I really feel that this is what the material is cut out for. I have used it at Indiana State College, Notre Dame University and in independent study with college and high school students throughout the country and have found it to be a good door-opener to other discussion.

I am also enclosing some material on evolution that is very poorly done, but which can be developed into something comparable to the first three booklets. I hope to re-write and amplify the evolution material and could catalyze the effort if the material could have direct use for you. I am also enclosing a price list sheet from the publisher. He is a minister of the gospel and probably could reduce the price for you. I believe the material on the sheet is self-explanatory.

I am a public school teacher of chemistry and physics and also teach at St Mary's College here in South Bend. I am also working for a 2nd MS in geology at Notre Dame. I have been an atheist most of my life and came to God by study of the kind of material I have enclosed while a student at Indiana University. Knowing this may help you comprehend the direction of the material. I would welcome the opportunity to correspond with you on this or to work with you in any way that I might be of assistance in the "battle for the minds of young people" as John Allen put it in his letter.

Thank you for your consideration.

Sincerely Yours in Christ;

John N. Clayton

John Allen Chalk
Please note

cc. John Allen Chalk

This stuff needs a lot of work. This is too shallow
COURSE NUMBER TWO

LESSON 1

"COMMON MISCONCEPTIONS ABOUT THE BIBLE"
COURSE NUMBER TWO

THE THEORY OF EVOLUTION AND GOD

INTRODUCTION

In our previous course we have shown that God does exist. Whether you accept His existence purely by your own faith or by the overwhelming evidence concerning His existence, there can be no doubt in the mind of rational man that God is real. It is the purpose of this course to examine an area of science which has been said by some to be in contradiction to the Bible. This, of course, tends to cause many to feel that the Bible is either not literal or is not the Word of God.

This course will be divided into three lessons:

"Common Misconceptions about the Bible"
"Common Misconceptions about the Theory of Evolution"
"Alternatives Available to Man Concerning the Theory of Evolution"

It is hoped that this study will show the student the true picture, and that this picture will convince the student of his need to know more about the true and living God thus causing the student to continue his study.

SOME FEEL THAT THE WORD "EVOLUTION" IS BLASPHEME. If I say I believe in evolution, there are those who may feel that this statement automatically means I don't believe in God. This is ridiculous when we examine the meaning of the word "evolution". The word "evolution" literally means change. We have evolved from a colony to a world power as a nation. You have evolved from a baby to whatever your station in life is now. Many breeds of dogs and cats have evolved from mixtures of other breeds. The evolution of hybrid corn is a fact. The evolution of the "peach blossom" rose hybrid is a fact. The evolution of the miniature poodle is a fact. These things have happened during the history of man. We have observed these changes, and many have occurred during our lifetimes. The word evolution means that something has changed its form—and nothing more. Even to extend this to gross changes in species may be scientifically incorrect or inaccurate, but it certainly is not blaspheme.
SOME FEEL THE PURPOSE OF THE BIBLE IS TO TELL MAN HOW HE WAS CREATED. There is always the danger of using the wrong book for the wrong purpose. The purpose of the science text is to impart to man the knowledge of the past concerning a certain subject. Science books frequently out of date before they leave the press. The Bible, on the other hand, has been the same through the years in which science books have been written and re-written. The reason for this is that the Bible is designed to deal with a part of man which does not change - the inner man. The emotional needs of man are the same today as they were 2,000 years ago. The moral code of the Bible is still the best standard by which man can live - in spite of the claims of those who wish to set their own standards for their own selfish desires. History, psychology, and common sense all tell us that the Biblical standards of conduct are the best that have ever been conceived. Every society that has strayed far from these standards in past ages has collapsed shortly thereafter. (A Harvard historian recently stated that of 22 civilizations which reached the moral and emotional condition we are today, 19 collapsed within a few years).

In this we see the answer to our basic question: What is the purpose of the Bible? To tell man how to live. To give man God's plan for conduct and morality. Thus attempt to use the Bible to give a clear and exact picture of how the creation was accomplished is pure folly, a case of using the wrong book for the wrong purpose.

Thus as we study the Bible we can appreciate, as we have shown in our previous studies, that the Bible is scientifically accurate, but not scientifically complete. We must let the scientist study and investigate to find out how the creation came into being - to the best of his ability, but we must accept the fact that we have been created and learn how to live with one another according to God's plan. This will not only afford us the greatest possible happiness and peace upon the Earth, but will also give us the joy of life after this life is over.

SOME FEEL THE BIBLE IS A CLOCK. How old is the Earth? This is a question that has bothered man throughout the ages. Scientists tell us the age of the Earth is in the vicinity of $5\frac{1}{2}$ - 6 billion years. What does the Bible say?

Acts 1:7 It is not for you to know the times or the seasons, which the Father hath put in his own power.

2 Peter 3:8 ...one day is with the Lord as a thousand years, and a thousand years as one day.

Psalms 90:4 For a thousand years in thy sight are but as yesterday when it is past, and as a watch in the night.

In past years men have tried to calculate the age of the Earth by adding up the ages of the men whom the Bible mentioned in various genealogies. This has many fallacies and is an act of men, not something revealed in the Bible. God created time. How can he be restricted by it?

There are also many questions brought about concerning the "days" of Genesis I. How long were those "days"? Certainly the God who was powerful enough to create the universe cannot be restricted in what he could do. God could have created the entire universe as it is in a billionth of a second, or in seven days - but did he? None can answer that question, but let us point out a few facts about Genesis I.
1. The Hebrew word for day in Genesis I is the word "Yom". This word can be translated many ways. In the Old Testament it is translated 1100 times as "day", 67 times as "time", 30 times as "today", 18 times as "forever", 10 times as "continually", 6 times as "age", 41 times as "life", and 2 times as "perpetually". Which use is the correct one in Genesis I? I don't know, and neither does anyone else. Thus we cannot be dogmatic about the length of the days in Genesis I.

2. The sun and the moon were not created until the fourth "day". How can you have a 24 hour day without the sun and moon upon which our chronometers, which give us our time, are based? Again, it may have been a 24 hour day, but we simply do not know.

3. There is no indication as to how long Adam and Eve were in the garden of Eden. Many facts about this situation are not clear, but when considering the age of the Earth, we must realize that Adam and Eve's tenure in the Garden could have been of great duration or of very short duration. Once again, we cannot be dogmatic about the time element.

Revelations 22:18-21 teaches us that we are not to add or subtract from that which God has taught us through the Bible. Throughout the ages there have been those who have added to the Bible by restricting God in time. This is perhaps the most flagrant sin of the theologian, and in doing so many have rejected God because of the ignorance of men.

When there is a conflict between scientific fact and Biblical truth there are always two possible sources of error:

1. Someone is misusing or ignorantly using the Bible.
2. The scientific fact is in error.

This principle has held throughout the ages, and in the above discussion we have brought out a few of the most common Biblical misinterpretations. Now, in our next lesson, let us look at the area of science with the same scrutiny.

Please answer the following questions and return this last page to be graded.

**LESSON I**

**QUESTIONS**

1. Make a chart of the order of the creation, listing each day and what happened during that day. To the right of this chart, if you wish and your background is complete enough, list the order of creation as revealed by fossils. We will fill this in for you if your background isn't sufficient to do it.

2. How old is the Earth according to science?

3. How old is the Earth according to the Bible?

4. What is the purpose of the Bible?

5. Define the word "evolution".

6. Who created time?

7. Which system works best - for a man to have many wives, or one wife?

8. What is the Biblical teaching concerning man's marital status, should he have a wife, or wives?
9. Has evolution occurred during your lifetime?

10. What are the two possible sources or error when the Bible and science disagree?

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17411 Battles Road
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In our previous lesson we examined some of the most common misconceptions about the Bible as it relates to the creation of the world. In the present lesson, we wish to examine one of the most interesting theories of modern science - the theory of evolution. We shall, in this discussion, attempt to point out some common beliefs about this subject that are in error. Even though the student may not necessarily accept the belief which we show to be in error, many of the ideas presented will be of value to the student as he or she examines the positions held.

written by
John N. Clayton, B.S., M.S., Indiana University

A theory can be defined as an imaginary construction of events or objects, based upon the factual information available to the observer. In science we advance many theories. These are educated guesses which fit the evidence that we have available to use. If evidence becomes available that is contradictory to the theory, we either discard the theory, or we revise it to make it fit the facts. When the theory fits a multiplicity of facts, and seems to answer every question that can be asked about the subject we call the theory a law. The law of gravitation, the laws of thermodynamics and so forth are examples of this process. Once in a great while evidence may come to light which makes it necessary to change or drop a law. The three-color theory of light was once considered a law of physics, but recent discoveries are making it necessary to reconsider and possibly revise it.

The purpose of all of this is to point out that evolutionary teachings are teachings of a theory. It is well that we study this theory and understand it, but it is also important that we not think of it as fact, for while there are many facts to support the theory, there are also many difficulties - a few of which we will consider later in our lesson.

THE THEORY OF EVOLUTION DOES NOT EXPLAIN THE ORIGIN OF MATTER. Like many theories, the theory of evolution assumes that certain molecules were in existence at the beginning, and then presents a possible way in
which these molecules could have eventually given rise to life. This life is then traced through a series of "improbable conditions" to modern times. Obviously then, the question of how matter was created in the beginning is not even attempted by this theory.

**THE THEORY OF EVOLUTION IS QUESTIONED BY NOTED SCIENTISTS.**

Many feel that science is united in its beliefs concerning the theory of evolution. Let us examine the statements of just a few noted scientists concerning the theory:

**Dr. John T. Bonner, AMERICAN SCIENTIST Vol 49 June 1961 page 240...**

"The particular truth is simply that we have no reliable evidence as to the evolutionary sequence of invertebrate phyla. We do not know what group arose from what other group or whether, for instance, the transition from Protozoa occurred once, or twice, or many times... We have all been telling our students for years not to accept any statement on its face value but to examine the evidence, and, therefore, it is rather a shock to discover that we have failed to follow our own sound advice."

**Dr. George G. Simpson, "The History of Life" in Evolution After Darwin Vol I. University of Chicago Press, 1960, page 143 - 144.**

"Fossils are abundant from the Cambrian (period) onward Precambrian fossils are, however, widely scattered in place and time and do not constitute a continuous or, as yet, even a particularly enlightening record...... There is in every reported instance question as to whether the claimed fossils are really organic, or are animals, or are truly Precambrian age.... There is also some question whether the beds defined as the base of the Cambrian, just because they do contain varied animals remains, are everywhere synchronous. Nevertheless, the change is great and abrupt. This is not only the most puzzling feature of the whole fossil record but also its greatest apparent inadequacy."

**Dr. A. H. Clark of the Smithsonian Institution has made similar comments.** There are literally hundreds of discoveries being made almost daily which modify and correct the implications of the theory. Thus we see not a solid factual scientific law, but rather a faith, based upon a mixture of solid facts and in many cases confusing data, giving rise to a theory.

**DO THE FACTS SUPPORT "TRANS-SPECIE EVOLUTION"?** From a scientific standpoint there are several ideas relative to the facts of the theory of evolution that need examination. These points at the time of writing have not been answered satisfactorily. We point these out to sharpen the student's awareness of the problems involved in the theory.

1. Do fossils show trans-specie evolution? In other words, do we find evidence that one phyla came from another phyla in the animal kingdom? If certain phyla came from other phyla, we would find many fossils which would be intermediate between the two phyla. Do we find this? Let us listen to the scientists:

**Dr. A. H. Clark The New Evolution, Zoogenesis Baltimore: Williams and Wilkens, 1930, p 129 ff.**

"No matter how far back we go in the fossil records of previous animal life upon the Earth we find no trace of any animal forms which are intermediate between the various major groups of phyla..... The greatest groups of animal life do not merge into one another. They are and have been fixed from the beginning....."
No animals are known even from the earliest rocks which cannot at once be assigned to their proper phylum or major group."

Generally speaking, we find nearly all fossils can be readily classified into one of the major phyla groups. Within these groups changes do occur, but it is extremely dubious as to whether the evidence points to trans-specie evolution.

2. Does radiation cause genetic change? There is no doubt about it. Experiment after experiment shows this, but we must realize that the vast majority of such changes are degenerate. They produce individuals with changes that are detrimental to the organism. There is serious question as to whether the rate of beneficial genetic change can meet the time demands of geologic history that the theory of organic evolution demand.

3. Are there other evidences to support the theory? Certainly there are. The fact that embryonic development of all organism follows similar patterns might suggest a common background, although once again the similarity controls the supposition that this is proof. Biochemical experiments of recent years with many materials shows the similar chemical construction of all life. These things add much to our picture of the creation, but do not answer very many questions.

4. Does the theory have other difficulties? Yes. The "missing links" in the fossil records of all specie make the theory virtually unproveable. The fact that many steps in the tree have been filled in with minimal fossil remains causes problems. Failure to understand the mechanisms of antibodies and body resistance causes many problems.

We must simply realize that we are in a field of study in which much remains to be learned. To the believer in God this is a stimulating and interesting study to learn more about how God created all that we see and enjoy in the world. To the non-believer in God it is a desperate race against hope, to convince himself that there is no God against overwhelming evidence to the contrary.

Which position will you take? Our next lesson will deal with the subject, "Alternatives Available to Man Concerning the Theory of Evolution." This concluding lesson is vital to our study, so be sure to make a special period of study available to consider this subject.

Please answer the following questions and return this last page to be graded.

LESSON II

QUESTIONS

1. Give an example of a "fact" of evolution.
2. Give an example of a "theory" of evolution.
3. Does the theory of evolution explain the creation of matter?
4. What is meant by the term "natural selection"? Give an example.
5. In your opinion, is belief in God a fact or a theory. Be sure to support your answer by logical argument.
6. Do fossils show that all major phyla definately came from common source?
7. Is the fossil record of any single organism complete?
8. Is pain a theory, a fact, or a law?
9. In a nuclear war, would children affected by the radiation of the war be better individuals or poorer individuals than their parents?

10. Why do you think that students study theories in school? Why not just study facts?
LESSON 3

"ALTERNATIVES CONCERNING THE THEORY OF EVOLUTION"
In our previous two lessons, we have taken a brief look at the Bible, and at the theory of evolution. We have attempted to objectively evaluate both, realizing that both have merit and that both need extensive study and consideration. It is not the purpose of this lesson to indoctrinate the student with any one point of view, but rather to enable the student to form his own opinion concerning the situation. Whichever opinion we choose, however, must be one that we are willing to stand on and defend before God and Man.

Another interesting point necessary for a good background is that the Genesis record teaches that every animal bears after its "kind" or species - a statement that is completely correct according to all scientific evidence. Trans-specie evolution is not only anti-Biblical, but also anti-scientific.

The Bible defines man as one "created in the image of God". This distinction from the other animals in the creation simply means that man has a "soul", a non-physical image that is similar to that of the creator. The scientific definition of man deals more with his physiological characteristics - walking on hind legs, ability to think at abstract levels etc. The student must understand this distinction in order to understand the place of the "cave Man" in the picture. Available evidence about this individual and his social and intellectual makeup do not show him to be a being "created in the image of God". For this reason, in the Biblical sense he was not a man but rather another animal.

Thus his existence is not a problem worthy of extensive consideration no matter what scientific significance he might have. The student is encouraged to pursue this subject further by asking questions about it at the close of the lesson, but space does not permit a detailed treatment here.
WHAT IS THE CONFLICT? Why is it that people throughout modern history have put the theory of evolution in a contradictory position to the teachings of the Bible? If it could be proven that man evolved from a single celled animal, would it disprove the Bible? What is the source of objection?

The Bible tells us that we are created in the image of God. This makes us unique creatures for no one else plant or animal, has this distinction. If we accept the concept, that all creatures including ourselves came into being by the same process we have essentially denied our unique existence. If we are not unique and do not have a soul, then any religious belief is pure vanity and can serve no real purpose except to help us live better and more useful lives. It should be obvious that in our line of reasoning, we have excluded God and have implied he doesn't exist. This is the basic conflict between the theory of evolution and the Bible.

There are many ways in which this conflict may be approached and many alternatives available to the person who sincerely studies them. Our purpose now is to present some of these alternatives so that the student may determine the alternative which most nearly represents his position.

Read the five alternatives below, and indicate your choice at the bottom. This choice can be one of the five, modifications of one of the five, or one of your own origin.

EVOLUTION AND CHRISTIAN ALTERNATIVES

ALTERNATIVE NUMBER ONE

All animals and plants were created just as they are today. There have been no changes through the ages. The "facts" of the scientists are cleverly devised tools of deception. Any animal present on the Earth today had ancestors present on the Earth during the creation week.

ALTERNATIVE NUMBER TWO

All plants and animals were created in a distinct form, but have undergone minor modifications to come to their present form. No transition from one species to another have occurred, but within a species there have been a number of changes.

ALTERNATIVE NUMBER THREE

Evolution is a tool that God has used to create all things except man. All animals were created by the evolutionary process over a long period of time from a single primitive cell. Man was created independently of all other animals by God.

ALTERNATIVE NUMBER FOUR (KNOWN AS THE MITIGATED EVOLUTION HYPOTHESIS)

All beings including man came into being by the evolutionary process. Man did come from ape, but until he became capable of knowing the difference between right and wrong he could not be classified as a true man. When God "breathed the breath of life" into man he gave man the ability to become civilized and man acquired a soul. In the Garden of Eden man was an animal not able to feel social and morale pressure, and thus was in an animal paradise. When man fell, he became capable of feeling his conscience, social pressure etc. Thus the Bible's description is completely figurative.

ALTERNATIVE NUMBER FIVE

The evolutionary theory is correct as written and the Bible is in error. All beings came into existence from a single cell without divine guidance or intelligence. Man is simply a highly developed animal with no attributes or characteristics than those which all animals possess to one extent or another.
CONCLUSION

WHAT DIFFERENCE DOES IT MAKE?

For the past several lessons we have been studying the theory of evolution. In this final lesson we are presenting some alternatives, and asking you to state your own alternative. We wish at this point to show one basic fact about the whole study—regardless of your position as you state it, the theory of evolution has nothing to do with the existence of God. If the theory was ever proven to be 100% correct in its most liberal form, this would simply mean that man has discovered another device that God has employed to accomplish the creation.

The tremendous difficulties involved in the theory certainly must affect our belief or lack of it in this theory. Also, the lack of difficulty in the Biblical explanation must be considered. We need to remember that when Moses wrote the Genesis account, he was writing to ignorant men, who were below even our feeble understandings of the way in which matter is put together and the laws that govern this matter. If he had explained the methods of creation completely and scientifically not only would the readers of that day not understand what was being said, but the vast majority of Bible readers today would not understand. Thus a simple statement of fact is given without a detailed blueprint as to how the mechanics were accomplished—God created the heavens and the Earth. We are left to study, investigate and discover how He accomplished it.

It is our hope that you have enjoyed this study, and that it has helped to convince you that God is real and that He did create the world and all that we can see.

In the space below we would like for you to indicate your wish to continue your study. If God is real and the Bible is His word, then we must learn all we can about God and what we must do to please Him. These additional courses will serve to assist you in this effort.

YES! I wish to receive additional lessons and further my study concerning God.

Please answer the following questions and return this last page to be graded.

LESSON III

QUESTIONS FOR LESSON III

1. What is meant by the term "soul"?

2. What emotions does a man have that animals do not have?
3. What objections have religious people had in the past to the theory of evolution?

4. What is the difference between Biblical "man" and scientific "man"?

5. Is there any reason why the theory of evolution should cause a person to doubt the existence of God?

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