

One Omniologists view of Creation & Evolution—The “Good Fight” for “Academic Freedom”

Henry Johnson



The following is dedicated to all who love “academic freedom”. That God-given right to pursue the truth of any subject with a genuinely “open-mind”. Who find themselves ridiculed or condemned by arrogant

and bigoted academics, their institutions or various religious groups and organizations.

The following definitions can be found in the American Heritage dictionary and others on the World Wide Web. These are added so that everyone will understand, *exactly* “what the meaning of IS is”.

academic freedom

1. Freedom to teach or to learn without interference (as by government officials)
2. The freedom of teachers and students to express their ideas in school without religious or political or institutional restrictions
3. The right of a professor at a university to pursue his research and publish his findings, whether popular or controversial, without political or any other kind of pressure being put on him or her.
4. In educational institutions, the freedom of a teacher to teach, of a student to learn, and of both to discuss and hold opinions, esp. about social, political, and moral issues, without arbitrary interference or reprisals by school or public officials, organized groups, or the like.

open-minded

1. Having or showing a mind open to new arguments or ideas; unprejudiced
2. Ready to entertain new ideas; “an open-minded curiosity”; “open-minded impartiality”
3. Someone who is open-minded is willing to listen to other people's ideas and consider them.
4. Receptive to arguments or ideas

True *academic freedom* and *open-mindedness* does not exist in our educational institutions today. This fact applies (*in one degree or another*) to every field of science, the teaching staff, students and especially if you’re a Creationist.

One *objective* reason for this, is due to the lack of money consigned to support the cost of research, staff, lab and classroom facilities for

new subjects/theories. But the main *subjective* reason is the *profoundly biased indoctrination* of “orthodox macro-evolutionary fundamentalism”.

In an alliance with public schools and academic institutions, the National Academy of Sciences, American Civil Liberties Union, American Humanist Association and the American Atheists, to mention just a few, have joined forces and resources to prevent *Scientific Creationism* from being taught as an *alternative theory of origins* in our public schools. Their argument for *copyright* of *Scientific Creationism* is, that it is *religion* and not science. And to allow this *alternative theory* to be taught in our schools is a violation of the *erroneous* “separation of church and state” clause of the 1st Amendment of our Constitution.

First of all, *Scientific Creationism* is “no more and no less” a religion than *Scientific Evolutionism!* This is due to the fact that these two paradigms have never been observed by *any* man. Therefore they

both are outside the definition of “empirical science” and have to be accepted on the basis of faith.

The following definitions of “religion, hypothesis, theory, speculation and conjecture” apply to them both *equally*.

religion

1. A set of beliefs concerning the cause, nature, and purpose of the universe, esp. when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.
2. A specific fundamental set of beliefs and practices generally agreed upon by a number of persons or sects: the Christian religion; the Buddhist religion (*Atheism, Agnosticism, Hedonism, etc.*).
3. The body of persons adhering to a particular set of beliefs and practices: a world council of religions.
4. The life or state of a monk, nun, etc.: to enter religion
5. The practice of religious beliefs; ritual observance of faith.
6. Something one believes in and follows devotedly; a point or matter of ethics or conscience: to make a religion of fighting prejudice.

Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us.

Justice William O. Douglas

hypothesis

1. A tentative explanation that accounts for a set of facts and can be tested by further investigation; a theory.
2. Something taken to be true for the purpose of argument or investigation; an assumption.
3. The antecedent of a conditional statement.

theory

- 1.a. Systematically organized knowledge applicable in a relatively wide variety of circumstances, especially a system of assumptions, accepted principles, and rules of procedure devised to analyze, predict, or otherwise explain the nature or behavior of a specified set of phenomena.
 - b. Such knowledge or such a system.
2. Abstract reasoning; speculation.
 3. A belief that guides action or assists comprehension or judgment.
 4. An assumption based on limited information or knowledge; a conjecture.

"If [a] book be false in its facts, disprove them; if false in its reasoning, refute it. But for God's sake, let us freely hear both sides if we choose."

Thomas Jefferson to N.G. Dufief, 1814.

speculation

- 1.a. Contemplation or consideration of a subject; meditation.
- b. A conclusion, an opinion, or a theory reached by conjecture.
- c. Reasoning based on inconclusive evidence; conjecture or supposition.

Whoever would overthrow the liberty of a nation must begin by subduing the freeness of speech.

Benjamin Franklin

conjecture

1. Inference or judgment based on inconclusive or incomplete evidence; guesswork.
2. A statement, an opinion, or a conclusion based on guesswork.

With these definitions in mind, consider the following analogy:

We the Congregation, the trusting public and students, have been indoctrinated into Evolutionary Fundamentalism by its Ministers, Priests and Bishops (*both wittingly & unwittingly*) through government mandated catechism classes ever since the 1950's. We were Proselytized (*in the classroom*) through the "Gospel according to Darwin" as infallibly written by him in the Canonical texts "*On The Origin Of Species By Means Of Natural Selection, Or The, Preservation Of Favoured Races In The Struggle For Life*" (1859) and "*The Descent Of Man*".

We were told that by our *unquestionable* faith in this new orthodoxy, this dogma of amoeba-man or macro-evolutionism, that its pantheon of "missing link saviors" would one day be resurrected from the earth to complete

our "intellectual salvation".

We were also told, both directly and indirectly, that if we did not believe in the "literal inerrancy" of all the books of evolutionary fundamentalism (*while rejecting those of the Bible*) we would experience the wrath of the 12 Angels of Evolutionism. Their names are; Arrogance, Intolerance, Hatred, Bigotry, Bias, Prejudice, Meanness, Narrow & Closed-Mindedness (*the twins*), Censorship, Discrimination and Ridicule.

The following hierarchy of this "macro-evolutionary (orthodox) religion" is made up of those who have drunk the wine-of-human-wisdom and are full of it (*the wine*) to one degree or another. Their titles/ranks are; *Scribes* = teachers assistant, *Ministers* = bachelor's degree, *Priests* = master's degree, *Bishops* = Ph.D. "doctor of philosophy" and *Cardinals* = Dean/Chief Administrators.

Now before you decide to stone me in your heart, please hear me out. I am not trying to be critical of individual evolutionists, but I am critical of *any form* of self-righteous, bigoted or elitist attitude. Case in point;

Prior to the 1950's *dogmatic creationists* were guilty of this very thing! Remember, on July 10, 1925, the Scopes "monkey trial" began. On July 21, it ended and the teacher, John T. Scopes, lost his Constitutional Right of Free Speech and Religious Expression. True academic freedom in the classroom was forbidden. He was fined \$100 for having taught a different theory/belief of origins (evolution) in a public school. At that time only one view (creation) was permitted to be taught by state law.

This is religious, philosophical, and theoretical bigotry! Discrimination, Censorship & Scientific Racism pure and simple! It was wrong then *and it is wrong now*. Listen to what the champions of this "good fight" had to say then.

"I have never let my schooling interfere with my education."

Mark Twain

"The moment a person forms a theory, his imagination sees, in every object, only the traits which favor that theory."

Thomas Jefferson to Charles Thompson, 1787.

John T. Scopes stated to the press during his trial that: *"Education, you know means broadening, advancing; and, if you limit size to only one side of anything, the whole country will eventually have only one thought, be one individual. I believe in teaching every aspect of every problem or theory."* — John

Thomas Scopes, statement made to the press at the Scopes Trial, quoted in *P. Davis and *E. Solomon, *The World of Biology* (1974), p. 414.

"The opinions of men are not the object of civil government, nor under its jurisdiction."

Thomas Jefferson: Bill for Establishing Religious Freedom, 1779. Papers 2:546

Clarence Darrow, lawyer for the defense of John T. Scopes, remarked during the trial that **it is 'bigotry for public schools to teach only one theory of origins.'** — Wendel Bird, "Freedom of Religion and Science Instruction in Public Schools," *Yale Law Journal*, Vol. 87, No. 3, January 1978, pp. 515-570. [See also his more recent two-volume work, *Origin of the Species Revisited* (1987).]

And at that same time excerpts from the American Civil Liberties Union—Position Statement stated, *'The attempt to maintain a uniform orthodox opinion among teachers should be opposed'* and *'The attempts of education authorities to inject into public schools and colleges instruction propaganda in the interest of any particular theory of society to the exclusion of others should be opposed'* — Scopes Trial, July-1925

All three of these proclamations were unequivocally right then and regarding Creationism, still are today!

Sadly the ACLU has abandoned this position today. They have refused to support teachers in similar situations as John Scopes who want to teach both Creation and Evolution in our schools, *allowing the student to decide which theory is more plausible in light of any direct or indirect evidences. Evidently the ACLU, as regards the propaganda in the interest of Evolution to the exclusion of Creation, has amended the ends of their position statements to read ... should not be opposed.*

Secondly, the phrase "separation of church and state" does not appear anywhere in the Constitution.

The 1st Amendment actually states the following:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the

right of the people peaceably to assemble, and to petition the government for a redress of grievances". (*italics added*)

Fortunately the *National Academy of Sciences* has gone on record in favor of our 1st Amendment Rights and those of Academic Freedom Fighters, like John T. Scopes, Clarence Darrow and the former ACLU, with their April 1976 Resolution which reads as follows.

"An Affirmation of Freedom and Inquiry and Expression"

"That the search for knowledge and understanding of the physical universe and of the living things that inhabit it should be conducted under conditions of intellectual freedom, without religious, political or ideological restrictions... that freedom of inquiry and dissemination of ideas require that those so engaged be free to search where their inquiry leads... without political censorship and without fear of retribution in consequence of unpopularity of their conclusions. Those who challenge existing theories must be protected from retaliatory reactions."

As magnanimous as this resolution sounds, to my knowledge, the National Academy of Sciences has never actively supported a Creationist cause in the courts, nor actively fought to stop the discrimination against them. It is not because they are unaware. The following is from the *Journal of the National Center for Science Education* (Fall 1984), By John Patterson, pp. 19-20

"I tolerate with the utmost latitude the right of others to differ from me in opinion without imputing to them criminality."

Thomas Jefferson to Abigail Adams, 1804.

"Do Scientists and Educators Discriminate Unfairly against Creationists?" P. 19

"Creationists often complain that their theories and their colleagues are discriminated against by educators.... **As a matter of fact, creationism should be discriminated against...** No advocate of such propaganda should be trusted to teach science classes or administer science programs anywhere or under any circumstances. Moreover, if any are now doing so, they should be dismissed.... I am glad this kind of discrimination is finally catching on, and I hope the practice becomes much more vigorous and widespread in the future." (*emphasis added*)

Clearly the *Journal of the National Center for Science Education* holds to the same hatred and intolerance of Creationists as Clarence Darrow when he said, "We have the purpose of preventing bigots and ignoramuses from controlling the education of the United States," —Clarence Darrow, Scopes trial, July-1925.

I don't believe Clarence Darrow ever expected his words of "ensorious criticism" against Creationists, would one day be pertinent to the cause of Creationists today, but clearly they have become so. I guess the saying is true, "what goes around comes around."

Clarence also didn't take the time to read the deposition statements of Jesus Christ and His instruction to *everyone* as to the wrong way to judge a person or thing, *which has eternal as well as immediate relevance*, and the right way to judge someone or thing which He states as follows:

The wrong way

"Stop pronouncing censorious criticism, in order that you may not be the object of censorious criticism, for with that judgment by which you are judging, you will be judged, and with that standard will judgment be passed on you." Matt. 7:1&2 (Wuest's Expanded Translation Of The Greek New Testament)

The right way

"Stop judging according to external appearance. But be judging the just judgment" John 7:24 (Wuest's..) *Independent Expanded Paraphrase; Do not form opinions or evaluations on superficial appearances of anyone or of any issue. Do form an opinion or evaluation after careful consideration of all the evidence and information, on the basis that your opinion or evaluation being in accord with standards of fair and accurate reasoning.*

So what is a *truth seeker* supposed to do? Not question the theories/beliefs we are presented with? Just accept the claims of Evolutionists or Creationists without putting them to the test? Being one of many, *I don't think so!* Neither did another famous *truth seeker*, Albert Einstein, who once proclaimed; "The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of

the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. *Never lose a holy curiosity.*"

As for those who dare to question, he forewarns us;

"Great spirits have always found violent opposition from mediocre minds. The latter cannot understand it when a man does not thoughtlessly submit to hereditary prejudices but honestly and courageously uses his intelligence."

Simply accepting conventional/orthodox views of Evolutionism today, without honestly investigating the views of Creationism, only serves to protect a person from the painful job of *thinking* and the consequences of possibly *changing* their mind.

For a truth seeker to succeed in his or her quest, you must never forget that you, the "seeker of truth", are the "Constitutionally Ordained Judge of everything you see and hear in our society". Those who show or teach you anything (whether academics, theologians, or independent researchers) should be put to the test by questioning and withholding final judgment until all sides, opinions, theories or beliefs can be considered to the best of your ability and satisfaction. No one says it will be easy. *But speaking from experience, I'm convinced that you can find the truth about anything if you're willing to put your heart and soul into it.*

While in school *you are required to answer questions* on your tests, regarding world views and science, *in the way your teacher and institution (religious or secular) wants them answered.* Your grade depends on it. In fact at one University in Texas, the academic axiom is "cooperate and graduate". But whether their doctrines are true or false, accurate or inaccurate will have to be tested over time, after you graduate, *into the real world.*

There will always be a biased or prejudiced view expressed no matter what you are shown or taught on any subject. This fact should be accepted and used to clearly understand the often one-sided views of your teachers and the institution you're attending.

"Error indeed has often prevailed by the assistance of power or force. Truth is the proper and sufficient antagonist to error." --
Thomas Jefferson: Notes on Religion, 1776.

The difficulty lies, not in the new ideas, but in escaping the old ones, which ramify, for those brought up as most of us have been, into every corner of our minds.

John Maynard Keynes - Quoted in: K. Eric Drexler Engines of Creation: the Coming Era of Nanotechnology, Bantam, New York, 1987, p 231.

Now Bias and Prejudice are not bad or evil words in and of themselves. It is the just or unjust degree in which they are applied to any subject or personal view that will be your most common ally or opponent in the "good fight" for academic and personal freedom.

Everyone, *truth seeker or not*, holds (to one degree or another) biased and prejudiced views! If you *agree* with this statement *or not*, proves the point!

Recognizing and anticipating the fact that *all views are inherently biased* is critically important to remember while engaging in your intellectual pursuits. The challenge is to remain *humble* but not timid, *bold* but not arrogant while refining your own *open-ended bias* during your pursuit of the truth of any subject.

You also need to remember that a Ph.D. is a "Doctor of Philosophy", specializing in a particular and often narrow field of study. *This is not a criticism in any way*, it's simply a fact. Ph.D.'s frequently differ with their peers or colleges in the same fields of expertise. This is a natural outworking of *micro-evolutionary processes* in the intellectual world of academia. Kind of "Survival of the Published" if you will.

Another thing to recognize is that due to *required institutional curriculum*, teachers and professors do not have unlimited time, the choice of textbooks or financial freedom to acquire the tools to provide the best education for their students. They shouldn't be held responsible for a flawed educational system, *but the government, policy makers and administrators of this present system should be*.

Therefore *it is your responsibility*, the student and/or truth seeker, to acquire a *bigger picture* of any particular subject by comparing the work of many of these instructors, who's information was handed down to them by

"Reason and free inquiry are the only effectual agents against error... They are the natural enemies of error, and of error only... If [free enquiry] be restrained now, the present corruptions will be protected, and new ones encouraged."
Thomas Jefferson: Notes on Virginia Q.XVII, 1782.

someone who had it handed down to them, etc....etc..

Some educators work hard to keep up with the latest research and technology between conducting classes, grading papers and tests. The sheer volume of information makes that task extremely difficult, if not impossible. Most educators are required to only use assigned text books, many of which are years behind the research they describe and many are already outdated at the time they're published or purchased.

Not to be discouraged though! There are many excellent resources available today to expand your knowledge beyond the classroom and aid in your search for truth.

Some of these are the Internets World Wide Web, satellite, cable and local TV with the Discovery, Learning and Travel Channels, A&E and Public Broadcasting Stations. Video and audio tapes at secular and religious bookstores, local and college libraries, video rental stores and museums, both public and private to mention a few. ***But don't forget, you'll need to put these to the test of comparison as well.*** It's all part of the cost and excitement of learning.

"The only thing that interferes with my learning is my education." ...
"Education is what remains after one has forgotten everything he learned in school." ...
"Two things are infinite: the universe and human stupidity; and I'm not sure about the universe."
Albert Einstein

As with every *good fight* there will be casualties. Within most truth seekers, the first to fall is closed-minded, self-righteous pride. That smug, know-it-all attitude founded on incomplete information or prejudicial instruction, also known as ignorance and intolerance. Intellectual laziness usually undergoes a slow death while some professional and personal relationships will suffer or even end.

"I am myself an empiric in natural philosophy, suffering my faith to go no further than my facts. I am pleased, however, to see the efforts of hypothetical speculation, because by the collisions of different hypotheses, truth may be elicited and science advanced in the end."
Thomas Jefferson to George P. Hopkins, 1822.

What gives me the right to make these judgments you ask? It takes one to know one! This was my former self many years ago. I had been proselytized and indoctrinated into the *Evolutionary faith*

while attending "Public" ~~churches~~ schools in the 50's and 60's. I was told, *but never "empirically" shown*, that the Judaic/Christian BIBLE was "scientifically inaccurate" and "full of errors".

It wasn't until I was free from the influence of these dogmas for almost 10 years that I heard about Scientific Creationism.

During a dialog with a former evolutionist in the early 70's, I regurgitated the evolutionary attacks I had come to believe. But to my surprise, point for point he had reasonable-logical-rational answers. This *apostate evolutionist* challenged me to investigate the *objective evidences* supporting Scientific Creationism, but with these caveats. First he told me, *do not* throw away what I already believed about evolution but compare its purported evidences with those for creation. Secondly he forewarned me that I would probably experience a profound emotional and spiritual change in my life as a result of my investigation and *was I ready and willing for that to happen?*

That was 35 years ago. To say I experienced *a profound emotional and spiritual change in my life* is an understatement.

While endeavoring to be an open-minded Omniologist, I found that understanding academic freedom is not enough. You not only have to strongly believe in what it stands for, you then have to fight very hard for it.

You also have to keep on defeating your own ignorance, bias and intolerance of other people and their ideas in the process.

"Difference of opinion leads to enquiry, and enquiry to truth; and that, I am sure, is the ultimate and sincere object of us both. We both value too much the freedom of opinion sanctioned by our Constitution, not to cherish its exercise even where in opposition to ourselves."

Thomas Jefferson to P. H. Wendover, 1815.

The science of **Omniology** is defined as;

1. the open-minded, unrestricted application of academic freedom in science.
2. the science that deals with objective examination and evaluation of all theories of origins.
3. the study and comparison of evolutionism and creationism.
4. the study of the interrelationship of all fields of science.
5. also called *philosophical omniology*, the study of the religious nature of all theories of origins and their affect on man.

An **Omniologist** is; one who studies everything and specializes in omniology.

If any part of this defines who you are, and you believe in advocating the National Academy of Sciences 1976 resolution...

"An Affirmation of Freedom and Inquiry and Expression"

"That the search for knowledge and understanding of the physical universe and of the living things that inhabit it should be conducted under conditions of intellectual freedom, without religious, political or ideological restrictions... that freedom of inquiry and dissemination of ideas require that those so engaged be free to search where their inquiry leads... without political censorship and without fear of retribution in consequence of unpopularity of their conclusions. Those who challenge existing theories must be protected from retaliatory reactions."

...you are, and hold the title – Omniologist.

Remember the words of Justice William O. Douglas. ***"Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us."***

I HOPE YOU'LL JOIN US IN THE GOOD FIGHT FOR "TRUE" ACADEMIC FREEDOM



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