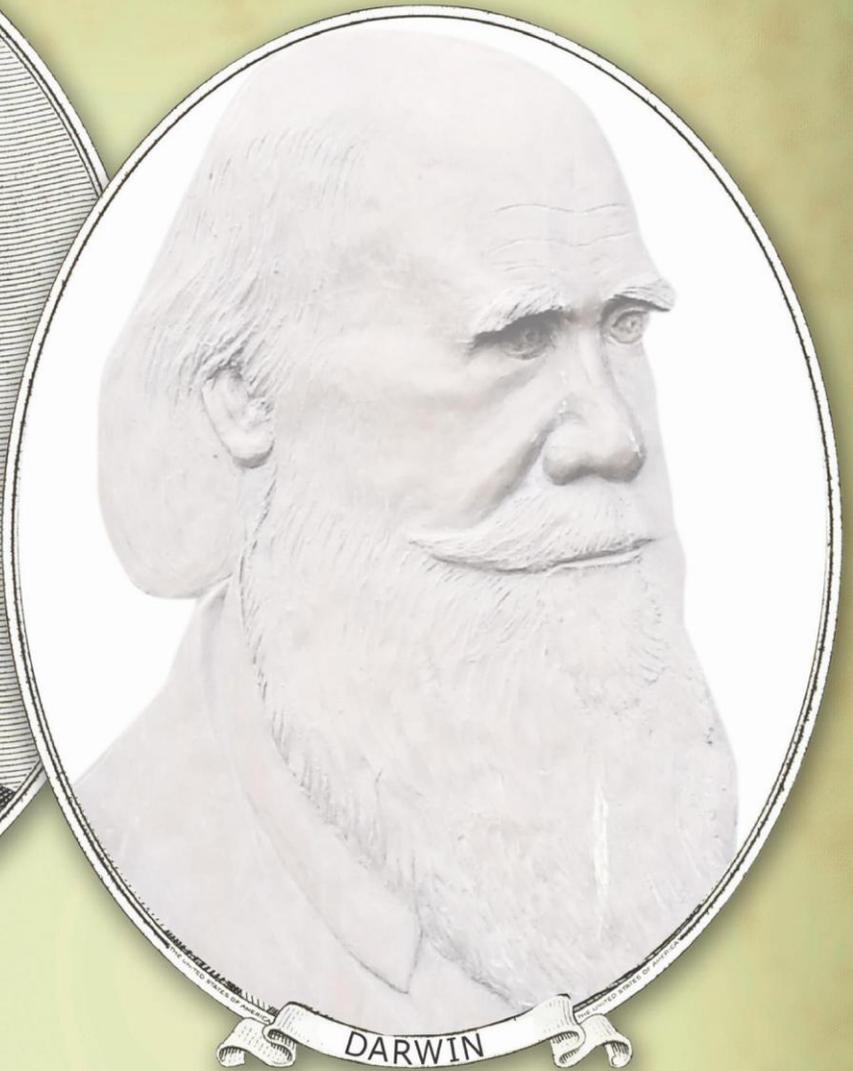
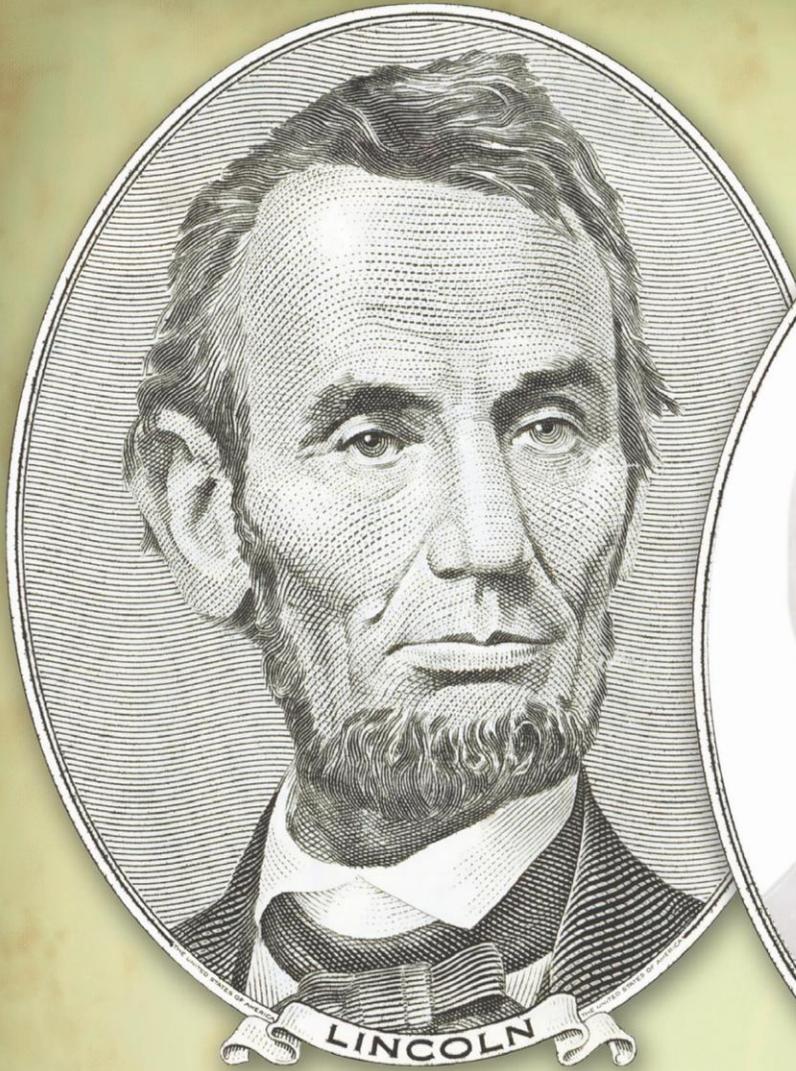


# LINCOLN VS. DARWIN

*What's the Difference?*



**Deborah Wuehler**

## Lincoln vs. Darwin: What's the Difference?

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## Table of Contents

Introduction.....	1
Similarities .....	1
Differences .....	2
Education.....	2
Views of Freedom and Equality.....	2
Creation vs. Evolution.....	2
View of Life Question.....	2
Discussion Opportunities.....	3
Appendix: Copywork and Other Resources .....	5

## Introduction

**D**id you know that these two men share the exact same date of birth? The year 2009 marks the celebration of the 200th anniversary of the respective birthdays of Abraham Lincoln and Charles Darwin: both born February 12, 1809. In light of this occasion, let's look at some of the similarities and differences between these two men who are highly esteemed by most of the world. Though they share a few similarities, they admittedly and obviously have numerous differences. I'd like to very briefly highlight a few of these similarities

**A comparison of the lives and legacies of these two key historical figures reveals some fascinating implications about our society.**

and differences in the hope and anticipation that this will spark an investigative study by you and your children. A comparison of the lives and legacies of these two key historical figures reveals some fascinating implications about our society.

## Similarities

- At a very young age both men lost their mothers to death.
- Both were subject to bouts of depression.
- Both were notorious for writing notes about everything. (Darwin's notes contained very detailed information; Lincoln's notes were more about articulate communication.)
- Both were about the same age when they made huge contributions to their respective societies: 49 and 50 years old. Lincoln in 1860 was elected as one of the most highly esteemed Presidents of the United States of America, whereas one year earlier, in 1859, Darwin's crowning achievement was the release of his book, ***Origin of Species***. (full title: ***On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life***).
- Both men changed the nature and course of history significantly.

## Differences

### Education

- Lincoln: Primarily self (or “home”) educated
- Darwin: Institutionally schooled

### Views of Freedom and Equality

- Lincoln: His Emancipation Proclamation endeavored to free the black man, whom Lincoln considered as being created equal with all men.
- Darwin: His writings, especially *The Descent of Man*, promulgated the inferiority of the black man and the superiority of one race above another.<sup>1</sup>

### Creation vs. Evolution

- Lincoln: Acknowledged God as Almighty Creator
- Darwin: Promoted natural selection as explaining all of life without God as Creator<sup>2</sup>

**As we look back at these two men, we need to ask ourselves the same questions: Where did we come from and where are we going?**

### View of Life Question

- Lincoln: Where are we going? (Abraham Lincoln looked forward.)
- Darwin: Where did we come from? (Charles Darwin looked back.)

As we look back at these two men, we need to ask ourselves the same questions: Where did we come from and where are we going? If we came from primordial ooze as Darwin suggested, we can live like primordial ooze with no allegiance to anyone but ourselves. But if we came from God, which Lincoln believed, then we are going to live out

<sup>1</sup> This was a logical outcome of his theory, even though he himself apparently opposed slavery.

<sup>2</sup> Natural selection is real, but is not a creative force, even when mutation (accidental genetic changes) is added to it. For more information, see [www.creationontheweb.com/selection](http://www.creationontheweb.com/selection).

the reality of being made in His image and glorify Him in all that we do now and in the future. As you study Lincoln vs. Darwin, ask yourself, "What's the difference?"

## Discussion Opportunities

- Discuss this commonly used phrase and its incongruence: "Lincoln freed men's bodies; Darwin freed men's minds." Is this true? What does happen to men's minds when God is rejected?
- Talk about these ironic differences: Lincoln's promotion of the freedom of slaves vs. Darwin's promotion of the enslavement of men's minds (trapped in a false philosophy through which they can think of themselves only as coming from themselves).
- Discuss the following quote and ask this question: What are the consequences of each idea?

Whether the idea is that there is nothing special about the human being because he's just an accident of environment and mutation and that some within the species, necessarily, are more advanced than others . . . or if the idea is that every human is a special creation of the Creator of the universe, equally loved by Him, and created for His glory. Both of these ideas have consequences.<sup>3</sup>

- Define these two terms: *eugenics* and *equality*. How are they similar or different? Which did Lincoln promote? Which did Darwin's ideas promote?

**"Lincoln freed men's bodies; Darwin freed men's minds."**

**Is this true?**

---

<sup>3</sup> *Newsweek*, "Who Was More Important: Lincoln or Darwin?" July 2008, by Malcolm Jones, [www.newsweek.com/id/143742](http://www.newsweek.com/id/143742), accessed December 5, 2008.

Discuss these Bible verses as they relate to equality:

- *Genesis 1:26–27: "And God said, Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. So God created man in his own image, in the image of God created he him; male and female created he them."*
- *Malachi 2:10: "Have we not all one father? hath not one God created us? why do we deal treacherously every man against his brother, by profaning the covenant of our fathers?"*

**In the first half of 2009, Creation Ministries International (CMI) will be releasing a major broadcast-format documentary—see [www.DarwinFilm.com](http://www.DarwinFilm.com). For extensive information on Darwin and Darwinism, see CMI's website, [www.creationontheweb.com/darwin](http://www.creationontheweb.com/darwin).**



*Deborah Wuehler is the Senior Editor for The Old Schoolhouse® Magazine. She resides in Roseville, California, with her husband Richard. They are the parents of eight children: three teenagers, three elementary, a preschooler and a baby. They have been homeschooling since the birth of their firstborn who is now graduated from high school. Many of her articles can be found on [www.Crosswalk.com](http://www.Crosswalk.com), and many other homeschooling sites. She is a group leader in her local homeschooling support organization and she loves digging for buried treasure in the Word, reading, writing, homeschooling, and dark chocolate! Email her at [senioreditor@TheHomeschoolMagazine.com](mailto:senioreditor@TheHomeschoolMagazine.com).*

## **Appendix: Copywork and Other Resources**

Four score and seven years ago our  
fathers brought forth, upon this continent  
a new nation, conceived in Liberty, and  
dedicated to the proposition that all  
men are created equal. ~ Abraham  
Lincoln, Gettysburg Address, November  
19, 1863

I know that the Lord is always on the side of the right. But it is my constant anxiety and prayer that I and this nation should be on the Lord's side. ~ Abraham Lincoln—Francis B. Carpenter, Six Months at the White House with Abraham Lincoln, p. 282 (1867)

Those who deny freedom to others,  
deserve it not for themselves; and, under  
a just God, can not long retain it. ~  
Abraham Lincoln, April 6, 1859, letter  
to Henry L. Pierce and others

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Pierce and others

# How to Begin Homeschooling

- 1. Discuss With Your Spouse:** Educating your child at home is a huge decision and should be one that is made with your spouse. Do not begin unless you are in agreement about this decision. You will need the support of your spouse not only at the beginning, but also throughout the year.
- 2. Research the Homeschool Laws Applicable in your Area:** Be fully aware of the legal requirements before you begin and especially before you take a child out of public school. For the U.S., each state's legal requirements can be found on the [www.HomeschoolLegal.com](http://www.HomeschoolLegal.com) website. Internationally, refer to [www.HSLDA.org](http://www.HSLDA.org).
- 3. Research Styles of Home Education:** There is no single right way to educate your child at home; however, there are many differing philosophies you may want to consider.
  - **Charlotte Mason:** Based on a method introduced by nineteenth-century educator Charlotte Mason, this approach includes nature studies/journaling, narration, and living books.
  - **Classical:** Based on Dorothy Sayers' *The Lost Tools of Learning*, in which child development is broken up into three "stages" of learning commonly called "the Trivium."
  - **Delight Directed:** This puts the learning in the hands of the child, based on his or her interests. Parents help facilitate this type of learning with appropriate instructional materials.
  - **Eclectic:** A mix of philosophies and curricula to accommodate each child's abilities and interests. Parents choose from any method or style only those components that fit their specific needs.
  - **The Principle Approach:** An approach based on the principles of our Founding Fathers and an emphasis on God's Word as the basis for every subject.
  - **Traditional Textbook:** Normally uses a full-range, packaged, textbook-type curriculum that also may include a scope and sequence, testing, and recordkeeping.
  - **Unit Studies:** All or most core subjects are covered while studying any one topic or unit of study, using a variety of resources and supplemental activities.
  - **Unschooling:** A relaxed setting where learning is directed by the child. Parts of this philosophy are based on research by John Taylor Gatto and John Holt.

- 4. Find Support:** After finding your style of choice (or a mix of more than one choice), you may want to choose a support group that reflects that specific style or just a general homeschool support group in your area. Meeting with other home educators offers encouragement as well as knowledge and assistance with your homeschool questions. Often, organized classes or activities for your children are offered through support groups as well. For information about homeschool support groups in your area, check these listings:

U.S.:

[www.TheHomeschoolMagazine.com/Homeschool\\_Nations/State\\_Listings.php](http://www.TheHomeschoolMagazine.com/Homeschool_Nations/State_Listings.php)  
[www.HomeschoolLegal.com](http://www.HomeschoolLegal.com)

UK:

<http://www.home-service.org/>  
<http://www.heas.org.uk/>

New Zealand:

<http://www.che.org.nz/>  
<http://hef.org.nz/>  
<http://www.ahe.org.nz/>  
<http://www.homeschoolers.wellington.net.nz/>  
<http://community.library.org.nz/cgi-bin/display.pl?id=296>

Guam:

[www.HomeschoolBlogger.com/guam](http://www.HomeschoolBlogger.com/guam)  
<http://www.tumon.com/ghsa>

Australia:

<http://www.heas.asn.au/heas/>

Canada:

[www.shbe.info](http://www.shbe.info)  
[www.machs.mb.ca](http://www.machs.mb.ca)  
[www.aheaonline.com](http://www.aheaonline.com)  
<http://nshea.webcentre.ca/>  
<http://www.eho.org/support/canada.asp>

- 5. Gather Resources:** Some families start with a complete curriculum package, while others start with a notebook and a library card. Choosing your resources depends on your style or method of education and your own interests. If you are financially burdened, there are free homeschooling resources on the web, as well as discounted, used books in abundance.

**You Can Do This!** Parents around the world are taking back their God-given responsibility to educate their children, and you can too. We have developed two downloads to help you get started:

- ✓ [Homeschool With Confidence](#)
- ✓ [Simple Recipes for Successful Homeschooling](#)

*Disclaimer: The above information is not intended as legal advice and should not be construed as such. Please check the legal requirements in your area.*

## **To a Homeschool Mom** **By Amelia Harper**

He gave this gift with gentle hands,  
A treasure rich and rare;  
But sand and rock and rugged stone  
Obscured the gem so fair.

“I give this gift to you,” He said,  
“To polish and to prime;  
The future lies within your hands,  
So make use of the time.”

Some others placed their precious gifts  
Within another’s care,  
Because they knew the craft took time—  
And time they could not spare.

But you were not content to trust  
This task to other hands.  
You sought to teach yourself the craft  
That such a task demands.

For, you said, “No other hand  
Can craft this gem so fair;  
My loving eyes can better see  
The treasure hidden there.”

So carefully you chipped away  
Till brilliance sprang from stone.  
You shaped each facet, smoothed each face,  
Until the task was done.

Some days you feared that you would fail;  
Some days, you saw success.  
But still you labored on with love  
And gentle tenderness.

Thus, soon the gem He gave to you  
Reflected Light sublime;  
And then you knew no other task  
Was better worth your time.

[www.HomeScholarBooks.com](http://www.HomeScholarBooks.com)

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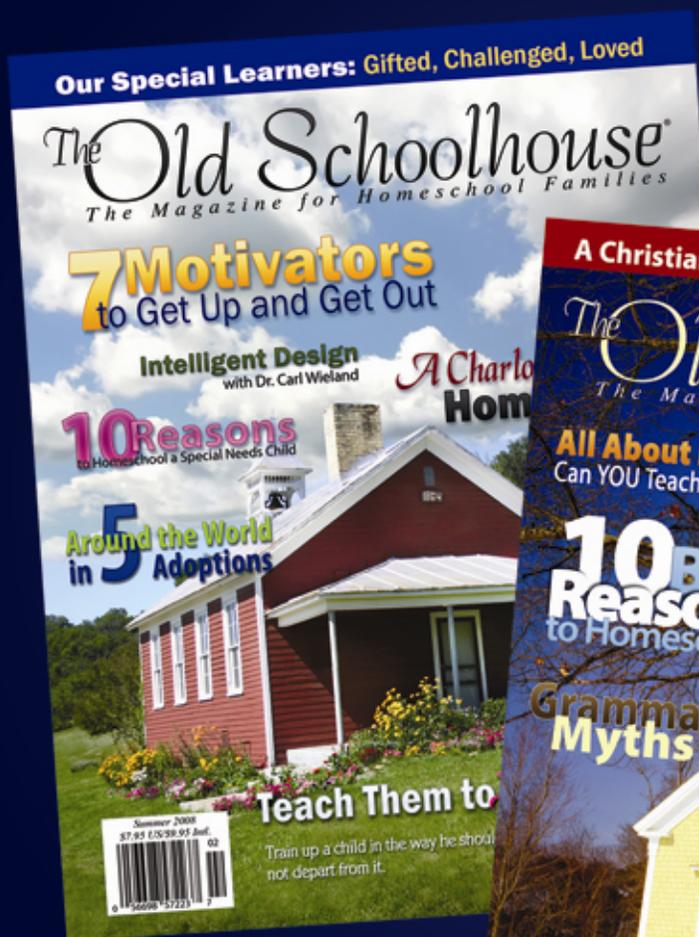
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