TEACHING THE SCIENCE OF CREATION IN PUBLIC SCHOOLS

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The bulk of the information and graphics in this presentation come from these book. Please see the CER book store for ordering information.
THE TEACHERS’ CONUNDRUM: WHAT DO I DO ABOUT CREATION SCIENCE?
BE PREPARED

• CONSEQUENCES
  😞 Persecution
  😞 Discouragement

• RISKS
  🔥 Loss of tenure
  🔥 Legal action
  🔥 Employment
COUNT THE COSTS

• MONETARY
  $ Resources
  $ Potential legal expenses

• TIME
  ⌚ Independent study
  ⌚ Extra preparation
UNDERSTAND THE ISSUE

• EVOLUTION WORLDVIEW
  🙁Inherently atheistic
  🙁Teaches self-indulgence
  🙁Promotes situational ethics

• CREATION WORLDVIEW
  😊Acknowledges creator
  😊Creator is in control
  😊Creator has the right to set the rules

• DIFFERENCE IS WHERE YOU PUT YOUR TRUST - IN MAN OR GOD
RIGHTLY DIVIDING SCIENCE

HISTORICAL SCIENCE

EMPIRICAL SCIENCE
COMPARISON

• Empirical Science - Observe the process
  ✓ Observable
  ✓ Repeatable
  ✓ Predictable
  ✓ Falsifiable
• Test
  ✓ Experiment
• Studying current functioning of the natural world

• Historical Science - Observe the effects, guess at the process
  ✓ Gather evidence
  ✓ Generate a story to explain the evidence
• Test
  ✓ Evidence/ Story Plausibility (consistent with empirical evidence)
• Studying history of the natural world

Source: “A Worldview Approach to Critical Thinking” by Mark Wisniewski
CREATION AND EVOLUTION
SCIENTIFIC MODELS

UNKNOWN
PROCESSES

FAITH
INTRODUCE MODELS

PREDICTIONS

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CRITICAL THINKING SKILLS
IS IT LEGAL TO TEACH CREATION SCIENCE IN PUBLIC SCHOOLS?
TO BE CONSTITUTIONALY ACCEPTABLE A GOVERNMENT PRACTICE MUST PASS THE LEMON TEST

1 The activity must have a secular purpose

2 Its primary effect must not advance nor inhibit religion

3 It must not foster an “excessive governmental entanglement in religion”
DOES TEACHING EVOLUTION ALONE PASS THE LEMON TEST?

1. The activity must have a secular purpose  
   NO! Little empirical support, indoctrination

2. Its primary effect must not advance nor inhibit religion  
   YES! Advances atheism and inhibits theism

3. It must not foster an “excessive governmental entanglement in religion” 
   NO! Does not involve government in making doctrinal decisions
DOES TEACHING CREATION ALONE PASS THE LEMON TEST?

1. The activity must have a secular purpose
   - YES! Supported by scientific data

2. Its primary effect must not advance nor inhibit religion
   - YES! Advances theism and inhibits atheism

3. It must not foster an “excessive governmental entanglement in religion”
   - NO! Does not involve government in making doctrinal decisions
DOES TEACHING CREATION AND EVOLUTION TOGETHER PASS THE LEMON TEST?

1. The activity must have a secular purpose
   YES! Teaches critical thinking skills
2. Its primary effect must not advance nor inhibit religion
   NO! Fosters religious neutrality
3. It must not foster an “excessive governmental entanglement in religion”
   NO! Does not involve government in making doctrinal decisions
TEACHERS UNDER AUTHORITY

- DIRECT AUTHORITY IS PRINCIPAL
  - Get principal’s concurrence
  - Understand principal’s concerns
  - Educate principal to alleviate concerns
  - Do not rebel against the principal
  - Look for other options

- ULTIMATE AUTHORITY IS GOD
TEACHING CREATION AND EVOLUTION IN PUBLIC SCHOOLS IS:

- INTELLECTUALLY HONEST
- THE RIGHT THING TO DO
- RELIGIOUSLY NEUTRAL
- LEGAL
Truth and Your Worldview

“It is more from carelessness about truth than from intentional lying that there is so much falsehood in the world.”

Samuel Johnson