

TEACHING THE SCIENCE OF CREATION IN PUBLIC SCHOOLS



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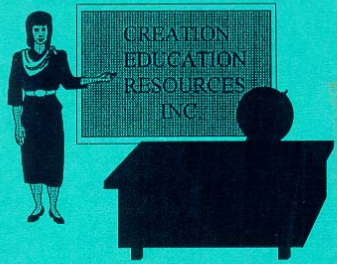
CREATION EDUCATION RESOURCES

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PRIMARY SOURCES

#1 INTRODUCING CREATION
AND EVOLUTION



GUIDE TO UNDERSTANDING
CREATION AND EVOLUTION SERIES

by
Richard L. Overman, M.S.

#2 LEGALLY TEACHING CREATION
SCIENCE IN PUBLIC SCHOOLS



GUIDE TO UNDERSTANDING
CREATION AND EVOLUTION SERIES

by
Mathew D. Staver Esq.

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**

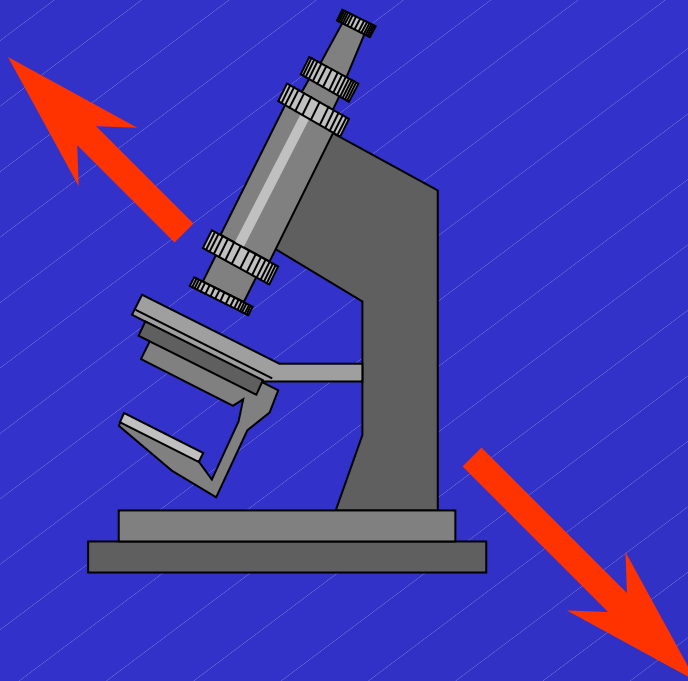
CREATION AND EVOLUTION SCIENTIFIC MODELS

UNKNOWN
PROCESSES

FAITH

DATA

Scientific Study



**CREATION
EVOLUTION**

**INTRODUCE
MODELS**



PREDICTIONS



CRITICAL THINKING SKILLS





IS IT LEGAL TO TEACH CREATION SCIENCE IN PUBLIC SCHOOLS?



TO BE CONSTITUTIONALLY 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