

TRAINING CHILDREN IN CREATION SCIENCE

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ABSTRACT

This paper focuses on: 1) the essentiality of using every means to train public elementary school children in the basic truths and evidences of Creation Science; 2) an explanation of one method of training that can be easily and effectively used; 3) an exploration of ideal opportunities for such training; and 4) a discussion on how to use this method and how to develop these materials for one's own use.

INTRODUCTION

Christians need to recognize that their children are being indoctrinated in evolution -- the base of hostile religions -- from the moment that they enter the public school system. Not only have many given away institutions of higher learning to the evolutionary establishment, but they are also giving away their own children to be trained in an evolutionary mind set. This is causing our children to abandon the traditional judeo-christian values upon which our society is founded. In addition, this mind set is causing the majority of youth to lose any sense of purpose in life, leading them into suicide, drug abuse, materialism and sexual immorality by the thousands.

Because of this, it is imperative that public elementary school children are trained in the basic truths and evidences of Creation Science. Only thorough, ongoing training will equip a child to recognize evolutionary indoctrination and resist its seductive influence. Unfortunately, such training may also be necessary for children attending private schools since many lack solid Creation Science programs.

In this paper one method of accomplishing such training will be focused on-- the continual use of brief "visualized stories". The purposes, format and techniques of this approach will be discussed in detail. Also, an outline of this approach will be given as an example of how best to counteract the evolutionary indoctrination already taking place.

In addition, an exploration of ideal opportunities for such training will be presented. Hopefully, this will stir up creation science training for children by helping educators see how easily such training can be integrated into already existing contexts. In this section, the experience of using this approach to train "churched" and "unchurched" children through a summer day camp program will be shared.

Finally, this paper will discuss how to use "visualized stories" effectively so that the maximum benefit is reached in educating children. Steps on how to obtain such materials or develop one's own visualized stories will be explained. At the conference itself examples of visualized stories were shown with a demonstration of assembling one such story.

ESSENTIALITY OF CREATION SCIENCE TRAINING FOR CHILDREN

Many question the importance of training young children in Creation Science. Some argue that the concepts are too complex for a child to understand and absorb. Others fail to recognize the importance of training in Creation Science, thinking it only a side issue in Biblical teaching and certainly one with little relevance to daily living. Still others mistakenly believe that there is plenty of time to deal with those issues since these topics are not brought up until the junior high years. All of these misconceptions illustrate an ignorance of the evolutionary indoctrination already taking place in the earliest grades of public education and the dire effects of this indoctrination on the lives of young people.

Evolutionary Indoctrination

The current state of affairs in public education practically guarantees that public school children are indoctrinated in evolutionary thinking. This is true because of several factors: 1) There are virtually no materials that adequately present Creation Science views and evidences in use in the public schools or available in public libraries; 2) There is a concerted attack on the teaching of Creation Science in the public schools; and 3) There is an increased emphasis on integrating evolutionary thinking into every subject area at the earliest possible grade levels.

The lack of Creation Science materials has long been recognized. Because the major educational publishers are reluctant to include Creation Science into textbooks, the Institute of Creation Research finally developed its own texts for both private and public schools. Other Christian publishers did the same to meet the demands of Christian schools and home schools. For a short period of time some texts attempted neutrality on Origins due to the requirements of the Texas and California Boards of Education. But even these made no real presentation of Creation Science. Other evolutionary interpretations of the age of the earth, geological formations, animal ancestries, etc. abounded. Also, recent shifts in the policies of the various state boards of education have forced publishers to remove what little "neutrality" existed.

Audio-visual materials used in the public schools are strongly biased in favor of evolution. Many schools use the public television production of the Cosmos "documentary" series and Nova. Both are excellent examples of evolutionary propaganda. A student has virtually no exposure to Creation Science in the classroom and practically no access to an alternative perspective should he decide to research for himself. Luther Sunderland, in documenting the absence of Creation Science or anti-evolution books, said "Students are being educated in 1986 behind a solid wall of censorship that has been erected against all scientific data that contradicts evolution theory."(1)

The attack on teaching Creation Science in any manner can be well documented by any public school teacher who has tried it.(2) An excellent case in point that is now working its way through the courts is the Ray Webster case in New Lenox, IL. Webster, a twenty-year veteran public school teacher, was ordered in writing by the district superintendent to teach only one side of the creation/evolution controversy-- the evolution side. Despite the Supreme Court's ruling in *Edwards v. Aguillard, et al.*, 482 US 578, 1987 that ruled that teachers cannot be forced to teach only one view of Origins, the lower court ruling backed up the attack on teaching Creation Science under the guise of Separation of Church and State.(3)

In addition to such pressure within school districts, there are other overt attacks against any teaching of Creation Science. One such open attack was the 1984 distribution of the National Academy of Science pamphlet *Science and Creationism*. One quote that was typical of its anti-creationist attack is:

(T)he Academy states unequivocally that the tenets of 'creation science' are not supported by scientific evidence, that creationism has no place in a science curriculum at any level, that its proposed teaching would be impossible...(4)

This attack was followed up more recently in "The Science Framework", a document formulated by the State Board of Education in California. This document states in part, "Evolution is the central organizing principle of biology, and has fundamental importance in the other sciences as well..." The Framework goes on to say, "It is impossible to teach life science, earth science, or astronomy without placing evolution as a fundamental, central concept of the curriculum..."and "Classroom science teachers do not teach the geography of a flat earth. Neither should they teach creationism."(5)

In addition to such overt attacks on any teaching of Creation Science in any form within the public schools, there have been increasing attempts to integrate evolutionary thinking into every subject area at every level of instruction. Most blatant in approach has been California's State Superintendent of Schools Bill Honig. He spearheaded the reversal of an earlier board's policy of neutrality on the teaching of origins and insisted on evolution being dogmatically taught in every area of the science curriculum. Honig's personal philosophy is expressed in "The Science Framework" mentioned above. This document also requires that teaching evolution as fact begins in kindergarten and goes on to say, "Evolution embodies history, and therefore is a part of every discipline in which history has a role."

To be fair, it must be noted that there are individual teachers who try to present a balanced view on the origin of life scattered throughout the country. But these individuals are the exception to the rule and are often working with textbooks and audio-visual materials that strongly undercut their attempts at neutrality. Also, as mentioned above, these individuals often face undue pressure to stop teaching anything related to Creation Science.

Dire Effects Of Evolutionary Indoctrination

The effects of evolutionary indoctrination on our nation of young people have been disastrous. When people are taught that they are merely an accident, brought into existence by chance, descended from some animal, merely an animal themselves, etc.; it profoundly influences how they look at themselves, other people, their personal rights, the future, life career choices, morality... everything! How we live is totally up to our own choosing, there is no meaning or purpose to our lives, sexual immorality isn't immoral at all-- merely an expression of innate animal urges, ethical choices are just a working out of survival of the fittest. It is no wonder that suicide, materialism, unwed pregnancies and abortion, apathy, greed, drug and alcohol abuse, crime, and more plague our young people. These are logical extensions of evolutionary philosophy.

Studies like one conducted by Josh McDowell for the "Why Wait?" campaign for sexual abstinence indicate that "churched" teens are almost equally involved in these problems as their "unchurched" peers. Because Christian parents have turned over the education of their children to the State, these children are being disciplined in evolutionary doctrine in every area of life. Sexual education programs, family living classes, vocational education, etc. abound in value-free, me-centered, situation ethics training that directly contradicts Biblical values established by the Creator God.

Lest someone mistakenly believe that this is "neutral" education, this evolutionary thinking is the foundation for several contemporary religions that are hostile to Christianity! One such religion that dominates the educational landscape is Humanism. Note the first two articles of the Humanist Manifesto I:

FIRST: Religious humanists regard the universe as self-existing and not created.

SECOND: Humanism believes that man is a part of nature and that he has emerged as the result of a continual process.(6)

The Humanism of the 1930's seems to have paved the way for the New Age Movement today. This religious movement is actually a revival of Eastern pantheistic beliefs in a Western package. Central to its beliefs is evolutionary thought. Jeremy Rifkin, one of the New Age gurus, expressed clearly evolution as religious faith and, then, the logical conclusion of this belief:

"Evolution is no longer viewed as a mindless affair, quite the opposite..."

"...one eventually winds up with the idea of the universe as a mind that oversees, orchestrates, and gives order and structure to all things."

"We no longer feel ourselves to be guests in someone else's home and therefore obliged to make our behavior conform with a set of pre-existing cosmic rules. It is our creation now. We make the rules. We establish the parameters of reality. We create the world. And because we do, we no longer feel beholden to outside forces. We no longer have to justify our behavior, for we are now the architects of the universe. We are responsible to nothing outside ourselves, for we are the kingdom, the power, and the glory forever and ever."(7) [Underlining added.]

Many Christian parents are bewildered at the attitudes and behavior of their children. Is it any wonder that children flounder in their faith when their daily education erodes the very foundation of their faith and trains them in the foundational principles of another? Is it any wonder that other children of the community are slow to respond to the gospel though attending various children's ministries? It is imperative that steps are taken to counteract this evolutionary indoctrination. Until the public school curriculum can be changed, Christian parents should seek out alternative forms of education. When this is not possible, and for the sake of "unchurched" children, thorough training in Creation Science on an ongoing basis should be developed for children attending the public schools.

A PHILOSOPHY OF CREATION SCIENCE TRAINING

To counteract such formidable indoctrination as outlined above, one must develop a well thought out approach to Creation Science training. It is interesting to note some of the techniques that evolutionists have used. Evolutionists have relied on several techniques:

*Strong use of visual images to express evolutionary concepts.

*Constant use of evolutionary language (ie. "slowly, over millions of years", "it adapted to its environment", "3.5 million years ago", "scientists know", etc.)

*Constant repetition of evolutionary ideas.

*Lessons adapted to every age level of students.

The first technique of using visual images has been so effective that it is hard to overcome fictitious ideas once planted in our minds. Who can forget the ape-man sequence often depicted in National Geographic, various encyclopedias, on public television and on the walls of high school classrooms. Very few ever read the fine print that this is only an artist's depiction of scientists' beliefs. The erroneous horse sequence is still believed by laymen though now discredited. Such belief is a testimony to the power of a picture. In addition, an appropriate picture is "worth a thousand words" in explaining a complex idea to a child.

Secondly, the evolutionary presuppositions are parroted in every context from Sesame Street to the new St. Louis Zoo exhibit, from Jacques Costeau documentaries to kids books on dinosaurs, from educational models that children glue together to advertisements on TV. This all-pervasive use of evolutionary language conditions children and adults to unthinkingly accept evolution as a fact.

Finally, constant repetition of lessons geared for every age level. The evolutionists' use of this in the public school causes a child to adopt a presupposition without realizing it. An example of this is the teachings on dinosaurs. Even from the first school mention of dinosaurs, it is always stated that they lived millions of years before man. This lesson is repeated and more complex data attached to it at a later, more advanced level to reinforce this simple erroneous presupposition.

The Visualized Story

The "visualized story" uses the strengths of these techniques. First, each story is built around a series of illustrations vividly communicating evidence for Creation. The more graphic (or even bizarre) the illustration the better since this enhances long term recall. Second, these stories introduce the children to a whole new set of jargon that reinforces Creationism thinking, "specially designed," "rapid burial," "young earth," "sudden creation," "global disaster", etc. This jargon is repeated and explained through brief stories geared to the age level of the children.

The visualized story consists of four to eight, powerful, 11 x 17 illustrations; bound together; on a single topic. The teacher then holds up each illustration, teaching a part of each lesson as he explains each illustration to the class. Ideally, the lesson is brief, no more than ten to fifteen minutes, to enable each lesson to be absorbed and retained. The illustrations are the central focus of each lesson. In this way, the same illustrations can be used for many grade levels. A different text is written to coincide with the illustrations with complexity adjusted for each grade level. Several grade-adjusted stories can be bound with the illustrations. In this way, teachers of various grade levels can study the story appropriate to their grade level and then tell the story to their classes.

Focused, Simple, Repeated Concepts Enhance Retention

Visualized stories should communicate one clear topic each time in order to avoid confusing a child who has already been exposed to evolutionary thinking. Stories can then be grouped according to themes, such as Evidence For Special Design, Proofs For A Young Earth, Scientists Who Believe In Creation, Fossils And How They Were Formed, etc.

Or lessons can be set up in cycles so that students are exposed to a number of Creation Science evidences and principles that are then reinforced periodically. For this approach, a theme might be touched on in one lesson and then repeated four or five lessons later. For example, the idea of Special Design vs. Chance Formation is introduced. Then, several weeks later the students are reminded of the principle and shown an example in the anatomy of the giraffe. Several lessons later still, Special Design is illustrated in the habits and anatomy of the honey bee.

Either approach is acceptable. The key point is to realize that the children will need repeated training and exposure on a concept to retain it in the face of evolutionary teachings in our culture and public school. The use of the visualized story provides the visual impact, the simplicity and the repetition to make this possible.

Outline Of Training To Counter Evolutionary Indoctrination

Recognizing that the majority of children are still being indoctrinated in a hostile system of thought, one should identify the key presuppositions of this world view and then identify lessons to crush these presuppositions. The key evolutionary presuppositions include the following: 1) There is no need for a Creator, life and the universe arose by chance; 2) To facilitate this chance development, the earth and universe are billions of years old,

3) All scientists believe in this chance development called evolution; 4) Man, and all animals, are just products of evolution, developing from simpler organisms over time; 5) All the geological formations are the result of uniform processes that exist today extended over millions of years; 6) All fossils are an evidence of evolution and were buried over millions of years.

Creation Science training using visualized stories should tackle these issues head on, focusing on: 1) The Evidence For Special Design vs. Chance Formation; 2) The Evidence For A Young Earth; 3) The Great Scientists Who Believe(d) In Creation And Their Discoveries; 4) The Absence Of Transitional Forms And The Impossibility Of Evolution (includes debunking favorite evolutionary "evidences", ie. Archaeopteryx, the horse sequence and the peppered moth); 5) The Evidence For A Global Flood; and 6) Explanation Of Fossils And Their Formation. In formulating this training one needs to constantly remember keeping it simple, assuming nothing, yet keeping each lesson scientifically sound. As mentioned above, groups of stories for each key topic should be designed to allow brevity in teaching and constant reinforcement of the topics. The number of opportunities for training is the only limit to the number of lessons needed. The topic allowing for the greatest number of lessons would probably be Evidences For Special Design vs. Chance Formation.

OPPORTUNITIES FOR CREATION TRAINING

One of the greatest needs to further Creation Science training is to find ways for anyone to assimilate such training into already existing times of Christian education. Such times include Sunday school, Children's Church programs, Backyard Bible Clubs, Christian camping programs, etc. Often those teaching at these times are looking for fresh materials that are relevant to the lives of the children. In our use of the visualized stories, we have found children to have an extraordinarily high degree of interest.

Also, because the stories are brief, they can be easily interjected into a teaching time. For Sunday school, the shorter stories of five to ten minutes would fit into the opening exercises. The Creation Science visualized story used in the Children's church time would add variety, provide something that's not just "another Sunday school lesson." Using this setting would have the strength of a weekly reinforcement of the evidence for Creation Science on an ongoing basis.

Backyard Bible Clubs have long relied on visualized stories to reach a wide age span in one setting. Those who use this type of materials for Afterschool Clubs would find the children attentive and excited as they see of God involved in the real world through creation. Camping programs provide an ideal context because discovery activities that reinforce the lesson can also be developed. We originally developed the visualized story for this context.

The Camp Agape Experience

We found that Camp Agape summer day camp program was an ideal place for Creation Science training. This context was so valuable because of: 1) The amount of time available, 2) The ability to reinforce lessons with other activities, 3) The access to public school children, both "churched" and "unchurched."

At Camp Agape our day ran from 9:30 am to 3:30 pm for five days a week. This enabled us to schedule science lessons nearly every day and to focus on a different theme for the entire week. Having this amount of time with the children was tremendous. There were opportunities to answer questions and review if necessary. On top of this, the majority of the children were there for six to ten weeks. The level of exposure could only have been better in a private school or home school setting.

Secondly, we were able to plan discovery activities and experiments to reinforce the daily lessons. One such activity was to collect a jar of soil, add water, shake, and then let settle for a day or two. The resulting stratification was an excellent illustration that a global flood better explained geological formations around the world better than millions of years of erosion and sedimentation. In addition, we were able to schedule field trips at times to reinforce the week's theme. The trip to the "moving dinosaurs" exhibit was the best example of the effectiveness of counter-evolutionary training. After teaching the children how to recognize evolutionary dogma in a speech, lecture or film, and after training them how to ask questions; the children so confounded the tour guide that she gave up on her evolutionary spiel and pointed out the "lovely" dinosaurs.

The summer day camp setting attracted many public school children from both families that actively attended church and from those that had no church. This was true because many of these families needed summer child care since both parents were working or they were single

parents. We found an equal curiosity and excitement from children of church and un-churched homes. They were astounded at how foolish the theory of evolution was once presented with the alternative. Plus they marveled at the complexity of the simplest animal and their own bodies. This created a natural interest in the Creator God, His love for them expressed in Christ's death on the cross, and His purpose for their lives. In addition, the Lordship of Jesus Christ made perfect sense once they recognized that He was their Creator. Some still rebelled, but they understood that it was logical.

DEVELOPING VISUALIZED STORIES

The key in utilizing visualized stories effectively is to realize that it is a long term process. Children are not indoctrinated into evolution in one dose and such indoctrination cannot be effectively overcome through one exposure. Because of this avoid the "dump truck method." Don't take a huge load of information and drop it onto the children at once. Focus on teaching them one principle to counteract one presupposition at a time. Illustrate this principle with a concrete example from the real world. Find a strong visual to express the principle for long-lasting impact. Plan lessons to build on each other and reinforce earlier ideas. Once a term is understood repeat it over and over until you hear the children saying it. Such review is an essential part of learning.

To develop one's own visualized stories, identify the concepts one would like to focus on and outline a lesson under that topic. Think through or locate a strong graphic that would illustrate the lesson. Oftentimes it is necessary to draw out a story board as well. An artist would need to draw up the illustrations on a large format or obtain permission to use and blow up previously published artwork. Bind together the artwork and the outline of the story or have the story available to refer to during storytelling. We have found that the more eye contact the better during storytelling. Then you can sense any confusion among your students immediately. Ideas can be obtained quite readily through reading creation science resources and even evolutionary texts that detail the complexities of living things.

CONCLUSION

Children are being indoctrinated with evolutionary thinking in the public schools. This is true despite efforts to the contrary due to the present censorship of the Creation Science perspective. This indoctrination is having devastating effects on young people including suicide, drug and alcohol abuse, sexual immorality and abortion, materialism, etc. The only way to counteract this is to provide solid, ongoing Creation Science training that will alert children to the evidence for their Creator and defuse the major arguments of evolution. Such training, when accompanied with illustrations using strong visual images, can have lifelong impact. It is essential that every opportunity is taken to use such materials.

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