

## Creationism: The Best Way to Teach Science

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### Consider the Words of These “Experts”

“...creationism -- whether it be old fashioned Young Earth creationism or its Intelligent Design descendant -- is simply not science.”

-The National Center for Science Education

[<http://ncse.com/creationism/analysis/creationism-versus-science>]

“Creationism is not science and the Academy deplores and opposes any attempt to disguise it as science.”

-The Iowa Academy of Science

[<http://www.don-lindsay-archive.org/creation/voices/Science/IA.htm>]

“It is, therefore, our unequivocal conclusion that creationism, with its accounts of the origin of life by supernatural means, is not science.”

-The National Academy of Sciences

[*Science and Creationism: A View from the National Academy of Sciences*, National Academy of Science 1984, p. 26]

“Science has proof without any certainty. Creationists have certainty without any proof.”

-Dr. Ashley Montagu

[[http://thinkexist.com/quotation/science\\_has\\_proof\\_without\\_any\\_certainty/220827.html](http://thinkexist.com/quotation/science_has_proof_without_any_certainty/220827.html)]

### Now Consider the Words of These REAL EXPERTS

“Nature has some perfections to show that she is the image of God... and some defects to show that she is **only** His image.”

– Blaise Pascal [Blaise Pascal, *Pensees*, paragraph 580]

“...when, in a word, by the help of anatomical knives, and the light of chymical furnaces, I study the book of nature, I find myself oftentimes reduced to exclaim with the Psalmist, How manifold are Thy works, O Lord! In wisdom hast Thou made them all!”

-Robert Boyle [John Stoughton (2009), *Worthies of Science*, p. 240]

“I saw the infinite, all-knowing and all-powerful God from behind...I followed His footsteps over nature’s fields and saw everywhere an eternal wisdom and power, an inscrutable perfection.”

-Carolus Linnaeus [Dan Graves, *Scientists of Faith*, Kregel Resources 1996, p. 82]

“The significance and joy in my science comes in the occasional moments of discovering something new and saying to myself, ‘So that’s how God did it!’ My goal is to understand a little corner of God’s plan.”

-Dr. Henry F. Schaefer, III [Sheler, J. L. and J.M. Schrof, "The Creation", *U.S. News & World Report* (December 23, 1991):56-64.]

“...the Christian belief in the Creator allowed a breakthrough in thinking about nature. Only a truly transcendental Creator could be thought of as being powerful enough to create a nature with autonomous laws...Once the basic among those laws were formulated science could develop on its own terms...The Christian idea of creation made still another crucially important contribution to the future of science. It consisted in putting all material beings on the same level...Unlike in the pagan Greek cosmos, there could be no divine bodies in the Christian cosmos...Finally, man figured in the Christian dogma of creation as a being specially created in the image of God...Man's reflection on his own rationality had therefore to give him confidence that his created mind could fathom the rationality of the created realm.”

-Dr. Stanley Jaki [Stanley Jaki, *Christ and Science*, Real View Books 2000, p. 23

In 1938, Dr. Joseph Needham asked a famous question: “Why was China overtaken by the west in science and technology, even though ancient China was advanced compared to ancient Europe?”

His detailed study of China’s scientific history led to a 24-volume series called *Science and Civilization in China.*” It was named one of the 100 Best Nonfiction books of the 20th century by the Modern Library Board.

He Gave Three Answers to His Question

The first two dealt with Chinese law and bureaucracy. This is his third reason:

“...the autochthonous idea of a supreme being, though certainly present from the earliest times, soon lost the qualities of personality and creativity. The development of the concept of precisely formulated abstract laws capable, because of the rationality of the Author of Nature, of being deciphered and re-stated, did not therefore occur.”

[Joseph Needham, *Science and Civilization in China: History of Scientific Thought, Vol. 2*, Cambridge University Press 1991, p. 582]

### What Does A Creationist View Do for Science?

- It tells us about the **SOURCE** of nature and her laws.
- It gives us a **REASON** to believe that the universe behaves according to universal laws.
- It gives us a **FRAMEWORK** for understanding the natural history of the universe.
- It gives us a **PARADIGM** with which we can work to make theories that have predictive power regarding the natural world.

### What Does A Creationist View Do for Education?

#### 1. It emphasizes that critique is an important aspect of science

“Critique is not, therefore, some peripheral feature of science, but rather it is core to its practice, and without argument and evaluation, the construction of reliable knowledge would be impossible...Science education, in contrast, is notable for the absence of argument”

[Jonathan Osborne, “Arguing to Learn in Science: The Role of Collaborative, Critical Discourse,” *Science* 328:464, 2010]

According to the studies reviewed in the paper, when students are separated into discussion groups that contain a diversity of opinions on an issue, the students make significant educational gains compared to when they are separated into discussion groups that contain roughly the same opinion on an issue. Interestingly enough, he cites one study that indicates these gains persist **even when the students are exposed to incorrect ideas.**

## 2. It Teaches Students to Critically Analyze Ideas Rather than Accepting them on Authority

“Vesalius revolutionized the science of anatomy by basing his findings on direct observation of the body itself, rather than on centuries-old wisdom. Until Vesalius' day, the study of anatomy consisted of expounding the texts of Galen...his texts were considered infallible, even sacred, and were the main source of knowledge about the human body for 1,500 years. To question their authority required great courage.”

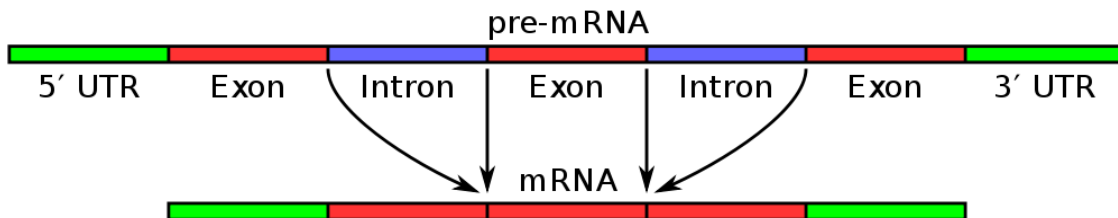
[University of Rochester Medical Center Health Encyclopedia

<http://www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=1&ContentID=1021>]

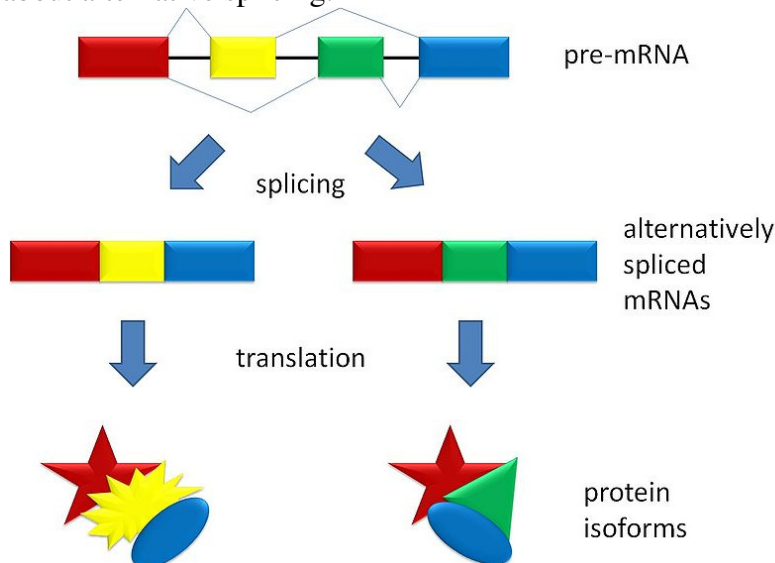
## 3. It Allows Students to See Purpose When the Data Say It Exists

When scientists began studying human DNA in depth, they were surprised to find that they didn't understand what the majority of human DNA (about 97%) did. As a result, they labeled it “junk DNA.”

Introns: Once thought to be “junk DNA”



Then we learned about alternative splicing:



We now know that 90-95% of genes in the human body do this!

It's what allows our bodies to make 120,000+ proteins with only about 25,000 genes!

“The failure to recognize the full implications of this—particularly the possibility that the [introns] may be transmitting parallel information in the form of RNA molecules—may well go down as one of the biggest mistakes in the history of molecular biology.”

- Dr. John S. Mattick, director of the Institute for Molecular Bioscience at the University of Queensland [W. Wayt Gibbs, "The Unseen Genome, Gems Among the Junk," *Scientific American* (November, 2003)]

### **Most Scientists and Students Understand Purpose in Nature on a “Gut Level”**

Consider this statement:

“Trees produce oxygen so that animals can breathe.”

Many scientists want to say that this statement is false, because it contains a **teleological** idea: the oxygen is made for a purpose.

So...is the oxygen a chance byproduct that just happens to be good for other life forms, or is there a purpose to photosynthesis?

According to a study published in the *Journal of Experimental Psychology*, students and scientists will reject such statements when given time to consider them, but they accept them when pressed for time.

“What this study shows is that even professional physical scientists endorse unwarranted teleological explanations about nature when placed under cognitive processing restrictions.” [Kelemen, Deborah; Rottman, Joshua; and Seston, Rebecca, “Professional Physical Scientists Display Tenacious Teleological Tendencies: Purpose-Based Reasoning as a Cognitive Default,” *Journal of Experimental Psychology* DOI:10.1037/a0030399, 2012.]

### **Another Example of Purpose in Nature**

Nitrogen is an element that all living things need. However, they cannot get it from the air.

In the ocean, biologically-available nitrogen tends to sink, because dead things and most feces sink. Whale (and other marine mammal) feces are lighter than water, so they tend to float. A recent study shows this is absolutely critical for the ocean's ecosystem.

“...marine mammals provide an important ecosystem service by sustaining productivity in regions where they occur in high densities.”

[Joe Roman and James J. McCarthy, “The Whale Pump: Marine Mammals Enhance Primary Productivity in a Coastal Basin,” *Plos ONE*, **5(10)**: e13255. doi:10.1371/journal.pone.0013255, 2010]

## Creation Science Education Produces EXCELLENT Science Students

“I am a freshman at Ohio University Eastern (OUE). I was home-schooled kindergarten through 12th grade, and in high school I used [your] Physical Science, Biology, Chemistry, and Physics...**My mom has no formal training in the sciences; so I relied solely on the books and help line to instruct me...** Tonight at the campus’s commencement ceremony, I was awarded the “Outstanding Chemistry Student of the Year” award. One student receives this award if the chemistry professor, Dr. Zachariah, thinks that there is an eligible student. Last year, Dr. Zachariah did not give out the award.”

“I used [your] science during high school and fell in love with science because of your books. It is such a myth that homeschoolers and Christians can’t excel in science...I attended Winthrop University and...switched my major from nutrition to a double major in biology and chemistry...**I graduated from Winthrop summa cum laude** this past May, and this fall I will begin graduate school at **Harvard University in the Biological and Biomedical Sciences PhD program at Harvard Medical School.**”

“As a nursing major I've taken several, including General Biology, Chemistry 101, Chemistry 102, Medical Microbiology, and all of their corresponding labs. This past semester particularly astounded me because I felt like I was learning nothing new in Chemistry 102. While the students around me were mumbling questions and whispering confusion about redox reactions, organic compounds, and acids and bases, I almost always knew what was going on. **A lot of the time I answered their questions.**”

## Creationism is the Best Way to Teach Science

- It brought us the science we have today.
- It gets the student used to critique, which is integral to science.
- It encourages critical thinking.
- It gives us a fuller explanation of nature.
- It produces excellent students, even by secular standards.