



# Think & Believe

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## Opportunities to Reach Public Education By Dave and Mary Jo Nutting

Here is some good news! We recently had the opportunity to present the creation alternative to several public schools in this area. Dave gave his "Role of the Artist" slide presentation in 5 junior high life science classes, Mary Jo talked to 3 classes of biology at one high school, and we both spoke to 10 high school biology classes at another. What is even more encouraging is that we have been invited back to this last high school to do a follow up series with the same students. The junior high teacher also plans to have us return next year.

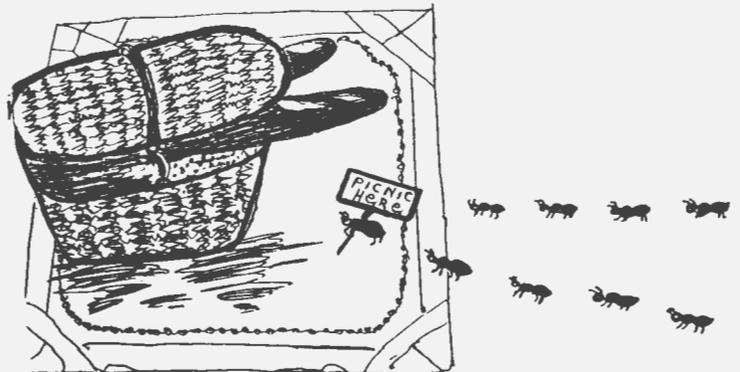
What about the "religion in school" issue? Many people think that you can't talk about creation in the schools since that would be presenting religion. Actually, when the teachers and personnel see the way we handle this subject, there is usually no doubt in their mind that it can be presented, since we focus on the scientific issues and present scientific data, not religious doctrines. We encourage students to think for themselves, to check out what we say, and to form their own conclusions.

This alternative viewpoint must be presented in as many schools as possible. If only one side is presented, the students frequently haven't the slightest inkling that there is another viewpoint. In addition, the one-sided approach to science leads to mere memorization and rote learning instead of stimulating evaluation of data and clear thinking skills. From an educational viewpoint, it is far superior to challenge students with more than one view of origins and encourage them to evaluate the data themselves and decide which model is most consistent with actual observations. As they grapple with the data and the implications of conflicting viewpoints, they learn valuable problem-solving skills as well as facts about the natural world. We really appreciate the public school teachers who are willing to step up and say, "Yes, I believe the students should be given the opportunity to at least

hear the other side and begin formulating their own opinions."

One of the instructors where we spoke last year told us that after the presentation, the discussion lasted for at least another four days. Now that is progress! If students can get interested enough to discuss anything academic for four days, a major feat has been accomplished. These students were challenged to think and participate actively. We would guess that more science was learned during the ensuing discussion than from many days of "memorizing facts."

We are encouraged when students become actively involved with learning and objectively look at the facts. In our minds, the bulk of evidence points to a supernatural creation and not to the slow chance process of evolution. There is ample evidence to satisfy the most inquiring person. Maybe that's why so many scientists have become creationists upon objectively considering the facts.



Here Come the Ants!  
(See Spotlight on Science)

# NOTES & QUOTES

■ It's funny how your point of view flavors the way you view evidence. Both creationists and evolutionists are upset with the way evolution is handled in textbooks, but for opposite reasons. As far as we're concerned, evolution is given far too much time; it's treated as a proven fact, while creation is either misrepresented or neglected entirely. Listen, however, to how several evolutionists view the subject:

- The shortcoming of science textbooks and curricula are epitomized by how they cover -- or fail to cover -- a subject that is at the cornerstone of modern science: the theory of evolution.
- With another former biology professor, I recently completed a study of high school biology textbooks... What we found was appalling: Half the biology texts don't cover evolution adequately, and one-sixth don't mention evolution at all. [The other half, which are the most widely used in America, certainly do give a very strong evolutionary push. Ed.]
- The self-censorship of science textbooks reflects the influence of ultra-fundamentalists, who either pressure publishers and educators to prevent the teaching of evolution, or demand that equal time be given to "creationism."...
- Evolution is an essential part of the science of biology... Trying to teach biology without evolution is like teaching physics without explaining the law of gravity. (Wayne Moyer, "Weak Texts Imperil Nation's Future", in the Daily Sentinel, Grand Junction, CO, April 28, 1985)

■ Now look at this overstatement by another leading evolutionist, which also shows his bias:

- I think our American elementary education is really absolutely horrible. Discussion of evolution has been completely eliminated from most textbooks, because, otherwise, the books won't sell in the Bible Belt. The poor kids in school are being brainwashed. They aren't exposed to facts.
- ... Today, of course, there is no such thing as the theory of evolution; it is the *fact* of evolution... The only arguments now are over technical problems, but the basic fact of evolution is so clearly established that no scientist worries about it anymore. (Ernst Mayr, *Interview*, OMNI February 1983)

■ How *is* evolution presented in the textbooks? In the widely used BSCS series, evolution is one of the major unifying concepts of biology. It is

interspersed throughout the text and dealt with in various chapters. Even though many parents, after glancing through their child's biology book, might think that only one chapter deals with evolution, note what the Teacher's Guide says:

- If the idea evolution seems new at this point, then the previous chapters have not been well understood. This is not *the* chapter on evolution; rather it is the chapter that deals with ideas concerning the mechanisms by which the biosphere evolved... It might also be considered the climax of a biology course -- if man did not exist. (Teacher's Guidelines for Chp. 18, *Biological Science: An Ecological Approach*. BSCS Green Version, Third Ed. 1973. p. T-605)

■ In other texts for students the approach is even more subtle. While some token consideration is given to the creationist view, the text is strongly evolutionary. Note the following comments from the marginal notes for teachers:

- (Introduction to Chapter 5) In many schools evolution is a delicate subject. To disarm criticism, biological change is here introduced early in the course. The emphasis is on the evidence for change. The term evolution is brought in toward the end of the chapter. Unit VI gives a fuller exposition.

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- (Introduction to Chapter 23) The evidence for evolution has already been discussed in Chapter 5. This chapter begins a unit dealing with the mechanism and history of evolution. (Stanley Weinberg. *Biology: An Inquiry into the Nature of Life*, Teacher's Edition, 1974.

■ So they merely call it change to "disarm criticism"; then after the evidence is presented the term "evolution" is casually brought in. Talk about brainwashing -- this certainly fits the description.

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## Recent Events



The past two months have been busy. Besides the public school presentations (see front page), we have had several other good opportunities to share the creationism message. The First Baptist Church in Golden sponsored an all-day seminar on April 13th. The following day, we spoke to a large group at the community center in Haxtun, CO. This meeting was sponsored by the women of the Missouri Synod Lutheran Church. Later that day we spoke to the youth group from the same church. On April 16th we presented a "mini-conference" to the Missouri Synod Pastor's Conference in Estes Park. We have also spoken to the combined Sunday School classes at the Nazarene Church in Grand Junction several times. At each of these meetings, the response has been encouraging, with plenty of questions and good discussion following the slide presentations.

## BOOK REVIEW



As you can probably tell from the front page article, we believe that both creation and evolution should be presented in public schools if origins are discussed at all. However, a problem arises in finding texts that adequately deal with both sides. One book that is a good, concise introduction to the topic is **Origins: Two Models** by Richard B. Bliss. It is meant to be used in public schools, and thus deals with science, not religion. Approximately half of the book deals with evolution and the other half with creation. Students are given plenty of opportunity to ask questions and evaluate the two models for themselves. It is a good reference for parents, teachers and students alike. (Available from Alpha Omega Institute for \$5.95 including shipping.)

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Would you like additional information about any one of the condensed articles or on another subject that we haven't even touched upon as yet? Write to us and we will gladly send you some.



## Opportunities To Help



We wanted to say "Thanks" to those of you who responded to our letter last month and sent financial gifts. Your help is very much needed and appreciated. We hope many others will follow your leading and become financially involved in this work. In addition, there are several other ways in which you can help:

### Arrange for Donations:

- Science equipment or materials
- Audio-visual Equipment
  - Projectors
  - Video players/recorders
  - Slide copier
  - Tape copier
- Books or films for our resource library
- Office equipment and supplies
- Plain paper copier
- Computer hard and soft ware

### Be a Watchdog:

- Send us copies of articles relating to creation or evolution, interesting discoveries, etc.
- Keep your ears open for sources of grants or other financial support.

### Pray:

- For a business manager and secretarial assistance
  - For sufficient finances to continue to expand this work
  - For opportunities to present the creationism message
- For physical, mental and spiritual stamina as we work, travel and speak

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