



Think & Believe

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Teaching Creation in Schools

(by *Dave Nutting*)

I recently attended the International Conference on Creation in Pittsburg, Pennsylvania, where I not only had opportunity to listen to top-notch creation scientists from all over the world, but also had an opportunity to speak about presenting creation in the public school classroom as a guest speaker. Several teachers also shared how they taught counter arguments to evolution in their classrooms.

One of the issues addressed was the legality of teaching on the creation/evolution issue. The consensus was that it is legal. Unfortunately even though it is legal, some have still lost their jobs for doing so and many have come under attack for merely presenting scientific arguments against evolution. You might ask, "Where is academic freedom?"

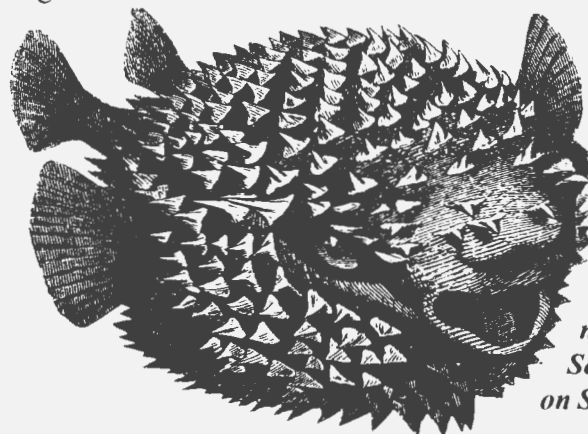
In the Notes & Quotes section, Dr. Dean Kenyon's experience with "academic freedom" at San Francisco State University is given. He was successful in his arduous battle not only because he was very well qualified, but because he was tenured. Unfortunately, not all tenured faculty fare as well and many untenured teachers are quietly dismissed from their positions with no reason given for their dismissal.

This infringement of academic freedom happened to me at a college where I used to teach. In my Statistics class, I illustrated the concept I was teaching by giving an example from the creation vs. evolution debate. Most of the students enjoyed the short presentation and understood the concept. One student, however, informed the Department Chairman who headed straight for my classroom. He said that he had been told that I was "preaching religion" in the classroom. After I repeated exactly what I had said, he agreed it was not religion; yet he told me that the creation/evolution topic was a touchy subject which I had better drop. So much for academic freedom.

Later, I gave an evening program on the fallacies of evolution for a Christian student group at the college. Very shortly afterward, I was notified that my contract would not be renewed the next fall. Since I was not a tenured professor, they did not have to supply a reason for letting me go.

Someone at the conference referenced a poll which showed that at least 5% of all scientists are creationists. That makes at least 50,000 scientists. Many teachers are also creationists. Why aren't they all standing up and making it known? It is partly because of the fear of losing a job -- a very real danger. Many teachers are waiting for tenure before they make creationist claims so they can't be fired as easily. It is easy to understand the dilemma. You often hear of the "publish or perish" policies of many universities, but not so often of this "speak and perish" scenario.

Even though this kind of attack on academic freedom is occurring nationwide, I still recommend taking a firm stand. Whether or not you actually present the counter arguments against evolution or show a positive creation alternative, at least let the students know that you are not a supporter of the evolutionary theory. Otherwise they can easily get the mistaken idea that every teacher and scientist accepts evolution. Unless enough people stand for the truth, the next generation will have an even harder battle to face.



*"This salty stuff isn't like fresh water, but it sure beats no water!"
See Spotlight on Science.*

Notes & Quotes

□ What happens when you try to present arguments contrary to the theory of evolution in a large state university? In a talk given at the 1998 International Conference on Creationism, Dr. Dean Kenyon described his experiences as a biology professor at San Francisco State University. (Transcribed and used by permission.) Kenyon is a coauthor of an excellent book, **Of Pandas and People**, which has attracted the attention of many school districts that wish to present a balanced treatment to the subject of origins.

“This afternoon what I would like to do is to first of all share with you some of the history of my experiences in trying to teach some of the counter arguments to evolution at my university ... Let’s go back to 1959. Now that was the year of the great Darwin centennial celebration at the University of Chicago where I was an undergraduate at that time, and I went to many of the meetings there, saw many of the great figures in evolutionary biology and became very excited about devoting my life to further researches on the evolution theory and developing further evidences in support of it. ...

“One of my earliest teaching assignments was the major’s course in evolution, which I taught my first 13 years on the faculty. It was toward the end of that 13 year period that my doubts about the explanatory power of the evolution theory began to develop and grow. A student of mine ... brought me some books. The books included A. E. Wilder-Smith’s book called, **The Creation of Life: A Cybernetic Approach to Evolution**, and Morris and Whitcomb’s book, **The Genesis Flood**, along with about half a dozen other books. Wilder-Smith’s book refuted in 5 chapters the thesis of [my book] **Biochemical Predestination** ... I thought, “Well, I’ll just take the summer to refute Wilder-Smith. It’s obviously important these arguments of Wilder-Smith be answered.” Well, I thought I could do it in a couple of months. I actually thought I could do it in a couple weeks, but I found out that it was much tougher going than I’d anticipated. I found out in fact that I could not answer the arguments. And so, in the late 1970’s, my doubts grew so strong that I became increasingly uneasy about teaching the evolution syllabus. ...

“[About 1980 or so] I decided I would add to my syllabus a unit on creationist counter arguments and just go public with my doubts and take my chances. .. Well, I had no idea, really. I anticipated some problems, but I did not anticipate faculty hearings — 3 separate ones in which I had to testify in effect as to what I was teaching in that course before my faculty colleagues. It was determined as a result

of those hearings that I limit my time in the syllabus of that evolution class to 5% of the total lecture time to ... counter evidences to the evolution doctrine. So there was a formal letter to that effect by our department chairman ... The next year I was removed from the course entirely by the Dean of the School of Science. ...

“I still at this time had my Origin of Life course, but five years later I was removed from that one because of “budgetary constraints.” You’ll know what I’m talking about there! And so that left really only one opportunity to put before students criticisms and positive alternative hypotheses about origins of life and that was the Introductory Biology class for non-majors. ... going by the 5% doctrine I could justify raising counter arguments in that course to devoting about a lecture and a half [out of 30]. Well, that seemed to work well. ...

“[The] faculty and the dean of the School of Sciences’ strategy was to try to expunge all reference to these counter arguments whatsoever, and they had gotten me out of ... the two main courses where I had been discussing these matters and had contained the virus down now just to the one tiny portion really of the intro course, until the fall of 1992 when 4 students complained to the Department Chairman that Kenyon was raising objections to evolution. -- How could he do that?! --

“We just had a new chairman, a person who took the evolution course from me now was chairman, and he removed me from this introductory biology course. So now we’re down to zero. So I said, “Enough is enough. We’ll contest it. We’ll go to the Academic Freedom Committee.” ... we made a complaint filed in January of ‘93. They took 6 months to investigate, came out favorable to my case, urging my reinstatement. My chairman and my dean defied their recommendation — did not reinstate me.

“Finally the pressure built from various key individuals on the faculty who were supporters. We had a meeting of the total senate. We won in the senate by a 3 to 1 vote, and 6 months later after that vote I was reinstated. So I am back in the course and can teach this material ... pretty much without any further hindrance. So it can be done. I mean you can get it into a secular university syllabus, but I have to tell you have to be prepared to pay a very, very steep price for it. The climate is still extremely difficult, at least in my university.”

□ Dean Kenyon was tenured so he could not just be removed from his position with no recourse. Others have not fared as well. Where is this academic freedom?

Spotlight On Science

Neanderthal Skulls and Longevity

Neanderthals are characterized by massive features, heavy brow ridges, and somewhat larger skulls than is common in mankind today. Consequently, many evolutionists believe they were primitive men with ape-like characteristics. However, other evolutionists and most creationists see evidence that these people suffered from rickets and arthritis. They say they were entirely human and would go unnoticed if dressed in modern clothing. Who were these Neanderthals and how do they relate to the Biblical record?

At the International Conference on Creationism (August 1998), Dr. Jack Cuzzo (DDS) presented research suggesting that the Neanderthals were the people who lived to very great ages in Biblical times. The Bible records the ages of the pre-flood patriarchs from Adam to Noah at over 900 years. After that, ages began to decline rapidly, but early post-flood patriarchs lived much longer than is common today. For example, Shem lived 600 years, Eber 464 years, Peleg and Reu 239 years, and even Abraham lived 175 years. Jacob told Pharaoh his days were few and not like those of his fathers, yet even he was extremely old by today's standards. (He died at 147.) The oldest human in recent years died in 1997 at 122 years of age -- just a young whippersnapper compared to others in the past.

Jack Cuzzo's research centered on the growth of human skulls throughout adult life. He noticed that skulls tend to thicken rather than thin with age. (Those around me can attest to that!) There is also an increase in the width and length without much change in the vertical direction. Assuming this process would continue, there should be noticeable changes in the skulls of people in the Bible who were 200-300 years old. Using currently available data for skull growth, Dr. Cuzzo used computer extrapolation to predict the shape of the skull at older ages. Interestingly, the shapes of the skulls at ages between 200-300 years remarkably resemble those of Neanderthal skulls!

Many creationists have consistently held that Neanderthals are post-flood people and direct descendants of Noah. This research backs that up. Neanderthal skulls found in parts of Europe and in some of Israel's caves could likely be Abraham's close ancestors. Now, doesn't that cause your toes to tingle?

[NEW BOOK! **Buried Alive: The True Story of Neanderthal Man** by Dr. Jack Cuzzo. Includes photos and documentation for the views mentioned in this column. Dr. Cuzzo also exposes the public deception involved. (\$14.00)]

Salty Survival

It is obvious today that freshwater fish will die if put into saltwater and vice versa. So, if there really was a worldwide Flood, how could both freshwater and saltwater fish survive? This is a common question asked by both Bible believers and skeptics.

First of all, there are many varieties of saltwater organisms, such as salmon, that live part of their life in freshwater and part in saltwater. In addition, there are many other creatures that, although they are now found exclusively in saltwater or freshwater, can also live perfectly well in the other. Examples include the saltwater diamondback terrapin, and freshwater crabs and mussels. Furthermore, although fish die when water salinity changes rapidly, studies have shown that many can adjust if these changes occur gradually over a period of time.

It is not known exactly what the actual level of salinity was in the pre-Flood seas. However, it seems fairly certain that seawater has become increasingly more saline since the Flood. This is because the rivers are continually dumping salts into the oceans which are certainly nowhere near the point of saturation today. (Incidentally the very lack of salinity points to a young ocean basin.) Therefore, the salinity in the past was probably less than it is today and the fish now living in this saline water have been able to gradually grow accustomed to the higher salinity.

The same can be true by diluting what may have been somewhat more saline bodies after the flood with pure fresh water in the mountain areas. This would have occurred as the mountains rose up and the valleys sank down after the flood (See Psalm 104). Other studies have shown that if fresh water contains enough calcium, that saltwater fish can thrive. It has been suggested that **most** of the marine organisms can survive in fresh water given the proper balance of minerals like calcium.

It is then very possible that survival of fish in fresh and salt water has more to do with the type of salts present and the rate of change of salinity than with the actual salinity level (within limits of course). Again, as in so many other cases, seeming difficulties for the Biblical account can be reconciled with diligent research.

[Ref: **Noah's Ark: A Feasibility Study** by John Woodmorappe. As Henry Morris says in the Forward, this book provides an "amazingly complete and compelling response to the many critics of the Biblical record of the Flood and Noah's Ark." (\$22.00)]

The Back Page...

**** Upcoming Events ****

Please pray for these events. Thanks!

(N=Nutting, J=Johnson, S=Stepanek)

Creation Seminars

- Sep 20-21: Weskan, KS:** Risen King Community Church (JS)
Contact Lyle Leach 785-943-5416
- Sep 22-24: Sharon Springs, KS:** Wesleyan Church (JS)
Contact Debbie Frasier 913-852-4837
- Sept 25-26: Goodland, KS:** Grace Fellowship (JS)
Contact Steve Kellet 785-899-2651
- Sept 27-28: Arapaho, CO:** (JS)
Contact Tom Burch 719-767-5598
- Sept 30-Oct 1: Qunitier, KS:** Community Seminar (JS)
Contact Stan & Debbie Smith 785-754-3521
- Oct 4-5: Olathe, KS:** Olathe Cornerstone Community Church (JS)
Contact Ron Fischer 816-995-3567
- Oct 6-8: Bellevue, NE:** Berean Church (JS)
Contact David Newell 402-331-7901
- Oct 10: Oklahoma City, OK:** Science on Trial Symposium (N)
Contact Creation Truth Foundation 1-888-578-7884
- Oct 14: Gothenburg, NE:** Evangelical Free Church AWANA (J)
Contact Rick Rhemert 308-537-2261
- Oct 22: Parker, CO:** Faith Baptist (Area Homeschool Group) (JS)
Contact Laura Nyquist 303-805-7801
- Oct 23: Loveland, CO:** Area Homeschool Group (JS)
Contact Susan Wittemore 303-805-7801

Youth Rallies with Concert & Creation Message

(Tim & Dave Nutting)

- Sep 26: Salt Lake City:** Vineyard Christian Fellowship
Contact Church 801-255-5029
- Sep 27: Meridian, ID: (Boise Area)** Ten Mile Community Church
Contact Church 208-362-2620
- Sept 28-29: Eugene, OR:** Gardenway Church
Contact Ed Heaton 541-746-1697
- Sept 30-Oct 1: McMinnville, OR:** Location TBA
Contact Carol Hofelmann 503-852-7961
- Oct 4: Sheridan, OR:** Trinity Lutheran Church
Contact Church 503-843-4747
- Oct 7: Beaverton, OR: (Portland Area)** Pilgrim Lutheran Church
Contact Andrea at the church 503-644-4656
- Oct 9: Idaho Falls, ID:** Location TBA
Contact Gordon Boyle 208-529-6823
- Oct 11-12: Pinedale, WY:** Pinedale Community Church
Contact Church 307-367-4168
- Oct 13: Gillette, WY:** Family Life Church
Contact Shauna Hansen 307-687-1907
- Oct 17: Grand Junction, CO:** Clifton Christian --Area Youth Rally
Contact Lynette 970-255-0894

**** GOOD NEWS ****

We are delighted that Eden Communications no longer requires a special license for public viewing of their videos. These are high-quality, professionally-done videos with excellent content and visuals. We encourage you to show them to your church, youth group, or anybody else you can get to view them. If you don't have them, order some today!

- The Origins Series (6 Great Videos -- \$99)
- Genesis Solution (\$19.95)
- Great Dinosaur Mystery (\$19.95)
- The World That Perished (\$19.95)
- The Case for Creation (19.95)

**** Resource Center News ****

- Science Classes:** Dorothy Hahn is teaching a special pilot program in hands-on, creation-based science in Montrose and Rifle, CO, for homeschool students in grades K-8. Students will learn more about God and His wonderful world through careful observation of what He has revealed in His Word and World.
- Library:** The Library is open for use and growing as items and finances are donated for this purpose.
- Science Fair:** Plans are being made for the AOI Elementary and Secondary Science Fairs in the early spring. Workshops are being planned. Call Dorothy for more information.

**Would you like to host an exciting
Creation Seminar, Children's Program,
or Youth Rally? Contact us for more
information. 970-523-9443**

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