Creationism in Britain

by Michael Roberts
Late 20th century UK

• Publication of TGF in 1968
• Slow growth until 1980s
• No impact on geology apart from creationist fallout.
• Many evangelicals working as geologists at all levels (and in all sciences)
• Numbers of FRS, “Sirs”, CBE OBE etc
Billy wins his first Creation Science Fair.

HYPOTHESIS
Darwin was wrong.

EXPERIMENT
Read the Holy Bible.

RESULTS
God said it, I believe it, that settles it. Hypothesis proven.
"DEEP" TIME!
• Christian Alliance Party

• 1-2% in June 2010
CiS is an international network of those concerned with the relationship between science and Christian faith, open to scientists, teachers, students and all those with an interest in this dialogue.

Donations & membership

Upcoming Events

CiS London Conference will be held this year on Saturday 30th October at St Paul's Church, Robert Adam Street, London.

THE HISTORICAL ROOTS OF MODERN SCIENCE: Learning from the Past

Online registration available here.

New Revised Date:
Student Conference

Being A Christian in Science

Special Guest Speaker John Polkinghorne

Saturday 27th November 2010
10:00-17:30

London Institute for Contemporary Christianity (LICC)
St. Peter's, Vera Street, London W1G 0DQ

CiS Publications

CiS Newsletter, current and recent issues:
PréCiS 49 Winter 2009/10

CiS Journal, current issue:
Science & Christian Belief, April 2009

CiS online articles:
 Creationism, intelligent design and science education by Michael Poole (pdf)
 Isn't science more rational than faith? by Prof. Alister McGrath (pdf)
 Response to Dawkins: a collection of articles, interviews and reviews.

JOIN THE DISCUSSION
Click here to join the CiS email discussion forum.
Welcome

The Faraday Institute for Science and Religion is an interdisciplinary research enterprise based at St Edmund’s College, Cambridge. In addition to academic research, the Institute engages in the public understanding of science and religion by means of Courses, Conferences, Lectures, Seminars and the Media.

What's on?

Performances of "Darwin’s Tree" will take place at 8pm on 29th and 30th October
29 October 2010
Part of the Festival of Ideas Find out more...

Next events

- Seminar Tim Mawson, 26 October: A Philosopher’s Perspective on Anthropic Fine Tuning
- Lecture Rosalind Picard, 2 November: Playing God?: Toward Machines that Deny Their Maker
- Seminar Russell Cowburn, 9 November: Nanotechnology, Ethics and Religion

News

- Lemaitre conference details now available online

Multimedia

Courses

People

Shop

Latest addition

"Biology and Ideology from Descartes to Dawkins"
Should Christians Embrace Evolution?
Biblical and scientific responses

Edited by Norman C. Nevin
Foreword by Wayne Grudem
The Bible, Rocks and Time
Geological Evidence for the Age of the Earth

Davis A. Young
& Ralph F. Stearley
Growth in Britain

• 1968 Publication in UK of *The Genesis Flood* and then slow growth
• Came to fore in 1990s as held by most Evangelicals (2% of British)
• 1990s Attempts to introduce it to schools
• 2006 Truth in Science and backlash
• 2007ff Official statements against Creationism
• Australia and NZ similar to UK
• http://www.biblicalcreation.org.uk/

• http://www.csm.org.uk/
Genesis for today

The relevance of the Creation/Evolution debate to today's society

'Genesis IS for today' — JOHN MACARTHUR

Third Edition

With new chapter: 'Genesis and the 21st Century'

DayOne
TEACH BOTH SIDES OF THE CONTROVERSY

Peer reviewed scientific papers demonstrating evidence that confirms the theory

Intelligent Design = 0  Evolution = 2,650,000
British Schools

1. State Schools;
   County
   Church e.g RC, Cof E
   Free schools
   National curriculum and RE and collective worship of “broadly Christian” nature
   Creationism not allowed

2. Private Schools
   “Public Schools”
   Independent Schools
   “Christian Schools”
   Muslim Schools
We believe that a critical examination of Darwinism and the controversy that surrounds it will enable students to fulfill some of these objectives. Nevertheless, many schools are reluctant to teach this controversy. This is partly because most popular school textbooks present Darwinism as the only scientific theory of origins and give little coverage to alternative theories ...

GCSE Science Specifications in September 2007 gave a fresh opportunity to reconsider what is taught about origins in science lessons.

How Science Works is primarily about helping students to engage with and challenge the science they meet in everyday life. Students need to adopt a critical, questioning frame of mind, ..... 

We consider that it is time for students to be permitted to adopt a more critical approach to Darwinism in science lessons. They should be exposed to the fact that there is a modern controversy over Darwin's theory of evolution and the neo-Darwinian synthesis, and that this has considerable social, spiritual, moral and ethical implications. Truth in Science promotes the critical examination of Darwinism in schools, as an important component of science education.
Three Theories
But which one is best?

How should we interpret this?

- Phylectic Gradualism?
- Punctuated Equilibrium?
- Phylectic Discontinuity?

Let the scientific debate begin...
Paul Garner F.G.S.
Scientific theories

The use of the word ‘theory’ can mislead those not familiar with science as a subject discipline because it is different from the everyday meaning of being little more than a ‘hunch’. In science the meaning is much less tentative and indicates that there is a substantial amount of supporting evidence, underpinned by principles and explanations accepted by the international scientific community. However, it also signals that all scientific knowledge is considered to be provisional as it can be overturned by new evidence if this is validated and accepted by the scientific community.

Creationism and intelligent design are sometimes claimed to be scientific theories. This is not the case as they have no underpinning scientific principles, or explanations, and are not accepted by the science community as a whole. Creationism and intelligent design therefore do not form part of the science National Curriculum programmes of study.

What is appropriate to teach in science lessons?

The nature of, and evidence for, evolution must be taught at key stage 4 as these are part of the programme of study for science. Key stages 1, 2 and 3 include topics such as variation, classification and inheritance which lay the foundations for developing an understanding of evolution at key stage 4 and post-16.

The nature of science as a subject discipline must also be taught, as described in Sc1 Scientific enquiry at key stages 1 and 2 and how science works at key stages 3 and 4.

Creationism and intelligent design are not part of the science National Curriculum programmes of study and should not be taught as science. However, there is a real difference between teaching ‘x’ and teaching about ‘x’. Any questions about creationism and intelligent design which arise in science lessons, for example as a result of media coverage, could provide the opportunity to explain or explore why they are not considered to be scientific theories and, in the right context, why evolution is considered to be a scientific theory.

Addressing students’ questions about creationism or intelligent design

Science teachers can respond positively and educationally to questions and comments about creationism or intelligent design by questioning, using prompts such as ‘What makes a theory scientific?’, and by promoting knowledge and understanding of the scientific consensus around the theories of evolution and the Big Bang.
Centre for Intelligent Design

http://www.c4id.org.uk/
St Peters School Exeter 2011 and 2012

• http://www.thisisexeter.co.uk/Anger-creationist-invited-talk-school/story-11664070-detail/story.html#axzz2e6yZ9LxM
15th century Bishop had a pet dinosaur

- http://creation.com/bishop-bells-brass-behemoths
Scottish school September 2013


September 1, 2013

Dear Parents,

Yesterday each family in our school gave a gift of one book from Miss Vivien's Book Club. The book is a collection of poems by Alfred Noyes. The aim is to give the pupils something to think about and to encourage them to read and to enjoy poetry. This year the book is called "Poems from Heaven" and is available at all the shops and in the school library.

Mr. Craig’s secretary also needs a copy of the book for the school library. She will be able to offer it to all the pupils.

While I appreciate the extra effort to ensure everyone is included, I am sure our pupils will enjoy the poems and the book. I hope you will all read it and enjoy the poems.

Yours sincerely,

[Signature]

Alexandra C. Macleod
Head Teacher
TRUTH BE TOLD
Exposing the Myth of Evolution

Kyle Butt
And Eric Lyons
Free Schools

• http://www.huffingtonpost.co.uk/2012/07/16/creationist-free-school-newark-go-ahead_n_1675424.html
Giants’ Causeway

• http://www.theguardian.com/world/2012/jul/05/national-trust-creationism-giants-causeway
Growth in Europe

• All over Europe
• Within churches Germany France etc
• Post-Soviet Russia
• Serbia
• Concern shown by
• Parliamentary Assembly of the Council of Europe on “The dangers of Creationism in Education” on 8 June 2007,
Chart Shows the Public Perception on Whether Scientific Evidence exists to Support Charles Darwin's Theory of Evolution

To what extent do you agree or disagree that enough scientific evidence exists to support Charles Darwin’s Theory of Evolution?

<table>
<thead>
<tr>
<th>Country</th>
<th>Agree strongly</th>
<th>Tend to agree</th>
<th>Neither agree or disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>India (452)</td>
<td>30%</td>
<td>47%</td>
<td>18%</td>
<td>12.2%</td>
</tr>
<tr>
<td>China (800)</td>
<td>27%</td>
<td>44%</td>
<td>20%</td>
<td>4%</td>
</tr>
<tr>
<td>Mexico (775)</td>
<td>21%</td>
<td>43%</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td>Great Britain (794)</td>
<td>26%</td>
<td>35%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>Spain (648)</td>
<td>20%</td>
<td>41%</td>
<td>27%</td>
<td>4%</td>
</tr>
<tr>
<td>Argentina (756)</td>
<td>15%</td>
<td>42%</td>
<td>32%</td>
<td>5%</td>
</tr>
<tr>
<td>Russia (1,289)</td>
<td>8%</td>
<td>40%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>USA (833)</td>
<td>19%</td>
<td>23%</td>
<td>27%</td>
<td>11%</td>
</tr>
<tr>
<td>South Africa (403)</td>
<td>10%</td>
<td>31%</td>
<td>31%</td>
<td>8%</td>
</tr>
<tr>
<td>Egypt (388)</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Base: All respondents who have heard of Charles Darwin and know something about his theory of evolution, April–May 2009
Latin America and Sub-Saharan Africa

• In Latin America and Sub-Saharan Africa, Christianity is the dominant faith and much evangelical or pentecostal. Probably 20% P/E
• In Brazil, 40% P/E E/P MPs push teaching creationism as science,
• Kenya; Throughout East Africa most prot Christians are e/p and to take the Bible literally. So far Evolution not an issue in education but in Nairobi a Pente Bishop strongly objected to the Museum’s display of human origins for being evolutionary and “contradicting” the Bible.
• Nigeria The former Anglican Archbishop Akinola strongly opposed evolution but I don’t know whether this extends to the teaching of science, but there seem to be moves in that direction
• South Africa; 1948 Apartheid supported by CHE, anti-evolutions, bantu degenerate. Now white evangelicals creationist and try to change teaching. Bantu often reject evolution because “we are not an ape”
The religions of leading nations in 2050 (after Jenkins)

Leading scientific nations in 2010 in bold

- **Overwhelmingly Muslim**
  - Pakistan  Bangladesh  Saudi Arabia  Turkey  Iran  Yemen

- **Mainly Muslim, significant Christian minority**
  - Indonesia  Egypt  Sudan

- **Overwhelmingly Christian**
  - USA  Brazil  Mexico

- **Mainly Christian with Significant Muslim minority**
  - Philippines  D. R. Congo  Germany  Russia  Uganda  [UK, Aus/Canada, W Europe]

- **Christian and Muslim with neither in majority**
  - Nigeria  Ethiopia  Tanzania

- **Dominated by neither Christianity or Islam**
  - India  China?  Vietnam  Thailand  Japan
The next two slides ignore sequestration
Leading scientific nations if evangelical creationism declines

- *Overwhelmingly Muslim*
- *Mainly Muslim, significant Christian minority*

- *Overwhelmingly Christian*
  - USA

- *Mainly Christian with Significant Muslim minority*
  - Germany  Russia  [UK, Aus/Canada, W Europe]

- *Christian and Muslim with neither in majority*

- *Dominated by neither Christianity or Islam*
  - India?  China?  Japan
Left Behind?

Leading scientific nations if evangelical creationism dominates

- *Overwhelmingly Muslim*
- *Mainly Muslim, significant Christian minority*
- *Overwhelmingly Christian*
- *Mainly Christian with Significant Muslim minority*
  - Germany? Russia? [UK, Aus/Canada, W Europe]?
- *Christian and Muslim with neither in majority*

- *Dominated by neither Christianity or Islam*
  - India China Japan