

A Note to Parents/Teachers

Our Objective

Modern science, as taught in most schools and in most major science magazines, has been highjacked by naturalistic evolutionists. Many of us have a “bad taste in our mouths” for science because of it, and yet **God** owns science, not evolutionists. He instituted science and wants us to engage in it, since through science we can learn about Him (Romans 1:20), as well as subdue and have dominion over the Earth (Genesis 1:28), which can help us serve Him better. It is our goal in this book to help young people develop an interest in science as God intended it to be: a study of God and the things He has done (Psalm 111:2). At the same time, we wish to prepare them to respond to naturalistic evolutionists who would undermine their faith with false teaching and paint Christianity as a blind (evidence-less) faith based on ancient myths and fairytales, rather than real history.

Our Use of Terms

Sadly, there are far more naturalistic evolutionists studying the Earth and gathering physical evidence than there are biblical Creation scientists, but, thankfully, the work of naturalistic evolutionists can often still be useful. Many of the observations made by evolutionary scientists are correct, even though their interpretations of the evidence (which are typically based on false assumptions) are not. Naturalistic evolutionists, by definition assume supernatural things have not happened to the Earth and that only natural things can be used to explain the Universe. They believe, therefore, that all species today must have descended from a common ancestor that lived on the Earth billions of years ago. Those assumptions (molecules-to-man evolution and an old Earth) are rejected by biblical Creation scientists (like those at Apologetics Press) in light of Scripture and the scientific evidence. However, many of the terms evolutionists have developed to describe the actual physical evidence they have gathered (like the terms that have been coined to describe the layers of the geologic column or various species names) are useful and are retained here, though their timeframe is incorrect.

Young people will encounter these terms in life—in classes, textbooks, magazines/journals, museums, etc.—but they will generally be found in naturalistic, evolutionary, old-age contexts. We would not want young people to believe creationists are unaware of or uneducated about the evidence. Creationists do not deny the actual evidence—merely the false, widespread interpretation made by those who have a near monopoly on the dissemination of scientific knowledge today. We are, therefore, using many of the same terms that young people will see in their studies, which evolutionists use. The difference is that we will provide an interpretation of the same evidence that fits with Scripture so that as they study science, they will be able easily to take the evidence and terms being presented by evolutionists and translate that evidence into a biblical worldview.

Theory vs. Fact

Keep in mind throughout this book that historical science (science used to study events of the past), unlike Scripture, does not necessarily always provide us with the whole truth about what actually happened or was the case in the past. Since we were not present to directly witness the past, we must gather evidence and develop theories that could explain the evidence in light of what we do know—namely, Scripture. Many of the concepts discussed in this book (like the Ice Age, Catastrophic Plate Tectonics, Pangaea/Rodinia, etc.), therefore, are theoretical, even though they are supported in many cases by extensive evidence (i.e., they have great “explanatory power”). We wish to paint for young people a picture of the pre-Flood world, the Flood, and the post-Flood period using the current state of scientific understanding among leading creation scientists, recognizing that some of the ideas may be modified or discarded in the future. Having such a portrait, however, will help young people to know (1) that Creation scientists are able to, and do, effectively carry out legitimate scientific work today; (2) that the biblical Flood can be defended against attacks from those who wish to castigate the Bible as myth and legend; and (3) that the biblical account of the Flood provides a superior explanation of the evidence than does the erroneous evolutionary model.

A Textbook

The modern mindset in education is to separate learning into subjects (like English, Math, Science, Geography, and History), and subjects within subjects (like Physical Science, Earth Science, or Life Science). Though secular

scientists would not even consider the possibility, from a biblical perspective, it makes sense to study the Flood as its own scientific subject due to its significance in helping modern scientists correctly interpret their observations. This book can be viewed and used in that way. As you will see, the science of the Flood is pervasive, touching virtually every scientific discipline. In this brief study, we will touch on the following scientific field

- Anthropology (including archaeology and linguistics)
- Astronomy
- Biology [taxonomy, genetics, botany, and zoology (including mammalogy, herpetology, ornithology, ichthyology, entomology, and malacology)]
- Chemistry
- Geology (including sedimentology, seismology, speleology, petrology, and volcanology)
- Geography
- Engineering
- Meteorology
- Nomenclature
- Oceanography
- Paleontology (including paleoanthropology and taphonomy)
- Physics

Various tools have been provided as assistance to parents/teachers who choose to use this book as a textbook.

- **Endnotes:** While hundreds of sources could be included that provide support for the material in the book, most were left out since the target audience is younger teens (see the adult materials at www.apologeticspress.org for technical articles and books). Instead, the endnotes generally provide extra information that can be useful to those who wish to dig deeper.
- **Glossary:** Since so many scientific fields are addressed throughout this book, and so many terms that are used throughout the book may be new to students, a glossary with well over 200 terms was developed with young teens in mind. While covering a particular chapter in the book, it would be worthwhile to select relevant terms from the glossary for students to memorize and on which to be tested as they study the chapter.
- **End-of-Part Questions:** At the end of each Part, review questions for each chapter are provided that can be used to test a student's understanding and memory of the material discussed—well over 200 questions. For answers to the questions, scan the QR code below.
- **Indices:** Bible verse and subject indices are also included, to allow students, teachers, and parents to quickly find relevant page numbers in the book that correlate to various topics/verses.

We pray that your children's imaginations will be sparked by this study, and they will develop a passion for Creation science and begin thinking about how they might contribute to Creation science through their own future studies, work, influence, and support.

