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## PERPETUATION OF CREATIONISM THROUGH THEISTIC EDUCATION

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### ABSTRACT

This paper sets forth the concerns of Accelerated Christian Education, Inc., of Lewisville, Texas, about the detrimental effects of an atheistic world view on a student, and on future scientific research.

This paper also sets forth why creationist principles are beneficial, how Accelerated Christian Education's two main lines of curriculum are spreading creationist principles to those who use them, and specific evidences for the creationist model. Goals for creationist science curriculum at several levels of A.C.E. curriculum are discussed.

Concerns for the national consequences of rejecting God-consciousness by national leaders are presented as concluding remarks.

### ACCELERATED CHRISTIAN EDUCATION CURRICULUM

The foundational and working philosophy of the Accelerated Christian Education (A.C.E.) curriculum has always been and is to saturate the entire curriculum with the basic revelation that God is, and all else flows from His Being and actions.

A child who grows up having formed the scriptural concept that he has eternal worth because he was formed by a God Who loves him and has a plan for his personal life has the mentality for responsible citizenship.

Sin clutters the conscience, limiting concentration ability. The Bible emphasizes that sin renders a person incapable of reasoning to a valid conclusion. A child whose mind is cluttered and fettered by guilt, bitterness, shame, and pride cannot concentrate well on academic work. A child convinced that he is merely the fortuitious outcome of blind, random organic developmental processes has no reason and no goal for future personal intellectual development or future scientific investigation, other than to serve no higher purpose than his own intellectual development or personal fame.

A child free of bitterness, pride, the effects of pornography and drug abuse possesses a purer and freer spirit to think, remember, and recall. He is better able to think the Creator's thoughts. He is also a more responsible citizen.

Freedom from the stultifying effects of sin and an atheistic world view allows a child's mind to pursue with confidence, vigor, and purpose solutions to today's problems and to pursue basic research for tomorrow's discoveries.

Intelligence quotients and electrochemical processes of recalling and storing information are not indicators of man's ability to solve scientific, social, or economic problems. Wisdom is the needed ingredient. The A.C.E. curriculum has the intended goal of imparting wisdom from God's Word to the student in addition to imparting academic knowledge. True education takes place when wisdom (life from God's point of view) is taught and caught in a Christian environment in which God's Word is the basis for education.

With a theocentric curriculum and God's wisdom forming an intellectual underpinning for a totally biblical world view, the child is capable of viewing life from God's perspective--not his own.

Since its inception in 1970 by founder and president Donald R. Howard, Ph.D., A.C.E. has published its curriculum on the premise that consciousness of, and accountability to, God should saturate the entire course of study.

The A.C.E. science curriculum, for example, verifies what the Bible has already revealed about scientific fact. A fourth level PACE tells how oceanography was greatly enhanced by the studies of Matthew F. Maury. The student learns how Mr. Maury's scientific career was inspired by a passage from Psalm 8 that declares there are paths in the sea. The investigation of ocean currents was started because of one man's belief in the literal truth of God's Word.

In a fifth level PACE, the student works with concepts such as found in Isaiah 44:14 "...he planteth an ash, and the rain doth nourish it." Then the student is directed to the experiment and observations by Jan V. Van Helmont, whose experiment with a tree planted as a seedling confirmed that after five years of growth, the seedling had grown much, while the soil in which the seedling had been planted had lost only a small amount of weight. Therefore, most of the nourishment used by the seedling had come from the rain water that Van Helmont had used to water the seedling.

Another fifth level PACE deals with the nature and composition of molecules, molecular theory, elements and their chemical nomenclature. These lessons enable a student to understand that "...Things which are seen were not made of things which do appear" (Hebrews 11:3).

Creationism as such is advanced most specifically in the eighth level. There, proofs of creationism and the Genesis Flood are shown to be factual by examples of the consistent workings of thermodynamics, the presence of a magnetic field around Mercury, the presence of considerable gas pressure found when oil wells are tapped, and the complexity of the human eye. These evidences point to a Cause greater than the effects brought about by its workings.

The PACE also substantiates the Genesis Flood with evidence from Ferdinand Navarra's discovery of the Ark in 1955, the Paluxy River tracks of dinosaurs and men, multistratified fossils, well-preserved mammoths found in Alaska and Siberia, the unique conditions necessary for fossil formation, artifacts of undisputable human fabrication found either embedded in coal or fossilized in native rock, and ideographs of Chinese that point to a common Flood tradition among Oriental peoples that is consistent with the biblical account.

Furthermore, creationism is advanced in the elementary levels by emphasizing the days of creation as literal, twenty-four-hour days in the earliest PACE levels and by presenting substantive arguments through biographical material from such scientists as Sir Isaac Newton and Michael Faraday, whose lives are an encouragement to young people, not only in scientific endeavors, but in Christlike living as well.

Basic Education materials, also produced by A.C.E., are available to the public at large. These materials may be used mainly by parents who want their children to have theocentric training through tutorial centers, by self-study programs in prisons, by the military, and by the growing movement toward home schooling. Basic Education materials are available through representatives who serve as subsidiaries of A.C.E.

Specifically, Basic Education materials cover biology in ninth level, physical science in tenth level, chemistry in eleventh level, and physics in twelfth level. All bodies of scientific knowledge covered are theocentric.

Biological materials cover quotes by evolutionists who admit that evidence presented in support of their theory is in reality scientifically invalid. Abiogenesis is presented as an unproven hypothesis, vastly improbable, and never having been observed as having happened.

Anomalies in evolutionary processes are presented to point out that "higher" animals sometimes have "simpler" organs than "lower" animals (e.g., the octopus' eye compared to the eye found in many mammals).

Also presented are gaps in evolutionary thought. The student is presented with evidence that Precambrian rocks contain spores and pollen grains of familiar plants and that no family in the plant kingdom can be traced to its "origins" by any evolutionary "evidence."

References to genetics emphasize that genetic aberrations provide no mechanism for biological change that is beneficial toward the survival of the individual possessing such aberrations or of the formulation of new species. The text also points out why genes are inherently unable to perform an upward evolutionary function.

References to hybridization emphasize that hybrids have genetic weaknesses bred into their genetic make-up, making them less independently vigorous than the original genetic stock from which they were bred.

Tenth level physical science emphasizes that order, energy, and motion must have had an origin, and that order cannot arise from chaos.

Also emphasized is that universally applicable natural law points both to a Being Who formulated these laws and that a Being independent of time and far in advance of human understanding is necessary to have woven knowledge and universally applicable law into the fabric of Creation.

Deterioration observed in nature is presented as the outworking of God's curse upon physical creation at the Fall.

Creationism in eleventh level chemistry emphasizes the need for supernatural action directed by an infinite Mind to constitute non-living matter into living systems. Atomic forces are presented so as to stimulate the student to reason back to the First Cause--infinite Deity.

Especially emphasized in twelfth level physics are the basic laws of thermodynamics and how physical law is consistent with scriptural principles.

Government-sponsored educational reforms, currently much in the news, do not address the basic issue of attempting to train children by using methodology based on atheistic-evolutionary premises.

"Fifty per cent of all students will be in some form of private education by the year 2000 as taxpayers opt for alternatives to public education with all its glaring pitfalls and deficiencies that fail to provide society with individuals capable of exercising responsible and beneficial judgments within it."

"Only as the individual's sin nature is kept in check with a theistic-creationist view with emphasis on individual accountability to the God of creation, will graduates of our educational systems be equipped to be producers in a competitive, free enterprise system.

"Failure of state educators to provide a foundational premise of accountability to the God of creation will spell the end of society as we know it in America, for no society can long endure when its leaders reject God-awareness.

"Rejection of God-awareness produces criminals awaiting opportunities to exercise their crude philosophy that only the strong prevail. Such a society must be held in check with guns, police, and force mightier than the criminal. The teaching of atheism and evolution is to perpetuate society governed by criminal elements and will sound the death knell of society governed by law. A.C.E. and Basic Education curricula put the student's thoughts into proper perspective of God's laws for nations."

For these reasons and by and through the above-mentioned methods and avenues, A.C.E. is working to advance the creationist cause.

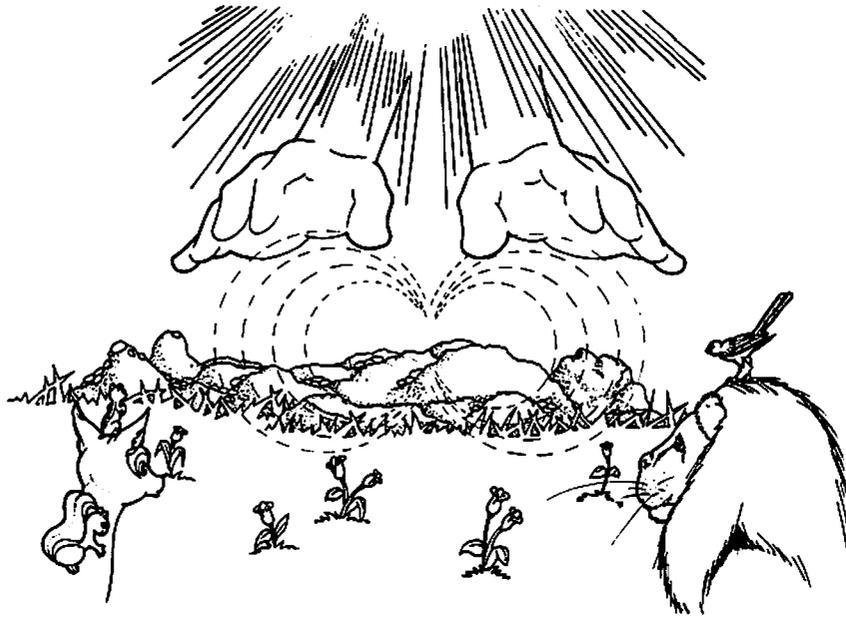
#### TERMS

PACE Acronym for Packet of Accelerated Christian Education, one of the student workbooks in the A.C.E. system.

level A designation denoting degree of difficulty in student academic achievement, and equivalent to a grade in public schools. However, since the A.C.E system is an ungraded system, the student is free to move through the curriculum at his own rate of progress. Completion of twelve successive PACE books marks one level of student achievement. For example, the fifth level is designated by PACE books numbered 1049 through 1060.

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