

Challenging Your College Professor in Science Class

Russ McGlenn's Testimony From University of the Americas College,
Science 101 Class, (4 Credit Hours) Mexico City, 1968



Entrance to the College



Lunch room outside

Statistics show that 80% of Christian students leave the church after they have attended a secular college. They have a good Bible foundation but are unable to debate the professors. I explain why that is the case in this paper.

Attending college in Mexico and how I learned to present not just an attack on Evolution but to infuse a positive view of God's wondrous creation.

I went to college at the of Multnomah University and Seminary with a major in theology and minors in missions and Christian education. After Multnomah, I attended secular college taking science classes and studied the evolutionary worldview in preparation for being a Christian apologist. I took Science 101 at the University of the Americas in Mexico City after we were married. I sat in the front row in front of the professor's desk.

I did not realize it then, but my questions were really aimed at what were his assumptions. I would ask respectfully, "How do we know that is true?" or "How can mutations do that?" The class was for freshmen and I already had three years of theology college. As I was older and married, I did not have to worry about impressing the girls or the teacher so I did not mind asking dumb questions.

About the third week of school this conversation took place: One day he said, "The earth evolved 4.5 Billion years ago and humans 30-40,000 years ago."

I raised my hand right away and asked. "How do we know those dates?"

He said, "By Radiometric and Carbon 14 dating."

I said, "I've read that C14 dating has some major problems and may not be so accurate."

"Why do you ask so many questions?" He said somewhat irritably.



Left, a hippie in our Bible study. Right – Louis of Jewish parents and wife Suzy who became Christians through our Bible study.



"I think the students need to see there is other scientific data that shows another side to these issues." I said.

He rose up out of his seat to his full six foot two inch height, leaned over his desk to intimidate me and said, "Well! Maybe someone should tell them the other side of the story. How about you?" (I think he hoped I would leave the class or shut up but could not say that)

"I would be happy to." I said not having been intimidated at all.

"You can have the whole hour next Monday," was his reply.

I prepared material that showed the problems with evolution. The dating problems, mutations not creating but destroying and maiming animals and humans and many other examples where evolution did not explain the data. I ran out of time and the professor said I could come back the next day and finish.

After I was done, many students came and complimented me on the presentation and said they appreciated the information. One student gave me a challenge that has influenced my teaching ever since that time.

He said, "I was glad you pointed out some of the fallacies of evolution, but it would be good if you showed how evolutionary geology, biology and other concepts can be accounted for by your world view." He was saying that if you are going to tear down one paradigm what are you going to replace it with? He knew I was a Christian and had a Bible Study on campus and I think all this got his interest.

I had deliberately NOT given a Biblical world view or Flood interpretation of the data. I had basically shown scientific data that cast doubt on the evolutionary view of the world and the lesson tended to be negative. When I was going to teach homeschool, I thought over again what that student had said. I decided I needed to teach more positively by showing the wonders of God's creation in contrast to the evolutionary story.



Evolution appealed to body and mind but I wanted my lessons to appeal to mind and spirit. The body and mind relates to the creation whereas the mind and spirit relates to God.

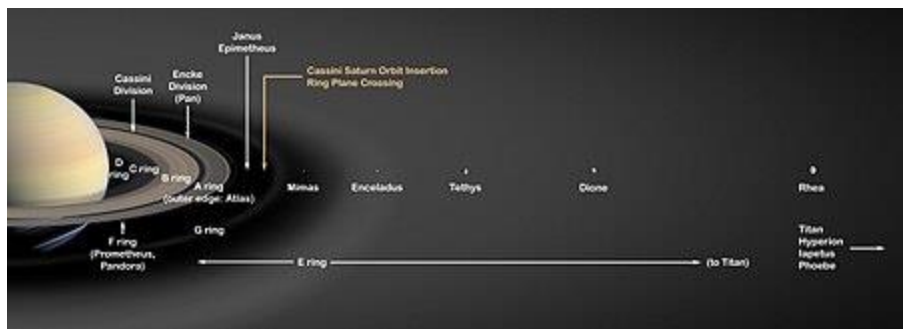
I now try to design each lesson or a group of lessons to be linked to a spiritual truth in the Bible. When science concepts touch and build our spiritual being, we will remember them and will be able to share them better with others.

For example:

Science Fact: When Radiometric and Carbon 14 dates are compared with artifacts for which we know the date, in the case of Radiometrics, the dates are off by millions of years and with C14 off by thousands of years. Example: When rocks from Hawaiian volcanoes were tested by radiometric dating (the breakdown of Uranium 238) the date of the eruption was off by millions of years as the scientists knew the eruption had taken place in the last 200 years.



Science Fact - There are over 162 moons in the Solar system. The data shows that nearly half of them are "anomalous" (i.e. they do not fit the evolutionary theory).



This means their placement around planets cannot be accounted for by the Big Bang Nebular Dust Cloud Story (Theory).

Science Fact - The Laws of Angular Motion show that the moons are anomalous because they could not spin out of a nebular dust cloud.

The Big Bang “Story” says they were “captured” by the planet’s gravity well as they came through the system as meteors or comets. To do this they would have to follow seven precise mathematical laws to be captured and have a secure and stable orbit around their host planet. The possibility that this would happen by chance over millions of years is statistically impossible. (See Lessons 1-7 under Astronomy)

Spiritual Fact – (This would be talked about later to show why the anomalies are there) The Cosmic Message (The Biotic Message applied to the Cosmos) says that the anomalous moons were placed there by God to show His Handiwork and that “He did it.” The moons cannot get there following the Laws of Angular Momentum but once they are placed there by God, they follow Newton’s Three Laws of Motion and the Law of Gravity. Code word for lack of scientific explanation - “anomalous” (i.e. they do not fit the theory).

What would have happened if I had quoted Genesis 1:1 as an explanation of how the earth was created, that it took only 6 days and, based on Biblical Chronology it took place 6000 years ago?

The professor and students, if they had not laughed out right, would have thought, “This poor naive man. He must have grown up in the boon docks. Doesn’t he know that science has proven what the professor is saying. The Bible is myth, legend and fantasy and has nothing to do with real science. Poor guy. He will never pass this course.”



Also, deep inside they would have thought I was some kind of crackpot and hoped I would leave the class and not embarrass them anymore.



In this situation one has to go toe to toe with the teacher and gently and respectfully show him that true science does not support his assumptions. I went through some of the things I listed above to show, from science, that his assumptions had major problems. I did not expect that he would change, but hoped I planted doubts in the minds of the students that then they might come to me and ask about the science that does not support the evolutionary narrative.

I got an “A” in the class. I think because, even though the professor and I disagreed on some of his points, he respected me because I intelligently brought scientific facts and did not attack him as a person, or say embarrassing things in the class.



Students who came to our Bible Study on the college campus. Right – Victor who was from Russia.