

“Creation Class” – “The Scientists Speak”

By Jay Schabacker

PREFACE

We are in the “Age of discovery.”

As an engineer, I like to research and discover, and that’s where I get into trouble—because then I write about it. But I’m passionate about it, so it gets lengthy. Here I will try some short “CliffsNotes.”

1. I discovered that the number of PhD scientists who believe in the Creation numbers at least 223. This didn’t jive with what the general public is told “that scientists cannot be Creationists.” After my Mount St. Helens experience, I decided to research what the scientists had to say about the Biblical Creation; hence this essay, “Creation Class” – “The Scientists Speak.”



*Lahar Flowing Down Mount St. Helens, March 21, 1982
USGS Photo by Tom Casadevall*

2. I discovered that what it is all about is a giant battle between those who believe in no Supreme Being, but a “naturalistic worldview,” “uniformitarianism,” and “chance” for Evolution taking place over billions of years for impossible events to take place—and against Creation, “Catastrophism” (think “global flood”) wherein we understand a miracle-performing God is forever Creating and sustaining in ways we have to admit we don’t fully understand.

Throughout this essay, you'll see a spattering of opinions, such as:

“The chance of our being here is so slim that it is enough to leave us goggle-eyed with terror – until in the next moment we realize that we are indeed here and explode with gratitude for our very existence. This can really be the only proper and logical response to it all, to marvel and rejoice and rest in the genuinely unfathomable miracle of our being.” –Eric Metaxas, *Miracles*

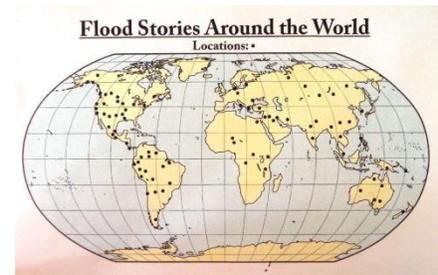
“Scientists may be able to show mathematically consistent ways in which the existence of these somethings could lead to other somethings. But what are the odds that something can come from absolutely nothing? There is not a chance.” –R.C. Sproul, *Not a Chance*

“I, at any rate, am convinced that He is not playing with dice.” –Albert Einstein

“Miracles are not a contradiction of nature. They are only in contradiction of what we know of nature.” –Saint Augustine

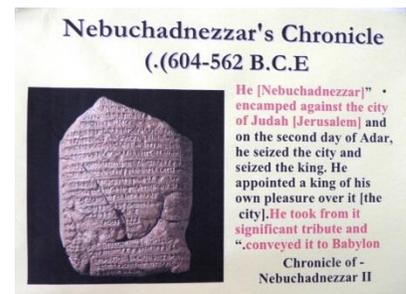
3. I discovered that there are more than 500 accounts of a global flood from all over the world, handed down from generation to generation, and eventually written down.

4. I discovered that scores of people have **discovered** the remains of Noah's Ark on top of Mount Ararat. Just one story is of 1985 when US Air Force General George Havens saw the re-creation of the Ark that George Hagopian described (see attached sketch); he said, “We've seen that. We have photos of that. Our pilots have photographed that very object. It looks just like that. It is on a ledge. In fact, I was shown two slides of this object at Fort Leavenworth in a presentation for people assigned to Turkey.”





5. In addition, I discovered that ancient peoples of the ‘near east’ wrote extensively detailed accounts (on rock) of incidents and happenings also detailed in the Holy Bible.
6. I discovered that a huge body of information explaining the Creation Model and refuting the Evolution Model has been building and is gaining strength yearly. This information needs to be made available to all of us.



Evolutionist Gerald Hawkins in his book *Mindsteps to the Cosmos*, states, “I do not wish to get involved with the evolution argument. Did it take place slowly over the aeons, or did it move forward in a spectacular jump – could a hopeful monster appear on the scene by mutation and find a niche? Was there a sudden change in the brain caused by a quirk, or was the modern mind a slow and steady 3 million years in the gestation?”

Though Hawkins did not want to get involved in the argument, we must!

As enumerated later in this essay, the social consequences of the belief in Evolution are numerous and negative! Just to name a few: *our animal-like behavior, meaninglessness, good overtaken by evil, communism, relativism, secular humanism, divorce, racism, and abortion.*



7. I have also learned that the evolutionists never give up, and they are well organized. One case in point is Antonio Gramsci, a leader in the Italian Communist Party in 1939, who wrote, “A cultural hegemony was

necessary. It would be accomplished via a 'long march through the institutions' to take over and transform schools, colleges, magazines, newspapers, theaters, cinemas, and art. **It was necessary to control opinion-forming centers to change the prevailing culture, but primarily to eliminate Christian influences.**"

8. I have also discovered that the evolutionists fib a lot:

"Fourteen Years and Still Counting!"

Even now, fourteen years after prominent atheist and evolutionist Dr. Richard Dawkins made his original statement on December 3, 2004, in an interview with journalist Bill Moyers that "**There is massive evidence for the theory of evolution,**" are still parroting the same statement today. Now, Glenn Branch, deputy director for the National Center for Science Education, Oakland, CA, said, in December 2017: "**What's taught about evolution in California's public schools is supported by overwhelming amounts of evidence from multiple areas of science.**"

When you read on in the essay, you will come in contact with a number of evolutionist fakes and frauds, including: **Ernst Haeckel's evolution embryo fraud, Piltdown Man, Nebraska Man, Java Man, Neanderthal Man, Lucy the hominid, Orce Man, and Archaeoraptor Fake Dinosaur bird, Horse evolution fraud, Brontosaurus, Flipperpithecus.**



Left to right, Hog, Calf, Rabbit, Human

Above shows Haeckel's progression from top to bottom of a Hog, Calf, Rabbit and Human.

⚡ We now know that Haeckel "fudged" his sketches, making them seem far more similar than they actually are. Worse, scientists of his day knew of Haeckel's deceit.

“The Scientists Speak About the Biblical Creation”

Moving ahead to what the scientists say, the engineer in me caused to be spilled a major amount of ink in the essay dedicated to the argument—the scientific differences between the Creation Model and the Evolution Model. Here in this preface, I’ll just relate a short part of Dr. Duane Gish’s article, *Summary, Scientific Evidence for Creation*, as follows:

Formation of Earth’s Geological Features:

1. Creation Model: The earth’s geological features appear to have been fashioned largely by rapid, catastrophic processes that affected the earth on a global and regional scale (catastrophism).
2. Evolution Model: The earth’s geological features were fashioned largely by slow, gradual processes, with infrequent catastrophic events restricted to a local scale (uniformitarianism).

Life on Earth – Thousands of Years or Billions of Years?

1. Creation Model: Life was suddenly created.
2. Evolution Model: Life emerged from non-life by naturalistic processes.

9. I discovered that an evolutionary group of scientists believe that life of Earth cannot be more than 100,000 – 200,000 years old.

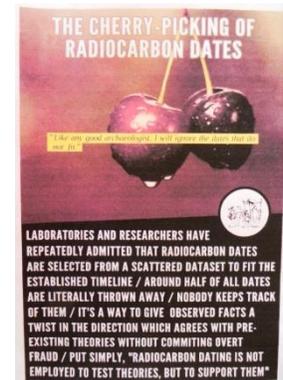
Use of Radiometric and Other Dating to Get Accurate Results of Age:

1. Creation Model: The inception of the earth and of living kinds may have been relatively recent.
2. Evolution Model: The inception of the earth and then of life must have occurred several billion years ago.

Emergence of Plants and Animals: What the Fossil Record Shows

1. Creation Model: All present living kinds of animals and plants have remained fixed since Creation, other than extinctions, and genetic variations in originally created kinds has only occurred within narrow limits.
2. Evolution Model: All present kinds emerged from simpler earlier kinds so that single-celled organisms evolved into invertebrates, then vertebrates, then amphibians, then reptiles, then animals, then primates, including man.

Mutations: Required by Evolution – Are They Good or Bad?



1. Creation Model: Mutation and natural selection are insufficient to have brought about any emergence of present living kinds from a simple primordial organism.
2. Evolution Model: Mutation and natural selection have brought about the emergence of present complex kinds from a simple primordial organism.

Man and Apes

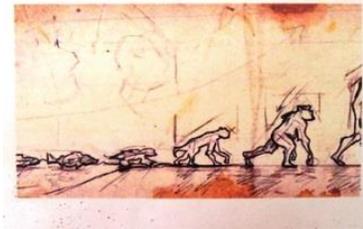
1. Creation Model: Man and apes have a separate ancestry.
2. Evolution Model: Man and apes emerged from a common ancestor.

Emergence of the Universe and the Solar System

1. Creation Model: The universe and the solar system were suddenly created.
2. Evolution Model: The universe and the solar system emerged by naturalistic processes.

Note: The scientists have an abundance of detailed, sound evidence for Creation and against Evolution, so please consider reading more in later chapters of this essay.

Evolution Day Struggles For Survival | Answers in Genesis



10 I discovered that evolution is a religion . . . not science!

Ardent Darwinian atheist Michael Ruse has acknowledged that evolution is their religion. Here is what he said, and there are many more who say the same thing.

“Evolution is promoted by its practitioners as more than mere science. Evolution is promulgated as an ideology, a secular religion – a full-fledged alternative to Christianity, with meaning and morality. I am an ardent evolutionist and an ex-Christian, but I must admit that in this one complaint – and Mr. Gish (Duane T. Gish the Creation Scientist) is but one of many to make it – the literalists are absolutely right. Evolution is a religion. This was true of evolution in the beginning, and it is true of evolution today.”

11. I discovered that Democratic Socialists are urging Socialists to become teachers because they can’t win a ‘fair fight.’

So What Is the Action Plan?

Many believe that more emphasis on the Christian worldview most likely would bring about improved results socially for our population. Therefore, they believe that if public schools allowed for the covering of Creation it would be a positive thing.

Poll Results on the Desire in Teaching as the Percent of the Population

| | |
|---|------------|
| 1. Teach Darwin's theory of Evolution only | 21% |
| 2. Teach Evolution plus scientific evidence against it | 69% |
| 3. Not sure | <u>10%</u> |
| | 100% |

Some courageous proponents of Creationism in public schools have put forth legislation often entitled “Academic Freedom Acts.” There have been only two victories:

1. A Louisiana “Science Education Act” was passed in 2008.
2. A Tennessee act was passed in 2011 to “protect a teacher from discipline for teaching scientific subjects in an objective manner.”

But, the overall results were depressing. From a report from the National Center for Science Education (NCSE), which is pro-Evolution, in the period 2008–2015, from sixteen states, “Academic Freedom Acts” were brought before a committee or the legislature fifty one times and were denied 96% of those times. Louisiana and Tennessee made up the two victories—4%.

“Thank you everyone for signing the petition.”

Yes, the battle for legislation is being lost because the atheist minority is more forceful, more aggressive, and louder. They are well organized and often put forth petitions to the school boards and state legislators that win them the victory. One petition put together by Eduardo Pazos, using petition model *Change.org*, was titled “Stop FL anti-evolution bill (SB 1854).” It was submitted to the Florida State House with 284 signers in July 2011. The last statement by Eduardo Pazos was: “The bill is dead. Thank you everyone for signing the petition.”

It is understandable if the courageous legislators who led the fight with the previous unsuccessful bills are now “burned out” and *discouraged*. **But, we are in the majority, and we are in the right—so let’s take heart and get to work.**

Yes, it’s now time for the silent majority to finally come forward and lead the fight—with “grass roots” campaigns and a series of informational presentations and petitions as needed. Led by church pastors and members, Creation scientist groups, legislators, and concerned citizens could make an important difference if:

1. We all read about the subject and start the conversation toward Creation teaching allowed in the public schools.
2. We gave our views to the school boards and legislators who are the decision-makers.
3. We initiate and put forth needed petitions in support of needed legislation.

12. I discovered there is an active ‘Academic Freedom Petition’ calling for the teaching of Creation in our public schools

And, yes, we now have our own petition! It’s called the ‘Academic Freedom Petition’. Please consider signing it: <https://freescience.today/petition/>

To Save Our Country by Saving Our Kids

