The Scientists Speak About the Biblical Creation

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by

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Dedication

This essay is dedicated to the late Dr. Henry M. Morris (1918-2006), widely recognized as the founder of the modern creation science movement.

“The need, therefore, for a worldwide revival of the doctrine of real creation and a personal creator God is great. God’s urgent message to Job and his contemporaries is more vital now than ever before.”

(Morris, Dr. Henry M., The Remarkable Record of Job, 1988/2000, Master Books, Green Forest, AR, p. 94)

Also

A Quote by mayor of Chicago, Rahm Emanuel, August 2018

“I know the power of what faith and family can do . . Our kids need that structure . . I am asking . . that we don’t shy away from a full discussion about the importance of family and faith helping to develop and nurture character, self-respect, a value system and a moral compass that allows kids to know good from bad and right from wrong.”
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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.”
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.
“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.*

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 10%
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
Introduction

We were traveling the Lewis and Clark trail and came upon a destination we always wished to visit—Mount Saint Helens. The eruption on May 18, 1980, of that mountain in the state of Washington was something historical—especially for scientists who try to explain our earth’s recent history through catastrophes. Not actually scientists, but Christians with a seeking mind, my wife and I found the site exciting. At the end of the tour, I approached the salesperson and asked if they had any books with a Christian view of the catastrophism shown by Mt. St. Helens; the reply, to my chagrin, was “I’m sorry, sir, but we only carry books by scientists.”

I was taken aback, to say the least, hence the idea to write this essay that started with the goal of researching what advanced level scientists had to say about the Biblical Creation.

_It was a lot!_

Who Are the Scientists?
Eric Metaxas in his book *Miracles* provides us with a short introduction:

“There are many leading scientists who unapologetically believe in God and miracles, who see no conflict between a life simultaneously dedicated both to faith and scientific inquiry.

“This alone should be dispositive. For example, Francis Collins, who appeared on the cover of *Time* for his work heading the Human Genome Project, and who now is the director of the National Institutes of Health—and who for his fame as a scientist was on President Obama’s 2008 transition team. Indeed, in his book *The Language of God*, he explains how it was science itself that led him to embrace his Christian faith. Another top scientist, Cambridge’s Sir John Polkinghorne, after being recognized as one of the top quantum physicists of the twentieth century—and being elected to the Royal Society—was ordained as an Anglican priest and now regularly writes and speaks on the compatibility of science and faith. And, finally, Dr. William D. Phillips, who won the Nobel Prize in physics in 1997, has spoken widely about how his dedication to science and God are not merely compatible but conjoined and logically inextricable from one another. The list of contemporary men and women of science who believe in the God of the Bible and in miracles is virtually endless.

“We are only surprised by this—if we are—because our culture has so forcefully promoted the idea that faith and science are at odds, but the ironic and virtually unknown reality is that modern science itself was essentially invented by people of the Christian faith. That’s because they believed in a God who created a universe of staggeringly magnificent order, one that could be understood rationally, and one that was therefore worth trying to understand. Many of them believed scientific work was a way of glorifying God, because it revealed the spectacular order and manifold genius of God’s creation.

“Isaac Newton himself was a serious Christian, and Galileo, who because of his battles with the Catholic Church is often thought of as a scientist at odds with Christian faith, was in fact a committed Christian. To add just a two from the many others we might name, John Clerk Maxwell and Michael Faraday were both men of deep Christian faith, whose breadth of scientific genius cannot be overstated, and whose faith explicitly underpinned their zeal to understand the laws governing the universe.”

(Eric Metaxas, *Miracles*, p. 23-24)

**Creation Ministry Organizations**

How about in our present day?

In our present times, there are many excellent organizations committed to Biblical Creation and committed to getting the information out to us. Here are five such large organizations you might want to contact at the outset of our discussion:
Institute for Creation Research (ICR), Founded 1970
Home office: Dallas, Texas
Of interest: The ICR Discovery Center for Science and Earth History
www.icr.org, 800-337-0375

Creation Ministries International (CMI), Founded 1977
Home office: Australia, also Atlanta, Georgia
Of interest: The CMI Journal Of Creation, Creation Magazine, Creation Daily, and movie Alien Intrusion
www.creation.com, 800-616-1264

Discovery Institute (DI), Founded 1990
Home office: Seattle, WA, also Alexandria, VA and Frisco, TX

Answers in Genesis (AIG), Founded 1994
Home office: Petersburg, Kentucky
Of interest: Creation Museum, Ark Encounter, and the Answers Magazine
www.answersingenesis.org, 859-727-2222

Geoscience Research Institute, Founded 1958, Seventh Day Adventist Church
Home office: Loma Linda, CA
www.grisda.org, 909-558-4548

Further, there are approximately 123 Creationist organizations, large and small, just in the United States of America – in the various states, and this listing is shown in an Appendix G. (Ref. https://creation.com/creationist-organizations-in-the-usa).

Then, how about the number of individual scientists with PhDs?

Recent Believers in Biblical Creation who Possess a Doctorate in a Science Related Field
It is a long list, in an Appendix A, of “Some scientists alive today* who accept the biblical account of creation.” https://creation.com/scientists-alive-today-who-accept-the-biblical-account-of-creation

*Note: Some of those listed may be recently deceased, and some names may have been inadvertently omitted. The list includes 223 names.*

Names are taken from the following:

“Some scientists alive today* who accept the biblical account of creation”:

Please see also for more lists:

- “Creation & Earth History Museum, Creation Scientists,” http://www.creationsd.org/creation-scientists.html
Recent Believers in Evolution Who Possess a Doctorate in a Science-Related Field

The few names I have found, are taken from a number of sources, including the following, below. But the list has been extremely hard to pin down when looking for active and published PhD’s in appropriate science-related fields. I don’t include a list here, as it is subject to review.

1. “On Evolution – Love It Or Hate It”
   https://www.goodreads.com/list/show/2228.On_Evolution_Love_It_Or_Hate_It

2. “A Who’s Who of evolutionists”
   https://creation.com/a-whos-who-of-evolutionists


4. “Famous Evolutionary Biologists/List of Top Evolutionary Biologists”; https://www.ranker.com/list/notable-evolutionary-biologist-s)/reference?ref=search

Note: It is a fact that ‘Darwin Doubters’ do get expelled from US universities if their views become known. So, it is probably true that PhD’s at universities gladly sign up on the evolution side if they want to retain their tenure. At the university level, professors are warned ‘tow the line on evolution – or else’.

Ben Stein, in his popular 2008 documentary, “Expelled: No Intelligence Allowed”, brought to light what he calls a dogmatic commitment to Darwinism at the US universities. He stated, ‘It is not just the scientists who are in on it. The media is in on it, the courts, the educational system, everyone is after them.’ Ref. Dean, Cornelia, “Scientists Feel Miscast in Film on Life’s Origin”, September 27, 2007, The New York Times, New York, p. A1
Section One: Here Is Some General Information

Creation to Darwinism – A Little History

Across the centuries, the account of the Biblical Genesis has been accepted in Jewish, Christian, and Muslim societies as the true story of human beginnings. Then, in the mid-nineteenth century, Europeans and Americans alike were stunned by a proposal that men and women had not been created suddenly in their mature form by a supreme heavenly power. Instead, they had evolved gradually over eons of time from simpler forms of animal life through a process of mutation and natural selection by which varieties of animals that were well suited to survival as their environments changed would prosper, and those not well suited would die off. Therefore, humans were not unique beings, entirely separate from other animals. They were part of a complex pattern of linked life forms. The detailed version of that proposal appeared in the book, *The Origin of Species* (1859) by Charles Darwin, an English naturalist; and the scheme became known as the theory of evolution.

Darwin’s theory was not greeted with great joy in his day, nor is it universally accepted today. In the late nineteenth century, the theory was condemned from most pulpits; and the general public did not welcome the unattractive likelihood that their close biological relatives might have been apes and monkeys and that more distant ancestors could have been chickens, toads, and garden slugs. However, a massive accumulation of empirical evidence over the decades gradually convinced scientists of the theory’s worth, so that today much of biological science as taught in schools is founded on an updated version of the theory of evolution called neo-Darwinism.

Ref. Thomas, *God in the Classroom*, p. 58

“*I myself am convinced that the theory of evolution, especially the extent to which it’s been applied, will be one of the great jokes in the history books of the future. Posterity will marvel that so very flimsy and dubious a hypothesis could be accepted with the incredible credulity that it has.*” (Malcolm Muggeridge—world famous journalist and philosopher—Pascal Lectures, University of Waterloo, Ontario, Canada).12. The Evolution Juggernaut—Evolution in Our Culture and Our Education System

The Evolution Juggernaut – Evolution in Our Culture and Our Education System

We just viewed the scientist situation, but recently we realize that we are up against something more sinister—the fact being that *Evolution is in our culture, and our education system* is impacted in a catastrophic way! Now that I have gotten a taste of it, I have read much to learn more, probably so have you. Here are three items:

1. “*Evolution is taught as undisputed fact in public schools across the nation. Each day millions of children learn that life arose naturally over millions of years of slow,*
gradual processes. They learn that we’re all related through one common ancestor. Students are rarely taught the major problems with evolutionary ideas (and trust me, there’s plenty of baseless speculation!) and they certainly aren’t given any alternatives.” (www.davidrivesministries.org/how-evolution-infiltrated-schools-and-universities-david-rives/)

2. And, says Denyse O’Leary, “The textbook publishing industry depends on a simple set of facts:

- Parents are required by law to present their children to the local public school system unless they can afford other legally acceptable arrangements.
- Homeowners and businesses are required to fund the public system.
- The system needs textbooks.
- Textbook authors, usually successful teachers, are well rewarded.

Thus, the opportunities for soft corruption (stale, dated content that lingers year after year) are vast and inevitable. Some such stuff is doubtless defended by pressure groups, anxious to retain a discredited icon that supports their cause.” (https://evolutionnews.org/2017/09/but-why-do-biology-textbooks-retain-discredited-icons/)

3. Also, on the cult of “science,” Philip Bell writes: “Thankfully, there are occasional voices of reason to be heard above the clamour. In May 2016, the influential American ‘journal of religion and public life,’ First Things, carried an article appropriately entitled ‘Scientific Regress.’ Referring to what the author called the ‘Cult of Science,’ he wrote, ‘The cult is related to the phenomenon described as ‘scientism’; both have a tendency to treat the body of scientific knowledge as a holy book or an a-religious revelation that offers simple and decisive resolutions to deep questions. . . . Some of the Cult’s leaders like to play dress-up as scientists—Bill Nye and Neil deGrasse Tyson are two particularly prominent examples—but hardly any of them have contributed any research results of note. Rather, Cult leadership trends heavily in the direction of educators, popularizers, and journalists.” (https://creation.com/unstoppable-evolutionary-juggernaut)

The “Long March through the Institutions” Plan

But, it gets even more sinister than that! We must step back in time to 1939 (perhaps we should go further back than that, but let’s choose 1939). Antonio Gramsci, leader of the Italian Communist Party was an advocate of cultural Marxism and the author of the “long march through the institutions” plan to take over and transform schools, colleges, magazines, newspapers, theaters cinemas, and art—primarily to eliminate Christian
As Grzegorz Gorny and Janusz Rosikon wrote in *Fatima Mysteries* (page 193), “Gramsci was perturbed as to why the proletariat in Europe did not support Bolshevism. He concluded that the working masses had a false consciousness, as it had been infected by Christianity, the most serious obstacle to worldwide Communism. According to him, the working masses were unable to recognize their real class interests, as their souls had imbibed ideas from the Gospels. Hence the assumption of power would not solve the problem, as politicians were not in control of human souls. Therefore 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.”

And Now the Latest from the Socialists

Radio host Michael Knowles said on August 25, 2018, “that Democratic Socialists are urging Socialists to become teachers because they can’t win in a ‘fair fight’.”

A pamphlet by the Young Democratic Socialists of America (YDSA), in conjunction with the Democratic Socialist Labor Commission, outlines a push for socialists to ‘take jobs as teachers’ as a way to move teachers unions ‘in a more militant and democratic direction.’

Campus Reform reported that the YDSA’s 11-page pamphlet notes teachers are able to use their relationships with students to discuss ‘campaigns around police brutality, immigration rights, and environmental justice.’ (See full article in Appendix F)

**“There was little doubt that the star intellectual turn of last week’s British Association for the Advancement of Science meeting in Salford was Dr John Durant, a youthful lecturer from University College Swansea. Giving the Darwin lecture to one of the biggest audiences of the week, Durant put forward an audacious theory – that Darwin’s evolutionary explanation of the origins of man has been transformed into a modern myth, to the detriment of science and social progress. . . . Durant concludes that the secular myths of evolution have had ‘a damaging effect on scientific research’, leading to ‘distortion, to needless controversy, and to the gross misuse of science’.”** (Dr. John Durant (University College Swansea, Wales), as quoted in “How evolution became a scientific myth”, “New Scientist”, 11 September 1980, p. 765.)

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.” evolutionists are still parroting the same statement today. http://www.pbs.org/now/transcript/transcript349_full.html

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.”


Summary of Scientific Evidence for Creation

Dr. Duane Gish, Vice President of the Institute for Creation Research, provides this excellent scientific presentation of the differences between the “creation model” and the “evolution model.” (See http://www.icr.org/article/summary-scientific-evidence-for-creation/). Dr. Gish covers the seven major areas (I–VII) of dispute between the creationists and the evolutionists, and we will let his comments introduce the seven areas as we present them in the following pages.

I am going to present Dr. Gish’s comments in a different order because I want to begin with the Global Flood (VI). I do this for two reasons:

1. The Global Flood is key to the adjudication of the two major arguments:
   a. Catastrophism, or the formation of the geology of the earth by rapid catastrophic processes such as the Global Flood and a Young Earth (as presented by the Creationists)
   b. Uniformitarianism, or the formation of the Earth’s features by slow, gradual processes, taking billions of years (as presented by the evolutionists)

2. Corroboration of events in the Holy Bible has been systematically and scientifically shown in numerous cases and, most importantly, in cases that attest to the actuality of the Global Flood on the earth.

Non-Biblical Evidence that Corroborates People and Events in the Holy Bible

“Let the debate continue, but let the evidence be admitted. Ever since scientific archaeology started a century and a half ago, the consistent pattern has been this: the hard evidence from the ground has borne out the biblical record again and again – and again. The Bible has nothing to fear from the spade.” (www.equip.org/article/biblical-archaeology-factual-evidence-to-support-the-historicity-of-the-bible/)
Indeed, what was chronicled in the Bible was also chronicled and corroborated by many other writings, on tablets of stone, from dynasties and locations nearby. Here, following, are just two shown, while in an Appendix B, there are twelve.

**Gilgamesh Epic**

*Akkadian*

*Early 2nd millennium BC*

*Ref. Genesis 6-9*

In reality, it was Utnapishtim’s flood, told in the 11th tablet. The council of gods decided to flood the whole earth to destroy mankind. But Ea, the god who made man, warned Utnapishtim from Shuruppak, a city on the banks of the Euphrates, that he should build an enormous boat. Utnapishtim sealed his ark with pitch, took his family members and all kinds of vertebrate animals, plus some other humans. Shamash the sun god showered down loaves of bread and rained down wheat. Then the flood came. Later, the ark lodged on Mt. Nisir (or Nimush), almost 500 km (300 miles) from Mt Ararat. ([https://en.wikipedia.org/wiki/Murashu_family](https://en.wikipedia.org/wiki/Murashu_family))

**Merneptah Stele**

*Egyptian*

*13th century BC*

The discovery of the Israel Stele is very important in the study of Biblical archaeology. It is the oldest evidence of Israel in the land of Canaan in ancient times outside the Bible. The text on the stone reads: “Canaan is plundered with every evil way. Ashkelon is conquered and brought away captive, Gezer seized, Yanoam made nonexistent; Israel is wasted, bare of seed.” – Merneptah Stele ([http://www.bible-history.com/archaeology/egypt/2-israel-stela-bb.html](http://www.bible-history.com/archaeology/egypt/2-israel-stela-bb.html))

**Flood Stories from All over the World!**

The question of the “flood” is of major importance because of the variation between “models”:

1. The evolution model of Uniformitarianism asserts no global flood.
2. The creation model of Catastrophism asserts a global flood.

The numerous flood myths or deluge myths are, taken collectively, myths of a great flood. These accounts depict global flooding, usually sent by a deity or deities to destroy civilization as an act of divine retribution. Flood stories are common across a wide range of cultures, extending
back into the Bronze Age and Neolithic prehistory. ([http://www.talkorigins.org/faqs/flood-myths.html](http://www.talkorigins.org/faqs/flood-myths.html))

You see, per the Biblical account, after the worldwide flood, eight people remained as eyewitnesses; then, after the Tower of Babel, their descendants dispersed all over the world and told the stories handed down from generation to generation. These stories, over 500 of them, were written down in all corners of our present world. In summary:

1. West Asia and Europe
   1.1 Ancient Near East
      1.1.1 Sumerian
      1.1.2 Mesopotamia (Epic of Gilgamesh)
      1.1.3 Abrahamic religions (Noah’s flood)
   1.2 Classical Antiquity
   1.3 Medieval Europe
      1.3.1 Irish
      1.3.2 Welsh
      1.3.3 Norse
   1.4 Modern era folklore
      1.4.1 Finnish

2. Africa

3. Asia-Pacific
   3.1 China
      3.1.1 Yu the Great
      3.1.2 Great Flood
   3.2 India
      3.2.1 Puluuga
      3.2.2 Manu and Matsya
   3.3 Korea
   3.4 Malaysia
   3.5 Philippines
      3.5.1 Igorot
   3.6 Tai-Kadai people
      3.6.1 Temuan
      3.6.2 Orang Seletar

4. Oceania
   4.1 Polynesia and Hawaii

5. Americas
   5.1 North America
5.1.1 Hopi
5.1.2 Inuit
5.2 Mesoamerica
5.3 South America
  5.3.1 Canari
  5.3.2 Inca
  5.3.3 Mapuche
  5.3.4 Muisca
  5.3.5 Tupi


The figure below shows the locations where some of those flood stories were found. For more, see, “Flood Stories from Around the World,” http://www.talkorigins.org/faqs/flood-myths.html. But beware, this report of flood stories numbers 127 pages!
Flood Stories Around the World
Locations:
Eyewitness Accounts of Noah’s Ark on Mount Ararat

Yes, there was a world-wide flood and the real Ark of Noah. As we will find, later in this essay, scientists will tell us what we can understand because of the world-wide flood. Is there anything else? Yes! We have found the Ark! Those hundreds who live around the Mount Ararat area can tell you all about it. The US government and the Air Force can tell you all about it—but apparently they want to keep it quiet and have labeled the photos “Top Secret.” There are at least seven eyewitness accounts of Noah’s Ark on Mount Ararat:

1. 1800s – Jacob Chuchian
2. 1908 – George Hagopian
3. 1916 – Czar Nicholas II
4. 1943 – Sergeant Ed Davis
5. 1945 – Air Force Corporal Lester Walton
6. 1974 – Navy Lieutenant JG Al Ahappell

In 1985, when the US Air Force General George Havens saw the re-creation of the Ark that George Hagopian described, (see picture) 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 the object at Fort Leavenworth in a presentation for people assigned to Turkey.”

The seven eyewitness accounts are detailed in this essay in Appendix C.


The New (After the Flood) World

Dr. Henry M. Morris, in his book, The Genesis Record (Page 211) stated:

The world had not been annihilated by the Flood, but it was drastically changed. As the apostle Peter says, “The world that then was, being overflowed with water, perished” (II Peter 3:6). When they left the Ark that had preserved them through that year of God’s awful wrath, Noah and his family truly disembarked into a new world. The Ark had provided the bridge seemingly fragile and easily demolished from the old cosmos through the terrible Cataclysm to the present cosmos, “the heavens and the earth which are now” (II Peter 3:7).
With the global flood a certainty, let’s get further into the issues—and let the scientists and others speak to us about the Biblical Creation.

“Chance” vs. “Miracles”

A comment, or two, on the evolutionary model seems appropriate. Chance and a lot of time seem to be needed for this model. Note: the renowned late Dr. Robert Charles (R. C.) Sproul penned more than seventy books—among them was his recent, Not a Chance. The next five items are from that book.

1. Nobel Laureate George Wald said, “One only has to wait: time itself performs the miracles.” “Given so much time,” continued Wald, “the ‘impossible’ becomes possible, the possible probable, and the probable virtually certain.” Here is magic with a vengeance. Not only does the impossible become possible; it reaches the acme of certainty—with time serving as the Grand Master Magician. In a world where a miracle-working God is deemed as anachronism, he is replaced by an even greater miracle worker: time or chance. (Sproul, page 28)

2. Chance as a calculation of probability factors certainly “works” in a bridge game or dice bet, which we have seen. As an aid to mathematical models, chance surely works. As an aid to grasping real states of affairs, it fails—and fails miserably. Pragmatism may well be served by attributing causal power to chance, but truth and subsequently science are negotiated away in the process. (Sproul, page 50)

3. Chance as a real force is a myth. It has no basis in reality and no place in scientific inquiry. For science and philosophy to continue the advance in knowledge, chance must be demythologized once and for all. (Sproul, page 203)

4. Charles Darwin (The Origin of Species) “himself once wrote to J. D. Hooker, ‘... I cannot look at the universe as the result of a blind chance...’” (Sproul, page 45)

Here is the conclusion: Why is there something rather than nothing? “In the beginning God created the heavens and earth” (Gen. 1:1). This is the answer revealed by the Creator himself. Those who deny God have suggested other alternative answers, but as we have seen, they reduce to self-contradictory nonsense. Gravity is not nothing. Space is not nothing. A multiverse is not nothing. Scientists may be able to show mathematically consistent ways in which the existence of any 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.” Sproul, page 223)
The Issue and the Argument: The Gut Issue

Evolutionist Gerald Hawk, in his book *Mindsteps to the Cosmos*, states, “I do not wish to get involved in 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?” (Hawkins, 6)

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

As Dr. Henry Morris states in his book *Science and the Bible*, “The creation-evolution question is certainly the most important area of apparent conflict between the Bible and science. It is a great mistake for Christians to compromise on this issue or, perhaps even worse, to ignore it. Although our nation was founded on creationist principles and all the early schools in our country taught creation, evolution has now become the dominant philosophy and for several generations has been taught as fact in practically all our schools . . . Evolutionary assumptions also dominate the news media and all our public institutions. It has probably contributed more to the prevalent secularistic and materialistic philosophy of the world today than any other influence. It seems obvious that an issue that is so vitally significant ought to be seriously studied by all thinking men and women.” (Morris, 37)

**So, to understand Creation, the Bible must be viewed seriously.**

A July 28, 2017, message from the Institute for Creation Research, stated (in part), “*The Bible clearly states that God created the ‘heaven, and the earth, the sea and all that is in them is’* (Exodus 20:11) out of nothing. ‘Things which are seen were not made of things which do appear’ (Hebrews 11:3). The first verse of the Bible, ‘In the beginning God created the heaven and the earth,’ could be paraphrased: God called into existence the space-mass-time (i.e., heavens-earth-beginning) universe. Evidently before creation, nothing now intrinsic to the universe existed at all.

*While this teaching is clear, not hard to understand, it is hard to believe. Such ‘ex nihilo’ (i.e., out of nothing) creation is so foreign to our experience that it can only be comprehended as God reveals it to us. We are taught that His creative work was finished at the sixth day of the creation week (Genesis 2:1-4). With the exception of certain of the miracles of Christ on Earth, such creation has not occurred since, and we have difficulty believing it could happen, so foreign is it to our experience.*”
Enter the Bible: “Science in the Bible”

Dr. Henry Morris, in his book, Science and the Bible (page 11), penned, “One of the most amazing evidences of the divine inspiration of the Bible is its scientific accuracy. There are many unexpected truths that have lain hidden within its pages for thousands of years, only to be recognized and appreciated in recent times. These principles are not expressed in modern technical jargon, of course, but nevertheless are presented accurately and beautifully, indicating remarkable understanding of nature by these ancient authors far in advance of their ‘discovery’ by modern scientists.”

The Creation Model – Miracles

Author, Ronald H. Nash wrote in “Are Miracles Believable?” (Apologetics Study Bible, page 79):

“Miracles are essential to the historic Christian faith. If Jesus Christ was not God incarnate, and if Jesus did not rise bodily from the grave, then the Christian faith as we know it from history and the Scriptures would not—could not—be true (see Rom 10:9–10). It is, then, easy to see why enemies of the Christian faith direct many of their attacks against these two miracles: Christ’s incarnation and resurrection in particular and the possibility of miracles in general.

What one believes about the possibility of miracles comes from that person’s worldview. On the question of miracles, the critical worldview distinction is between naturalism and supernaturalism. For a naturalist, the universe is analogous to a closed box. Everything that happens inside the box is caused by, or is explicable in terms of, other things that exist within the box. Nothing (including God) exists outside the box; therefore, nothing outside the box we call the universe or nature can have any causal effect within the box. To quote the famous naturalist Carl Sagan, the cosmos is all that is or ever has been or ever will be. The major reason, then, why naturalists do not believe in miracles is because their worldview prevents them from believing.

If a naturalist suddenly begins to consider the possibility that miracles are really possible, he has begun to move away from naturalism and toward a different worldview. Any person with a naturalistic worldview could not consistently believe in miracles. No arguments on behalf of the miraculous can possibly succeed with such a person. The proper way to address the unbelief of such a person is to begin by challenging his naturalism.

The worldview of Christian theism affirms the existence of a personal God who transcends nature, who exists “outside the box.” Christian supernaturalism denies the eternity of nature. God created the world freely and ex nihilo (out of nothing). The universe is contingent in the sense that it would not have begun to exist without God’s creative act, and it could not continue to exist without God’s sustaining activity. The very laws of the cosmos that naturalists believe make miracles impossible were created by this God. Indeed, one of naturalism’s major problems is explaining how mindless forces could give rise to minds, knowledge, and sound reasoning.

Eric Metaxas has a lot to say in his book, Miracles. The next several items are from that book:

“Whether one believes in miracles or the miraculous has mostly to do with the presuppositions one brings to the subject. What presuppositions do we have in asking
whether there might be something beyond the natural world? All of us have presuppositions about the nature of things, about whether something can be beyond what we experience with our five senses. Sometimes our presuppositions are the result of our education, but they are just as often determined by, or at least partly the result of, our upbringing and the culture in which we were raised.” (Miracles, page 5)

The more science learns, the clearer it is that, although we are here, we shouldn’t be. Once we begin considering the details of it all, the towering odds against our existence begin to be a bit unsettling. When we come to see the superlatively extreme precariousness of our existence, and begin to understand how by any accounting, we ought not to exist, what are we to think or feel? Our existence seems to be not merely a virtually impossible miracle but the most outrageous miracle conceivable, one that makes previously amazing miracles seem like almost nothing.

It’s as if someone logically convinced you that the odds of being able to take your next few breaths were infinitesimally small. If we really believed it, we would begin to breath cautiously, perhaps even timidly and tentatively, expecting our next intake of breath to yield no oxygen. The slimness of our being here is so slim that it’s enough to leave us goggle-eyed with terror—until in the next moment we realize we are indeed here and explode with gratitude for our very existence. This really can be the only proper and logical response to it all, to marvel and rejoice and rest in the genuinely unfathomable miracle of our being. (Miracles, page 54)

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

But there are two questions that must be answered.

The first is: Why haven’t we heard any of this before? Of course a few people have heard some of it before, perhaps in a sermon by a hip, especially knowledgeable, apologetics-focused pastor. But the majority of people have not. Why haven’t they? Mainly, because the public comes to learn, whether via the media or via textbooks in the classroom, always lags far behind what science learns. So if in recent years new information has been discovered, it doesn’t mean that this information will be disseminated to the public immediately. Even most scientists lag far behind on much of this new information and still cling to outdated concepts and theories. Each scientist focuses on his or her field and can hardly be expected to be up on the latest cosmological theories any more than a family doctor can be expected to know what is happening on the cutting edge of research on every disease. It’s simply not possible. Finally, many scientists hold so strongly to materialistic assumptions that they are predisposed against these ideas and simply may not take them seriously enough to look further into them. The more time passes, however, the evidence emerges supporting the fine-
tuning theory, so the general scientific consensus grows broader each day, making it more difficult to justify dissent. Of course, this does not mean some do not try.

This leads to our second question. What are we to make of what have been called the “anything but that” theories, which rather desperately try to find ways around the mounting evidence for—and implications of—a finely tuned universe? The most popular at present is the so-called multi-universe—or “multiverse”—theory, which postulates the existence of an infinity of other universes “that we cannot perceive.” According to this almost comically clever idea, if there exists an infinity of other universes—and this is an infinitely big “if”—one of them must of course by chance possess all the variables perfectly right for everything to exist just as it does in fact exist—and would you be very surprised to learn that we just happen to exist in that one universe? How lucky for us. Of course, there is no scientific evidence for this theory, unless perhaps we simply “cannot perceive” the evidence. Of this multiverse theory, eminent physicist Sir John Polkinghorne has said: “Let us recognize these speculations for what they are. They are not physics, but in the strictest sense, metaphysics. There is no purely scientific reason to believe in an ensemble of universes.” Philosopher Richard Swinburne put it less diplomatically: “To postulate a trillion-trillion other universes, rather than one God, in order to explain the orderliness of our universe, seems the height of irrationality.”

So having answered these two questions and holding only to what science is able to tell us at the beginning of the twenty-first century, it seems impossible to avoid logically concluding that the existence of our universe is a miracle, one of impossible proportions. The more we know, the clearer it is that we should not be here to think about being here. We are a distinct mathematical impossibility. Do we simply shrug at this and move on, or dare we consider its implications? To simply say ‘It is what it’s’ or to prestidigitate the escape hatch of an infinity of universes is to ignore the sharp point of the assembled facts. (Miracles, page 53-55)

The essential meaning of miracles, then, is to point us to the God behind the miracles. In the New Testament we see that Jesus performed miracles precisely to prove that he was who he said he was. And in the Old Testament, God performed signs and wonders to attest to who he was. People have their faith strengthened and deepened by miracles, and many people actually come to faith through miracles. My own [Eric Metaxas] conversion to faith is an example of this, as I relate later in this book (Miracles), and my faith has been dramatically strengthened by miracles that I have experienced personally, as well as by miracles that have happened to people I’ve known and whose judgement I’ve trusted.” (Miracles, page 17)

“Miracles are not a contradiction of nature. They are only in contradiction of what we know of nature.” —Saint Augustine
Miracles All Around Us:

Those who are true to themselves must admit, if they are serious about it, that almost all things under the sun are, indeed, miracles.

The sun, the moon, the flowers growing in a field, the birds and fish in all their variety, a flash of lightning and an earthquake, wild animals and we humans, the miraculous birth of every human being, and our human bodies—that we are finding more about each year. *We are walking miracles; our human bodies are miracles.*

On that subject, Dottie Balkema put together a short summary on how “all of us are really a miracle.” Here are her items to consider:

**All of Us Are Really a Miracle!**

**BODY CELLS:** Your body cells are regenerating themselves every day without any prompting. This means you have an entirely new set of taste buds every ten days, new nails every six to ten months, new bones every ten years, and even a new heart every twenty years.

**BODY ENERGY:** Most of the body’s energy is expelled via heat. Your body produces the same heat as twenty-five light bulbs over the course of a single day.

**BODY GROWTH:** You grow 8mm every night while sleeping, before shrinking back down again the next day. This saves you from some pretty hefty clothing bills and ensures you don’t have to raise the door frames every year or two.

**BRAIN:** Your brain doesn’t stop working. It’s estimated that 50,000 thoughts pass through it each day on average, although some scientists put the figure closer to 60,000. That is a whopping thirty-five to forty-eight thoughts every minute.

**BREATH:** You take around 17,000 breaths a day on average and don’t have to think about a single one of them. Yet if you want to stop breathing temporarily, you can voluntarily hold your breath. A typical pair of adult lungs can hold a huge six liters of air.

**DIGESTION:** Your body works overtime to digest your food, and the process starts before it even hits the mouth. When you smell food, your mouth automatically produces more saliva to prepare the digestive system for work. It takes about six to eight hours for food to pass through the stomach and two days to complete the digestion process. The average person will eat over fifty tons of food in his or her lifetime, which seems ridiculous!
ENZYMES: Every day your body ensures you don’t contract cancer thousands of time over. Cancer is formed when cells are altered in a way which reprograms their DNA, and it’s estimated that tens of thousands of cells suffer cancer-causing lesions every day. But the body sends special enzymes scuttling around to inspect DNA strands for faults and fix them before they turn into tumors.

EYES: You blink about 28,800 times every day, with each one lasting just a tenth of a second. This is a voluntary reflex the body uses to keep the eyes clean and moist, which is pretty crucial given that 90% of the information you process is visual, and you can weigh up any visual scene in just 0.01 seconds. Consider how many people and objects you look at every day—it’s remarkable!

HAIR: Your hair (if you still have any) grows about half a millimeter per day, and the average adult with a full scalp has around 100,000 hairs on their head. So that’s a combined 50 meters of hair growth every, single day.

HEART: Your heart pumps approximately 2,000 gallons (7,571 liters) of blood through its chambers every single day. It beats more than 100,000 times a day to achieve this incredible feat.

KIDNEY: Each of your kidneys contains one million tiny filters that work together to filter an average of 2.2 pints (1.3 liters) of blood every minute—that’s 3,168 pints (1,872 liters) every single day, despite each kidney only being the size of a fist. If that wasn’t enough, they also expel an average of 2.5 pints (1.4 liters) of urine from your body every day too.

LIVER: Your liver is so busy over the course of a day, it is almost impossible to summarize its activities. It manufactures cholesterol, vitamin D, and blood plasma; it identifies the nutrients your body needs and stores some away for future use; it filters 1.53 quarts (1.43 liters) of blood every minute and produces a quart (0.94 liters) of bile every day to help you break down your food. Basically, you have a factory plant running inside you every day, which is pretty amazing!

MALE TESTICLES: The average male’s testicles manufacture ten million new sperm cells every day. Those that aren’t used age and are eventually broken down inside the body, with any useful nutrients being absorbed and put to use.

MOUTH: The glands in your mouth produce an incredible 1.5 liters of saliva every day. That’s a lot of dribble! If this didn’t happen, your mouth would dry up and become overrun with bacteria, and you wouldn’t be able to digest your food.

RED BLOOD CELLS: Red blood cells literally shoot around the body, taking less than sixty seconds to complete a full circuit. This means that each one of yours makes 1,440 trips around your body every day, delivering oxygen and keeping your body energized. Each cell lives for
about forty days, before being replaced by a younger model. It’s no surprise their life span is short; having made 60,000 trips around the body, they must be exhausted!

**SKIN CELLS:** You shed more than one million skin cells every single day, but they are constantly replenished automatically, to save you from turning transparent and becoming rather exposed! Your skin is actually an organ; in fact, it’s the largest organ you have, with a surface area of 18 square feet (2 square meters).

**SPEECH:** The brain and mouth work together to allow us to speak an average of around 5,000 words a day. Well, that’s if you’re a woman, because studies suggest that men only speak 2,000 words, yet both sexes utter 500-700 of real value (i.e., that get a job done or provide useful information). Will the women out there have something to say about this suggestion?

**STOMACH:** The cells in your stomach lining produce an alkaline substance every few milliseconds to neutralize stomach acid. If they didn’t do this, your stomach would digest itself because some of the stomach acids are strong enough to dissolve metals.

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As you do not know the path of the wind, or how the body is formed in a mother’s womb, so you cannot understand the work of God, the Maker of all things (Ecclesiastes 11:5, NIV).

“I have said for years that speculations about the origin of life lead to no useful purpose as even the simplest living system is far too complex to be understood in terms of the extremely primitive chemistry scientists have used in their attempts to explain the unexplainable that happened ‘billions’ of years ago. God cannot be explained away by such naïve thoughts.”

What Are the Social Consequences of Belief in Evolution?

There are many!

The belief in Evolution does matter! Walt Brown, in his book, *In the Beginning: Compelling Evidence for Creation and the Flood*,” pages 399 and 400, enumerated a list of thirteen social consequences of belief in Evolution. They are:

1. **Animal-like Behavior:** If humans descended from animals, why shouldn’t humans behave like animals?

2. **Meaninglessness:** If evolution happened, why believe that life has any purpose other than to reproduce and pass on your genes?

3. **Good vs. Evil:** If nature is all there is, why believe there is good and evil?

4. **Survival of the Fittest:** If we evolved by “survival of the fittest,” then getting rid of the unfit is desirable. To conquer and exploit weaker people, businesses, or countries is just the law of the jungle from which we evolved. Mercy killings, forced sterilization, and selective breeding of humans, while unpopular with some, would be beneficial, in the long run, and very logical—if we evolved.

5. **Communism:** Friedrich Engels, one of the founders of communism, wrote Karl Marx, another founder, and strongly recommended Charles Darwin’s book *The Origin of Species*. In response, Marx wrote Engels that Darwin’s book “contains the basis in natural history for our view (communism).”

6. **Personal Responsibility:** If everything came into existence by chance and natural processes, then we have no responsibility to some supernatural being. Religions would be a crutch for the weak-minded and superstitious. Churches would be monuments to human ignorance.

7. **Relativism:** There are no absolutes, moral or otherwise (except the fact that there are absolutely no absolutes). Your belief is just as good as mine; your truth is just as good as my truth.

8. **Social Darwinism:** If life evolved, then the human mind evolved. So did products of the human mind and all social institutions: law, government, science, education, religion, language, economics, industry—civilization itself.
9. **Secular Humanism**: If the “molecules-to-monkeys-to-man” idea is correct, then man is the highest form of being. Man should be the object of greatest concern, not some fictitious Creator that man actually created.

10. **New Age Movement**: If people slowly evolved up from bacteria, then aren’t we evolving toward God? Aren’t we evolving a new consciousness? Aren’t we evolving into a glorious New Age?

11. **Marriage**: If marriage is a cultural development, begun by ignorant tribes thousands of years ago, then why not change that custom, as we do other out-of-date customs? Animals don’t marry; why should people? After all, we’re just animals. If people are a product of natural processes, then why not do what comes naturally? What’s wrong with sexual activity outside of marriage as long as no one gets hurt?

12. **Racism**: If humans evolved up from some apelike creature, then some people must have advanced higher on the evolutionary ladder than others. Some classes of people should be inherently superior to others.

13. **Abortion**: We dispose of unwanted animals such as dogs and cats. If humans are evolved animals, why not terminate an unwanted pregnancy? Isn’t it the mother’s right? Shouldn’t she have a “choice” in such a personal matter? After all, a fetus has no name or personality. During its first three months, it’s just a tiny glob of tissue—no more important than a little pig or rabbit. Why shouldn’t a fetus, having less value than an adult, be “terminated” if adults or society would benefit? This will help solve our population problem. We must guide our destiny.

   Also, in the book *A Dance with Deception*, Charles Colson states, page 190,

   “The lesson of history is clear: When Christian belief is strong, the crime rate falls; when Christian belief weakens, the crime rate climbs. Widespread religious belief creates a shared social ethic that acts as a restraint on the dark side of human nature.”

**There is a God**

Antony Flew, one of the world’s most notorious atheists changed his mind. He started out believing there is no God. Now, he knows there is a God. He quoted his friend Ralph McInerny, “The Thomist philosopher Ralph McInerny reasoned that it is natural for human beings to believe in God because of the order, arrangement, and law-like character of natural events. So much so, he said, that the idea of God is almost innate, which seems like a prima facie
argument against atheism. So, while Plantings argued that theists did not bear the burden of the proof, McInerny went still further, holding that the burden of proof must fall on atheists!”

Ref. Antony Flew, There is a God – How the World’s most notorious atheist changed his mind, 2007, Harper One, New York, NY, p. 55-56
Part 2

The Scientific Discussion and “The Argument”

This section will be presented based primarily on Dr. Duane Gish’s seven areas of comparison between the “creation model” and the “evolution model” See http://www.icr.org/article/summary-scientific-evidence-for-creation/.

2.1 Formation of Earth’s Geological Features

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

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

2.4 Emergence of Plants and Animals: What the Fossil Record Shows

2.5 Mutations: Are they Good or Bad?

2.6 Man and Apes: Their Separate Ancestry

2.7 Emergence of the Universe and the Solar System

2.1 Formation of Earth’s Geological Features

We start with Dr. Duane Gish’s take on the formation of the earth’s geological features (VI).

**Creation Model:** The earth’s geologic features appear to have been fashioned largely by rapid, catastrophic processes that affected the earth on a global and regional scale (catastrophism).

**Evolution Model:** The earth’s geologic features were fashioned largely by slow, gradual processes, with infrequent catastrophic events restricted to a local scale (uniformitarianism).

**The Creation View:** Catastrophic events have characterized the earth’s history. Huge floods, massive asteroid collisions, large volcanic eruptions, devastating landslides, and intense earthquakes have left their marks on the earth. Uniform processes such as normal river sedimentation, small volcanoes, slow erosion, and small earthquakes appear insufficient to explain large portions of the geologic record. http://www.icr.org/article/summary-scientific-evidence-for-creation/ (VI)

**Mount St. Helens – Evidence for Genesis**

The following is an excerpted commentary by Ken Ham of Answers in Genesis (AiG) which was submitted in May 2000 to a few newspapers in the United States to commemorate the 20th anniversary of the eruption of Mount St. Helens in America’s Pacific Northwest:
“As I stood staring at the incredible geologic features that resulted from the May 18, 1980, eruption of Mount St. Helens in Washington State, I was reminded afresh of how small and vulnerable we are as humans, but how awesome must be the power of God who created earth and its mountains.

. . . .

What struck me even more was that the study of the eruption and its after-effects has challenged the very foundations of evolution theory.

. . . .

The events associated with the volcano’s explosion accomplished in seconds, hours, or just a few days, geologic work that normally would be interpreted as having taken hundreds or even millions of years. One particular canyon was formed, which has since been named the “Little Grand Canyon.” About 100 feet deep and somewhat wider, it is about 1/40th the scale of the mighty Grand Canyon. This canyon was formed in one day from a mudflow. A newly formed river then flowed through the Canyon formed by the mudflow.

. . . .

People around the world are indoctrinated by evolutionists who believe that layers like those we see at the Grand Canyon took millions of years to be laid down. That belief of “billions of years” is foundational to evolutionary thinking. What happened at Mount St. Helens is a powerful challenge to this belief.

The evidence here shows that one can logically accept that the Flood of Noah’s day – and its after-effects – could have accomplished extraordinary geological work, carving out canyons and the laying down of sediments in massive quantities all across the globe – just as we see today!”


The Yellowstone Petrified Forests – Evidence of Catastrophe

Dr. Jonathan Sarfati, of Creation Ministries International (CMI), wrote about Yellowstone National Park some time back: “Yellowstone National Park, the oldest national park in the United States, spans parts of three states: Wyoming, Montana, and Idaho. It is famous for its geothermal activity, including 10,000 hot springs and 200 geysers, including “Old Faithful.” There are also mountains, including one of black obsidian (volcanic glass), cooled and hardened basalt lava flows, deep valleys and canyons, rivers, lakes, forests, petrified wood (wood turned into rock), and wildlife.
In some places in Yellowstone Park, erosion of a hillside reveals layers of upright petrified trees. At Specimen Ridge, there are said to be 27 layers, while Specimen Creek contains about 50. This means that the Specimen Creek formation is especially huge – its total vertical height is 1,000 meters (3,400 feet). This raises the question: how did the petrified tree layers form?

Note: The experience at Mount St. Helens gives a clue. At https://creation.com/the-yellowstone-petrified-forests, read about it and find out.

Catastrophism Gaining Acceptance Now

Harold Coffin, author of Origin by Design, noted (page 109) that: “If catastrophism (along with uniformitarianism) had exerted its influence in geological research during the past 100 years, the state of the science now would be further along. But geology is giving the role of catastrophe (on a local scale especially) more attention now. Studies of the Grand Canyon and examination of pictures taken by John Wesley Powell more than 100 years ago show that almost nothing happened to the canyon during that time except where a flash flood recently reshaped a section of a tributary canyon in a few hours.”
2.2 Life on Earth – Thousands of Years or Billions of Years?

Let’s look at Dr. Duane Gish’s take on how long it took for life to emerge on our Earth (II).

**Creation Model:** Life was suddenly created.

**Evolution Model:** Life emerged from nonlife by naturalistic processes.

**The Creation View:** Life appears abruptly and in complex forms in the fossil record, and gaps appear systematically in the fossil record between various living kinds. The laboratory experiments related to theories on the origin of life have not even remotely approached the synthesis of life from nonlife, and the extremely limited results have depended on laboratory conditions that are artificially imposed and extremely improbable. The extreme improbability of these conditions and the relatively insignificant results apparently show that life did not emerge by the process that evolutionists postulate. [http://www.icr.org/article/summary-scientific-evidence-for-creation/](http://www.icr.org/article/summary-scientific-evidence-for-creation/) (II)

**Two Timelines of the History of our World**

**The Evolutionary Timeline vs. the Biblical Timeline:**

It is time, such as it were, to try to compare the timelines of the two views. And they couldn’t be further apart—in time. The evolutionary timeframe, from an average of a number of sources, is about 4.5 billions of years for the existence of our world. The Biblical timeframe, from an average of a number of sources, is about six thousand years for the existence of the world.

In simple terms, the difference is caused because evolutionists believe it took billions of years for life to evolve (based on chance) from the simplest life . . . to advanced life . . . to animals . . . and then to Man. **The Creation model contends that the God of all life (based on miracles) created Earth—and all life—in six 24-hour days—about six thousand years ago.**

See the comparative figures, “Two Timelines of History.”

*(The first is a construct of the author, Jay Schabacker)*
### BIBLICAL TIMELINE

(Dates are average of a number of sources)

- **Creation of the World**: 4,088
- **Birth of Noah**: 3,018
- **The worldwide flood**: 2,427
- **The Tower of Babel**: 2,267
- **The Epic of Gilgamesh**: 2,150
- **Call of Abraham**: 1,026
- **The Pyramid of Giza**: 1,660
- **Hebrews Exodus from Egypt**: 1,481
- **Foundation of the Temple Laid**: 900

### EVOLUTIONARY TIMELINE

(Dates are average of a number of sources)

- **Birth of Christ**: 4
- **11 Thousand Years Ago**: Modern Human Worldwide Distribution, Humans Spread Across America, All Islands
- **2 Million Years Ago**: First Hominids Appear, Homo Sapiens, Era of Ice Ages
- **5 Million Years Ago**: Large Carnivores, Humanlike Primates
- **23 Million Years Ago**: Whales, Apes, Spread of Grasslands, and Grazing Mammals
- **85 Million Years Ago**: Grazing Mammals, Rise of Primates, Mammal Carnivores
- **144 Million Years Ago**: Modern Seed Bearing Plants, Birds Well Developed, Extinction of Dinosaurs
- **249 Million Years Ago**: Boney Fish Diversify, Dinosaurs, Primitive Mammals
- **263 Million Years Ago**: Ferns, Insects, Reptiles, Large Amphibians, Seed Plants
- **410 Million Years Ago**: Amphibians, First Boney Fish, Molusks
- **547 Million Years Ago**: Invertebrates, Sponges, Brachiopods, Trilobites, Jellyfish, Worms
- **3.5 Billion Years Ago**: Single Celled Life, Microbes, Bacteria, Green Algae
- **4.5 Billion Years Ago**: Earliest Earth, Water
Dr. Henry M. Morris, in his book, *Science and the Bible*, states on page 90:

“All such processes that go back beyond the beginning of recorded history (say, five thousand years or so) necessarily involve assumptions that cannot be tested. But the assumptions that lead to a young earth are far more reasonable and conservative than the assumptions on which uranium dating and other such radiometric methods are based. And the numbers of processes that yield a young age exceed by far the very few processes favored by evolutionists because they yield an old age.”

Some Fossil Evidence

Again, Dr. Henry M. Morris in *Science and the Bible*, page 77, states, “One of the most obvious indications of catastrophism is in the vast fossil graveyard in the sedimentary rock column,
averaging a mile deep all around the globe. The very existence of fossils indicates rapid burial of the organisms, followed by rapid compaction of the sediments encasing them, else they would not have been preserved at all. Yet fossils are found everywhere by the billions.”

Many fish were buried alive (in the flood) and fossilized quickly, such as the fish “caught in the act” of eating its last meal. Photo courtesy of Dr. Andrew Snelling.
https://answersingenesis.org/fossils/fossil-record/the-worlds-a-graveyard/
Some Other Problems with the Evolutionary Timeline

**Out-of-Sequence Fossils 1:** Frequently, fossils are not vertically sequenced in the assumed evolutionary order.

**Out-of-Sequence Fossils 2:** In Uzbekistan, 86 consecutive hoofprints of horses were found in rocks dating back to the dinosaurs. A leading authority on the Grand Canyon published photographs of horse-like hoofprints visible in rocks that, according to the theory of evolution, predate hoofed animals by more than 100 million years.

**Out-of-Sequence Fossils 3:** Sometimes, land animals, flying animals, and marine animals are fossilized side-by-side in the same rock. Dinosaur, whale, elephant, horse, and other fossils, plus crude human tools, have been reportedly been found in phosphate beds in South Carolina. Coal beds contain round, black lumps called coal balls, some of which contain flowering plants that allegedly evolved 100 million years after the coal bed was formed.

**Out-of-Sequence Fossils 4:** Amber, found in Illinois coal beds, contain chemical signatures showing that the amber came from flowering plants, but flowering plants supposedly evolved 170 million years after the coal formed. In the Grand Canyon, in Venezuela, in Kashmir, and in Guyana, spores of ferns and pollen from flowering plants are found in Cambrian rocks—rocks supposedly deposited before flowering plants evolved. Pollen has also been found in Precambrian rocks deposited before life allegedly evolved.

**Out-of-Sequence Fossils 5:** Petrified trees in Arizona’s Petrified Forest National Park contain fossilized nests of bee and cocoons of wasps. The petrified forests are reputedly 220 million years old, while bees (and flowering plants, which bees require) supposedly evolved almost 100 million years later. Pollinating insects and fossil flies, with long, well-developed tubes for sucking nectar from flowers, are dated 25 million years before flowers are assumed to have evolved. **Most evolutionists and textbooks systematically ignore discoveries which conflict with the evolutionary time scale.** Ref. Walt Brown, *In The Beginning*, p. 12

“All paleontologists know that the fossil record contains precious little in the way of intermediate forms; transitions between major groups are characteristically abrupt.”

(Gould, Stephen J. [Professor of Geology and Paleontology, Harvard University] *The Panda’s Thumb*, 1980, p. 189)
The fossilized tree shown in the picture, below, was located in Tennessee, photographed in 1975 by National Geographic and later in 2008 by a team from Creation Evidence Museum, Ref. www.creationevidence.org
During the catastrophic worldwide flood of Noah, this fish, fossilized, below, was caught at the second before death when it was swallowing another fish as its dinner! Photo courtesy of Dr. Andrew Snelling, https://answersingenesis.org/fossils/fossil-record-the-worlds-a-graveyard/
2.3 Use of Radiometric and Other Dating to Get Accurate Results of Age

Let’s look at Dr. Duane Gish’s take on the use of radiometric age dating and other methods and the results assumed (VII).

**Creation Model**: The inception of the earth and of living kinds may have been relatively recent.

**Evolution Model**: The inception of the earth and then of life must have occurred several billion years ago.

**The Creation View**: Numerous radiometric estimates have been hundreds of millions of years in excess of the true age. Thus ages estimated by the radiometric dating methods may very well be grossly in error. Extrapolating the observed rate of apparently exponential decay of the earth’s magnetic field, the age of the earth or life seemingly could not exceed 20,000 years. Thus the inception of the earth and the inception of life may have been relatively recent when all evidence is considered.

[http://www.icr.org/article/summary-scientific-evidence-for-creation/ (VII)]
Per the C-14/C-12 radiometric dating method, graphed below, the evolutionists, using the Normal Assumption (in Red) get **millions or billions of years of age**; the creationist scientists using changes based on The Flood (in Blue) get a **much more recent date**.

What about the C14 Carbon dating of Objects in the Geologic Column?

C14 is unstable and slowly decays, changing back into nitrogen and releasing energy. As soon as a plant or animal dies, the C14 atoms which decay are no longer replaced, so the amount of C14 that once living thing decreases as time goes on. Anything over about 50,000 years old should theoretically have no detectable C14 left. That is why radiocarbon dating cannot give millions of years. **In fact, if a sample contains C14, it is good evidence that it is not millions of years old.** (Ref. *The Creation Answers Book*, Creation Ministries International, 2017, Creation Book Publishers, Powder Springs, Georgia, pages 66-67).

Walt Brown, “*In the Beginning*”, page 343
In the typical fossil record ‘Geological Column’ as depicted by Evolutionary scientists, the remains dug up all contain amounts of C14 showing they are not millions of years old. (www.honestcreationist.com, StrataColumnRayTroll.jpg)
THE CHERRY-PECING OF
RADIOCARBON DATES

"Like any good archaeologist, I will ignore the dates that do not fit."

LABORATORIES AND RESEARCHERS HAVE
REPEATEDLY ADMITTED THAT RADIOCARBON DATES
ARE SELECTED FROM A SCATTERED DATASET TO FIT THE
ESTABLISHED TIMELINE / AROUND HALF OF ALL DATES
ARE LITERALLY THROWN AWAY / NOBODY keeps track
OF THEM / IT'S A WAY TO GIVE OBSERVED FACTS A
TWIST IN THE DIRECTION WHICH AGREES WITH PRE-
EXISTING THEORIES WITHOUT COMMITTING OVERT
FRAUD / PUT SIMPLY, "RADIOCARBON DATING IS NOT
EMPLOYED TO TEST THEORIES, BUT TO SUPPORT THEM"

https://plus.google.com/photos/photo/108466508041843226480/6363252653820454706
“In fact, evolution became in a sense a scientific religion; almost all scientists have accepted it and many are prepared to ‘bend’ their observations to fit in with it.” (H.S. Lipson, FRS (Professor of Physics, University of Manchester, UK), “A physicist looks at evolution.” Physics Bulletin, vol. 31, 1980, p. 138

2.4 Emergence of Plants and Animals: What the Fossil Record Shows

Again, let’s look at Dr. Duane Gish’s take on the emergence of all life on the earth: plants, animals, humans—and how long it took (III).

**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.

**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 mammals, then primates, including man.

**The Creation View:** Systematic gaps occur between kinds in the fossil record. None of the intermediate fossils that would be expected on the basis of the evolution model have been found between single celled organisms and invertebrates, between invertebrates and vertebrates, between fish and amphibians, between amphibians and reptiles, between reptiles and birds or mammals, or between “lower” mammals and primates.. [http://www.icr.org/article/summary-scientific-evidence-for-creation/](http://www.icr.org/article/summary-scientific-evidence-for-creation/) (III)

Romer’s Gap

Evolutionists have long noted “Romer’s Gap,” an absence of terrestrial fossils in 15 million years worth of rock in the geological column above the Devonian mass extinction of aquatic animals. A trove of terrestrial fossils in Scotland discovered by Stanley Wood and Jennifer Clark “is forcing archeologists the world over to do some rewriting of their history books.”

Evolutionary paleontologists have pondered whether there really was a multimillion year gap (from 360 million years ago to 345 million) after the death of so many aquatic creatures before evolution could move forward. Perhaps they just hadn’t found enough fossils yet. The gap used to be 30 million years when vertebrate paleontologist Alfred Romer first noticed the hole in the fossil record. Since then, fossil finds have supposedly partially filled in. With Clark and Wood’s discoveries, the gap disappears.
Romer’s gap, if it contained any fossils, should in the evolutionary view reveal transitions between aquatic and terrestrial animals. As Clark explains, “The break has been frustrating, because you wouldn’t expect evolution to jump from simple aquatic creatures to complex, terrestrial animals without something in between.” Ref. https://answersingenesis.org/fossils/transitional-fossils/fossil-gap-closes-more-missing-links/

The picture that emerges from the fossil record is completely compatible with creation. The record reveals that living things appeared suddenly and lived for long periods of time without undergoing any change at all.

The Coelacanth Phenomenon

It is significant that some fossilized animals and plants once thought to be extinct have in fact been found still alive, thus demonstrating the total unreliability of the evolutionary time scale. The last fossilized coelacanth (a fish) is supposedly 65 million years old, but coelacanths are still here, so where did they “hide” for 65 million years?

Ref. Coelacanth_592191.jpg (600x400)
The Wollemi pine’s last fossil is supposedly 150 million years old, but identical living trees were found in 1994. The recent burial and fossilization of these animals and plants, and the extinction of many other animals and plants, during the single biblical flood thus makes better sense of all the fossil and geological evidence. Ref. *The New Answers Book 2*, Answers In Genesis, 2009, p. 345

In a lengthy article by Alex Williams, “What life is,” he gives a couple of short summaries:

- *The materialistic view of life as a natural phenomenon has been deeply contradicted by research into its molecular mechanics.* (Page 1)
- *It is indefensible. Only Genesis-style fiat creation can explain it.* (Page 8)

https://creation.com/what-life-is

The Record of Rock Strata

Numerous rock strata have given scientists geological and fossil clues. Here are just a few well-known locations:

1. Ashley Phosphate Beds of South Carolina
2. Beartooth Butte Uplift, Wyoming
3. Cadillac Mountain, Acadia National Park
4. Columbia River Basalt Flows
5. Colorado River Canyon
6. European Alps – Mountain Building
7. Fossil Trilobites (pill bug-like animals) from the Burgess Shale
8. Grand Canyon Geology Formation Column
9. Green River Formation of Wyoming
10. Heart Mountain Thrust
11. Himalayan Mountains
12. Long Island Sand and Sediments
13. Mount St. Helens
14. Mowry Shale Wyoming – fish scales
15. Po River Delta in Italy
16. Saskatchewan Badlands Erosion
17. Yellowstone Park Petrified Forests

“There is no way of putting them to the test.” (Personal letter written 10 April
1979 from Dr. Colin Patterson, Senior Palaeontologist at the British Museum of Natural History in London, to Luther D. Sunderland; as quoted in Darwin’s Enigma by Luther D. Sunderland, Master Books, San Diego, USA, 198
2.5 Mutations: Are They Good or Bad?

Let’s look at Dr. Duane Gish’s take on mutations and natural selection, i.e., Evolution, (IV).

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

**Evolution Model:** Mutation and natural selection have brought about the emergence of present complex kinds from a simple primordial organism.

**The Creation View:** The mathematical probability that random mutation and natural selection ultimately produced complex living kinds from a similar kind is infinitesimally small even after many billions of years. Thus natural selection seemingly does not provide a testable explanation of how mutations would produce more fit organisms.

http://www.icr.org/article/summary-scientific-evidence-for-creation/ (IV)

“Why Mutations Cannot Produce Cross-species Change”

A mutation is damage to a single DNA unit (a gene) . . . Mutations rank equally with fossils and natural selection as the three most important aspects of life evolution . . . So that brings us to mutations. The study of mutations is crucial! It is all that the evolutionists have left! If mutations cannot produce evolution, then nothing can.

. . . .

**The Last Hope**—It is well-known among many knowledgeable scientists that if evolution could possibly occur, mutations would have to accomplish it. There simply is no other mechanism that can make changes within the DNA. Natural selection has consistently failed, so mutations are the last hope of a majority of the evolutionists today . . . Neo-Darwinists speculate that mutations accomplished all cross-species changes, and then natural selection afterward refined them. This, of course, assumes that mutation and natural selection are positive and purposive.

. . . .

**In reality, mutations have four special qualities that are ruinous to the hopes of evolutionists:**

1. **Rare Effects**—Mutations are very rare. This point is not a guess but a scientific fact, observed by experts in the field. Their very rarity dooms the possibility of mutational evolution to oblivion.

2. **Random Effects**—Mutations are always random, and never purposive or directed. This has repeatedly been observed in actual experimentation with mutations.
3. **Not Helpful**—Evolution requires improvement. Mutations do not help or improve; they only weaken and injure.

4. **Harmful Effects**—Nearly all mutations are harmful. In most instances, mutations weaken or damage the organism in some way so that it (or its offspring if it is able to have any) will not long survive.

Article taken from *Science vs. Evolution (Chapter 10a)*

“The ability to duplicate accurately would seem to be impossible, short of a complicated system like DNA. Evolutionists working earnestly to explain the origins of life would sometimes make vague references to proteins serving as TEMPLATES or patterns on which copies like themselves could form. No way has been found to make such outcomes occur. Ref. James F. Coppedge, “Evolution: Possible or Impossible?”, 1973, Zondervan, p. 92.

**Genetic Entropy**

*Newsflash – Mutations/selections cannot even create a single gene.*

Dr. John Sanford, a geneticist and past professor at Cornell University, wrote an acclaimed book, “Genetic Entropy & the Mystery of the Genome”. (On the back of the book jacket you will find recommendations from Dr. Michael Behe, Dr. John Baumgardner, Dr. Henry Morris, and Professor Phillip Johnson).

Dr. Sanford takes issue with the Evolutionary scientists’ ‘Primary Axiom’ – the idea that man is merely the product of random mutations plus natural selection. Through analysis, Dr. Sanford destroys this theory. In answer to the question, ‘Are mutations good?’ his answer is definitely ‘No’! He states in the book, page 27, “In conclusion, mutations appear to be overwhelmingly deleterious, and even when one may be classified as beneficial in some specific sense, it is still usually part of an over-all breakdown and erosion of information.”

*Those who like figures and graphs might want to review his “Genetic Entropy” p. 29 – 32, figures which follow.*

Figure 3a.
The naive view of mutations would be a bell-shaped distribution, with half of all mutations showing deleterious affects on fitness (left of center), and half showing positive effects on fitness (right of center). With such a distribution it would be easy to imagine selection removing bad mutations and fixing good mutations, inevitably resulting in evolutionary progress. However, we know this is a false picture.
Figure 3b.
Population geneticists know that essentially all mutations are deleterious, and that mutations having positive effects on fitness are so rare as to be excluded from such distribution diagrams. This creates major problems for evolutionary theory. But this picture is still too optimistic.
Figure 3c.

Population geneticists know that mutations are strongly skewed toward neutral. Just like in an instruction manual, a few misspellings will be lethal but most will be nearly harmless. The nearly-neutral mutations create the biggest problems for evolutionary theory. This diagram is adapted from a figure by Kimura (1979). Kimura is famous for showing that most mutations are nearly neutral, and therefore are not subject to selection. Kimura’s “no-selection zone” is shown by the box.

The general shape of this curve is important, but the precise mathematical nature of this curve is not. While Ohta feels the mutation distribution is exponential, Kimura feels it is a ‘gamma’ distribution (Kimura, 1979). However, regardless of which specific mathematical formulation best describes the natural distribution of mutation effects, they all approximate the picture shown above.

For your possible interest, geneticists agree that the frequency of highly deleterious mutations is almost zero (not shown, off the chart), while “minor” mutations are intermediate in frequency (i.e., the left portion of chart, and off chart). Minor mutations are believed to outnumber major mutations by about 10-50 fold (Crow, 1997), but near-neutrals vastly outnumber them both.
Figure 3d.
Kimura’s Figure (3c) is still not complete. To complete the figure we really must show where the beneficial mutations would occur, as they are critical to evolutionary theory. Their distribution would be a reverse image of Kimura’s curve, but reduced in range and scale, by a factor of somewhere between ten thousand to one million. Because of the scale of this diagram, I cannot draw this part of the mutation distribution small enough, so a relatively large triangle is shown instead. Even with beneficial mutations greatly exaggerated, it becomes obvious that essentially all beneficial mutations will fall within Kimura’s “no-selection zone”. This completed picture, which is correct, makes progressive evolution on the genomic level virtually impossible.
Media Silent on Genetic Study Defying Evolution

**Secular research found 90% of animal species appeared at same time as humans**

When a scientific study was published showing that 90 percent of animals appeared on the Earth at the same time as humans, you could almost hear the proverbial pin drop in the popular press, academia and the evolutionary scientific community.

Since then, not one major news agency has reported the shocking findings. There has not been any significant attempt at refutation of the research by the evolutionary scientific community. There are no reports of an uproar in the science academy.

Researcher and co-author Dr. David Thaler: “The conclusion is very surprising, and I fought against it as hard as I could,” (1)

**Recent mitochondrial DNA barcoding results bode well for the recent origin of species**, by Dr. Nathaniel T. Jeanson on July 27, 2018

A recent review paper proposed a controversial claim – that the vast majority of animal species arose contemporary with modern humans. Not surprisingly, this claim was met with backlash from the evolutionary community. On what basis did the authors make this wide-reaching claim? Is their assertion true? Furthermore, what ramifications do their data have for the creationist explanation of the origin of species from the originally created min or “kinds”?

The main focus of Dr. Stoeckle and Dr. Thaler’s paper is genetics. Specifically, they focus on a subset of DNA in humans and animal cells, termed mitochondrial DNA (mtDNA). Their analysis of the mtDNA is clear, straightforward, and carefully justified – so much so that I will summarize their arguments by liberally quoting from their paper.

**Barcoding and the Origin of Species:** Stoeckle and Thaler recognize the sweeping potential in these patterns: “The agreement of barcodes and domain experts implies that explaining the origin of the pattern of DNA barcodes would be in
large part explaining the origin of species. Understanding the mechanism by which the near-universal pattern of DNA barcodes comes about would be tantamount to understanding the mechanism of speciation.”

In their evolutionary model, Stoeckle and Thaler invoke two hypotheses to account for the barcode cluster of patterns: “Either 1) COI barcode clusters represent species-specific adaptations, OR 2) extant populations have recently passed through diversity-reducing regimes whose consequences for sequence diversity are indistinguishable from clonal bottlenecks.”

Their conclusion? “Modern human mitochondria and Y chromosome (another subset of DNA, but inherited paternally) originated from conditions that imposed a single sequence of these genetic elements between 100,000 and 200,000 years ago.” In other words, to account for human CO barcode patterns, they favor the second hypothesis – some sort of population dynamic (contraction) that reduced the genetic diversity of the population.

Stoeckle and Thaler then extrapolate their conclusions to controversial heights. To justify their extrapolation, they caution that “one should not as a first impulse seek a complex and multifaceted explanation for one of the clearest, most data rich and general facts in all evolution.” Then they draw a parallel: “The simple hypothesis is that the same explanation offered for the sequence variation found among modern humans applies equally to the modern populations of essentially all other animal species. Namely that the extant population, no matter what its current size or similarity to fossils of any age, has expanded from mitochondrial uniformity within the past 200,000 years.” In other words, based on mtDNA barcodes, Stoeckle and Thaler claim that the vast majority of species have originated contemporary with modern humans. (2)

Dr. Michael Guillen of Fox News gives an example of how mutation errors accumulate over time in reproduction, just like the errors in photocopying.

“Mark Stoeckle at Rockefeller University and David Thaler at the University of Basel reached the striking conclusion after analyzing the DNA ‘bar codes’ of five million animals from 100,000 different species. The bar codes are snippets of DNA
that reside outside the nuclei of living cells – so-called mitochondrial DNA, which mothers pass down from generation to generation. With each reproduction, errors creep into the bar code, as they do when you repeatedly photocopy a document. By measuring the accumulated errors – the blurriness or ‘diversity’ among the bar codes – scientists are able to infer the passage of time.” (3)

Sweeping DNA Study Supports Creationism

What Stoeckle and Thaler found upends evolution theory and appears to support creationism in several ways. Stoeckle and Thaler reported:

1. That species with large, far-flung populations – from ants, to rats, to humans – do not become more genetically diverse over time.
2. That nine out of 10 species on Earth today, including humans, came into being 100,000 to 200,000 years ago.
3. In analyzing the bar codes, across 100,000 species, found a telltale sign showing that almost all the animals emerged about the same time as humans.
4. Species have very clear genetic boundaries, and there’s nothing much in between. (4)

Genetic Research Keeps Confirming a Recent Creation

A massive new genetic study by secular scientists analyzed the DNA of over 100,000 animal species using about five million DNA sequences. When the researchers extrapolated this data into time frames of origins, they discovered about 90% of all animal life was roughly the same, very recent in age – a complete contradiction of evolutionary expectations. Mark Soeckle, the other study author, remarked, “It is more likely that – at all times in evolution – the animals alive at that point arose relatively recently.” According to evolution, animals have progressively arisen over a half-billion years – not all at once in recent time. (5)

Notes:

2.6 Man and Apes: Their Separate Ancestry

Let’s take a look at Dr. Duane Gish’s take on man and apes and supposed linkages. (V)

**Creation Model:** Man and apes have a separate ancestry.

**Evolution Model:** Man and apes emerged from a common ancestor.

**The Creation View:** Although highly imaginative “transitional forms” between man and ape-like creatures have been constructed by evolutionists based on very fragmentary evidence, the fossil record actually documents the separate origin of primates in general, monkeys, apes, and men. [http://www.icr.org/article/summary-scientific-evidence-for-creation/](http://www.icr.org/article/summary-scientific-evidence-for-creation/) (V)

**Some Evolutionist Fakes and Frauds**

In an attempt to further their careers and justify the claims that evolution is a legitimate theory, many scientists have fraudulently deceived the world. Here are just a few:

**Piltdown man:** Found in a gravel pit in Sussex England in 1912, this fossil was considered by some sources to be the second most important fossil proving the evolution of man – until it was found to be a complete forgery 41 years later. The skull was found to be of modern age. The fragments had been chemically stained to give the appearance of age, and the teeth had been filed down!

**Nebraska man:** A single tooth, discovered in Nebraska in 1922 grew an entire evolutionary link between man and monkey, until another identical tooth was found which was protruding from the jawbone of a wild pig.
**Java man:** Initially discovered by Dutchman Eugene Dubois in 1891, all that was found of this claimed originator of humans was a skullcap, three teeth and a femur. The femur was found 50 feet away from the original skullcap a full year later. For almost Dubois downplayed the Wadjak skulls (two undoubtedly human skulls found very close to his “missing link”). (all three above, source: Hank Hanegraaff, *The Face That Demonstrates The Farce Of Evolution*, Word Publishing, Nashville, 1998, pp.50-52)

**Orce man:** Found in the southern Spanish town of Orce in 1982, and hailed as the oldest fossilized human remains ever found in Europe. One year later officials admitted the scull fragment was not human but probably came from a 4 month old donkey. Scientists had said the scull belonged to a 17 year old man who lived 900,000 to 1.6 million years ago, and even had very detail drawings done to represent what he would have looked like. (source: “Skull fragment may not be human”, Knoxville News-Sentinel, 1983)

**Neanderthal:** Still synonymous with brutishness, the first Neanderthal remains were found in France in 1908. Considered to be ignorant, ape-like, stooped and knuckle-dragging, much of the evidence now suggests that Neanderthal was just as human as us, and his stooped appearance was because of arthritis and rickets. Neanderthals are now recognized as skillful hunters, believers in an after-life, and even skilled surgeons, as seen in one skeleton whose withered right arm had been amputated above the elbow. (source: “Upgrading Neanderthal Man”, Time Magazine, May 17, 1971, Vol 97. No. 20)

**Haekel’s faked embryonic drawings:** The theory of embryonic recapitulation asserts that the human fetus goes through various stages of its evolutionary history as it develops. Ernst Haeckel proposed this theory in the late 1860’s, promoting Darwin’s theory of evolution in Germany. He made detailed drawings of the embryonic development of eight different embryos in three stages of development, to bolster his claim. His work was hailed as a great development in the understanding of human evolution. A few years later his drawings were shown to have been fabricated, and the dates manufactured. He blamed the artist for the discrepancies, without admitting that he was the artist. (source: Russell Grigg,“Fraud Rediscovered”, Creation, Vol. 20,No. 2, pp.49-51)

**Brontosaurus:** One of the best known dinosaurs in books and museums for the past hundred years, brontosaurus never really existed. The dinosaur’s skeleton was found with a head missing. To complete it, a skull found three or four miles away was added. No one knew this for years. The body actually belonged to a species of Diplodocus and the head was from an Apatosaurus. (source: Paul S. Taylor, *The Great Dinosaur Mystery and the Bible*, Chariot Victor Publishing, 1989, pp. 12-13)
Archaeoraptor Liaoningensis, Fake Dinosaur-bird ancestor: The most recent and perhaps the most infamous evolution frauds was committed in China and published in 1999 in the journal National Geographic 196:98-107, November 1999. Dinosaur bones were put together with the bone of a newer species of bird and they tried to pass it off as a very important new evolutionary intermediate. (source: “Feathers For T-Rex?”, Christopher P. Sloan, National Geographic Magazine, Vol 196, No. 5, November, 1999, pp.99, 100, 105)

Fake News: It Still Happens!

Fox News Reported, (March 2018): “150M year-old dinosaur could probably fly, new research suggests)

‘For decades the late-Jurassic Dino-bird Archaeopteryx stumped paleontologists. ‘Was the 150-million-year old bird-dinosaur ground dwelling?’ ‘Did it glide or even fly?’ Now they may have some answers . . . According to the study published in the scientific journal Nature Communications, the Archaeopteryx’s bone structure is similar to those of ‘Volant birds, particularly those occasionally (utilizing) short-distance flapping’; they likened it to that of pheasants ‘that occasionally use active flight to cross barriers or dodge predators.’ Because of its
differences from modern-day birds, more analysis is needed to figure out exactly how it used its wings.”


Also:

- “Major Evolutionary Blunders: The Imaginary Archaeoraptor”

  https://eternian.wordpress.com/tag/wikipedia-archeoraptor/
Will the Evolutionists Ever Give Up?

Horse evolution fraud:

“In 1841, the earliest so-called ‘horse’ fossil was discovered in clay around London. The scientist who unearthed it, Richard Owen, found a complete skull that looked like a fox’s head with multiple back-teeth as in hoofed animals . . . An American fossil expert, O.C. Marsh, and famous evolutionist, Thomas Huxley . . .” produced a schematic diagram which attempted to show the various stages of the evolution of the modern horse. Although a fake, it found its way into many publications and textbooks. This is what we see in school textbooks today.

https://evolutionisntscience.wordpress.com/evolution-frauds/

Brontosaurus:

“One the best-known dinosaurs in books and museums for the past hundred years, brontosaurus never really existed. The dinosaur’s skeleton was found with the head missing. To complete it, a skull found three or four miles away was added. No one knew this for years. The body actually belonged to a species of Diplodocus and the head was from an Apatosaurus.”

http://nwcreation.net/evolutionfraud.html

Flipperpithecus:

“A ‘five million’-year-old piece of bone [called ‘flipperpithecus’] that was thought to be a collarbone of a human creature is actually part of a dolphin rib . . . The problem with a lot of anthropologists is that they want so much to find a hominid that any scrap of bone becomes a hominid bone.”

http://www.conservapedia.com/Evolution_and_Cases_of_Fraud,_Hoaxes_and_Speculation

“Scientists who go about teaching that evolution is a fact of life are great con-men, and the story they are telling may be the greatest hoax ever. In explaining evolution, we do not have one iota of fact.” (Dr. T.N. Tahmisian (Atomic Energy Commission, USA) in “The Fresno Bee,” August 20, 1959. As quoted by NJ Mitchell, “Evolution and the Emperor’s New Clothes,” Roydon publications, UK, 1983, title page.)
2.7 Emergence of the Universe and the Solar System

Let’s look at Dr. Duane Gish’s take on the emergence of the universe and the solar system, (I).

**Creation Model:** The universe and the solar system were suddenly created.

**Evolution Model:** The universe and the solar system emerged by naturalistic processes.

**The Creation View:** The “big-bang” theory of the origin of the universe contradicts much physical evidence and seemingly can only be accepted by faith. The universe has “obvious manifestations of an ordered, structured plan or design.” Similarly, the electron is materially inconceivable and yet it is so perfectly known through its effects, _yet a “strange rationale makes some physicists accept the inconceivable electrons as real while refusing to accept the reality of a Designer.”_ [http://www.icr.org/article/summary-scientific-evidence-for-creation/](http://www.icr.org/article/summary-scientific-evidence-for-creation/)

**Distant Starlight as an Argument against a Young Earth Universe**

You probably heard about and contemplated distant starlight as an argument against a young universe. The argument goes something like this: (1) there are galaxies that are so far away, it would take light from their stars billions of years to get from there to here; (2) we can see these galaxies, so their starlight has already arrived here; and (3) the universe must be at least billions of years old—much older than the 6,000 or so years indicated in the Bible.

This is a complex situation, and even Albert Einstein (among others) has offered explanations. Dr. Jason Lisle, of Answers in Genesis—_The New Answers Book 1_—has covered the subject, and some of it is excerpted below:

_God made our eyes to accurately probe the real universe; so we can trust that the events that we see in space really happened. For this reason, most creation scientists believe that “light created in-transit” is not the best way to respond to the distant starlight argument. Let me suggest that the answer to the distant starlight lies in some of the unstated assumptions that secular astronomers make, such as:_

1. _The Constancy of the Speed of Light_
2. _The Assumption of Rigidity of Time_
3. _The Assumptions of Synchronization_
4. _The Assumption of Naturalism_
Many of these assumptions are questionable. Do we know that light has always propagated at today’s speed? Perhaps this is reasonable, but can we be absolutely certain, particularly during Creation Week when God was acting in a supernatural way? Can we be certain that the Bible is using “cosmic universal time” rather than the more common “cosmic local time” in which light reaches earth instantly?

We know that the rate at which time flows is not rigid. And although secular astronomers are well aware that time is relative, they assume that this effect is (and has always been) negligible, but can we be certain that this is so? And since stars were made during Creation Week when God was supernaturally creating, how do we know for certain that distant starlight has arrived on earth by entirely natural means? Furthermore, when big bang supporters use distant starlight to argue against biblical creation, they are using a self-refuting argument since the big bang has a light travel-time problem of its own. When we consider all of the above, we see that distant starlight has never been a legitimate argument against the biblical timescale of a few thousand years. (https://answersingenesis.org/astronomy/starlight/does-distant-starlight-prove-the-universe-is-old/)

What About the Planets that Always Orbit the Sun?

Walt Brown, in his book, In the Beginning (page 24), states the Evolutionist’s problems:

*Scientists (who don’t accept the account of the Creation) can’t explain the creation of the earth and its planets. Their view—‘They formed from a cloud of swirling dust.’*

*In laymen’s terms (to name a few problems), why are all the planets differing in composition and color; differing in distance from the sun; differing in size; differing in their spin axis or tilt axis; differing in their number of moons?*

*In short, each planet is unique. Similarities that would be expected if planets evolved from the same swirling dust are seldom found.*

More Questions

And then there is the problem of what is a planet and how many are there that orbit our sun? It seems the scientists are undecided and still have a lot to learn. As Marina Koren wrote on October 2, 2018, there is a growing case for an elusive ninth planet. I quote the first paragraph of her article:

“Astronomy has really wreaked some havoc on science textbooks over the years, particularly when it comes to cataloging the solar system. For most of the 20th century, there were nine planets, taught to our schoolchildren with the help of quirky mnemonics like My Very Excellent Mother Just Served Us Nine Pizzas. Then, in 2006, the Pizzas were
dropped; a set of astronomers determined that Pluto was better classified as a dwarf planet than as a full-fledged one. And now, after more than a decade of relative peace, astronomers wish to add a new ninth planet, upending humanity’s understanding of our solar system, not to mention the current school curriculum.


To Close

Dr. Jonathan Wells with two PhD’s in microbiology, has this to say, “Darwinists have been unable to refute intelligent design with evidence, so they rely on a self-serving definition of science that excludes it from serious consideration.” Ref. Dr. Jonathan Wells, “The Politically Incorrect Guide to Darwinism and Intelligent Design”, 2006, Regnery Publishing, Washington, D.,C., p. 131

Also, agnostic scientist Robert Jastrow, founder of the Goddard Institute of Space Studies, writes about the implication of scientific discoveries. The following are three of his quotes:

“Now we see how the astronomical evidence supports the biblical view of the origin of the world. The details differ, but the essential elements in the astronomical and biblical accounts of Genesis are the same: the chain of events leading to man commenced suddenly and sharply at a definite moment in time, in a flash of light and energy.”

“It is my view that these circumstances indicate the universe was created for man to live in.”

“Scientist have no proof that life was not the result of an act of creation.”

Ref. (https://www.inspiringquotes.us/author/7543-robert-jastrow)
Creationist Views:

Since 1982, between 40% and 50% of adults in the United States say they hold the view that “God created humans in their present form at one time within the last 10,000 years” when Gallup asked for their views on the origin and development of human beings. A 2011 Gallup survey reports that 30% of US adults say they interpret the Bible literally. These beliefs are often contradictory. A 2009 poll by Harris Interactive found that 39% of Americans agreed with the statement that “God created the universe, the earth, the sun, moon, stars, plants, animals, and the first two people within the past 10,000 years,” yet only 18% of those same Americans agreed with the statement “The earth is less than 10,000 years old.” (https://en.wikipedia.org/wiki/Young_Earth.creationism, page 1, 5)

These statistics are discouraging, so a look at the situation and what’s being taught to our children in the public schools, might be in order.

Section Three: Now – A Summary of the Situation

Evolution Is a Religion – Not Science!

Evolutionists claim that evolution is a scientific fact, but they almost always lose scientific debates with creationist scientists. Accordingly, most evolutionists now decline opportunities for scientific debates, preferring instead to make unilateral attacks on creationists. The fact is that evolutionists believe in evolution because they want to. It is their desire at all costs to explain the origin of everything without a Creator. Evolutionism is thus intrinsically an atheistic religion.

Ref. www.icr.org/article/455/

“Evolution is a Religion”

Sir Julian Huxley, the primary architect of modern neo-Darwinism, called evolution a “religion without revelation” and wrote a book with that title (2nd edition, 1957).

The Faith and Religion of Evolutionists Explained

Mary Midgley wrote a book, Evolution as a Religion, and in it she wrote, “It is time to draw together the threads of this discussion. The myths and dramas we have been considering are various. They do not express a single system but a loose conglomerate of moods, attitudes and beliefs. What they have in common is, first, that they center on the theme of evolution. Second, that while still using official scientific language about the theme, they are quite contrary to currently accepted scientific doctrines about it. Third, that they are powerfully emotive and
sustaining. They are so shaped as to provide their adherents with a lively faith which can be an important element in the meaning of their lives.

Thought they do not contain what for our culture are the central marks of a religion – belief in a personal deity and the explicit worship that goes with it – they seem to have grown up in the response to needs which form some part of the group to which those giving rise to the religious belong. The tone in which they are expressed makes it impossible to dismiss them as mere accidental factual errors or formal survivals from obsolete doctrines.” Ref. Mary Midgley, *Evolution as a Religion*, 2002, Routledge, New York, NY, p155-156

And then there was the atheist Michael Ruse

Ardent Darwinian atheist Michael Ruse has also acknowledged that evolution is their religion. Here is what the Professor of Philosophy, Florida State University had to say:

“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 still today.”

[https://www.huffingtonpost.com/michael-ruse/is-darwinism-a-religion_b_904828.html](https://www.huffingtonpost.com/michael-ruse/is-darwinism-a-religion_b_904828.html)
What Does the US Constitution Have to Say . . . About Religion?

_Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof._

_Congress shall make no law establishing one religion sect or society in preference to others._

_It prohibits Congress from legislating to establish a national religion._

_It is not allowable per the establishment clause for the “coercing” of individuals into acting contrary to their religious beliefs._

_One test of the courts is – does it create excessive entanglement with religion?_  
(Ref. Heritage.org/constitution/)

Let’s Now Step Back and Read Some Definitions of “Religion”

- _A specific fundamental set of beliefs and practices generally agreed upon by a number of persons or sects._
- _Something one believes in and follows devotedly; a point or matter of ethics or conscience._  
Ref. [www.dictionary.com/browse/religion](http://www.dictionary.com/browse/religion)

- _Any specific system of belief, worship, or conduct that prescribes certain responses to the existence (or non-existence) and character of God._
- _Atheism is called religion, but the belief denies any power other than man._  

Religion as Taught in Our Public Schools

Congress is allowing (promulgation) of the religion of evolution as a national religion in so far as it is forced on the population of students in our public schools. The students are being “coerced” to undergo the teaching of evolution. “Separation of Church and State” is applied in the model of Creation as “religion” and, therefore, not allowable. _But, the model of Evolution, which is not scientific, but religious, is unfairly allowed in public schools. A dual standard!_
Could we be coercing some class of people (such as Christians) to act contrary to their beliefs when we subject them to (only) the Evolution model—and do not allow the offering of the Creation model alongside it in science classes?

_The Take-Away Here_

1. The Christian cause is being hurt by the teaching of evolution (and only evolution) in the public schools. As Will Provine says, “Belief in modern evolution makes atheists out of people.”

2. The “Establishment Clause” should prohibit the non-scientific religion of Evolution as much as it prohibits the scientific religion of Creation.

3. A powerful legal case may be made for the allowance of the teaching of the scientific aspects of the Creation model beside the scientific aspects of the Evolution model in our public schools.
Section 4: The Action Plan

What’s Being Taught Now in the Public Schools?

In this essay, the scientists get their chance to speak about the Biblical Creation, and as Charles Colson and Walt Brown infer, belief in the Biblical Creation—hence the Christian worldview—most likely would bring about improved results socially for our population. Therefore, most believe that public schools allowing the teaching of Creation would be a positive thing. To see the situation, note the sketch, “A Map Showing Which US Public Schools Teach Creation to Kids.”

The map, which is still basically “up to date,” shows:
(http://www.slate.com/articles/health_and_science/science/2014/01/creationism_in_public_scho ols_mapped_where_tax_money_supports_alternatives.html)

- Green: Tennessee and Louisiana are two states that allow public schools to teach Creationism.
- Red: Charter schools are allowed to teach Creationism (mostly in Texas)
- Orange: Private schools teach Creationism (in Florida, for instance)

Let’s take a closer look at what the map tells us. *For the most part, it appears that the science of Creationism is not taught in public schools.*
The ACLU has been a strong advocate—in most legal cases—to keep Creationism teaching out of the public schools. They bring forth the argument:

*It is one of the fundamental principles of the Supreme Court’s Establishment Clause jurisprudence that the Constitution forbids not only state practices that “aid one religion . . . or prefer one religion over another,” but also those practices that “aid all religions” and thus endorse or prefer religion over non-religion.*

—https://www.aclu.org/other/establishment-clause-and-schools-legal-bulletin

This argument, most often wins the court case.

However, Tennessee and Louisiana (with Republican governors and Conservative legislators), have passed “Science Education Acts” which allows use of Creationism material. For instance, in Louisiana,

*The act allows public school teachers to use supplemental materials in the science classroom which are critical of theories such as the theory of evolution and global warming. Proponents of the law state that it is meant to promote critical thinking and improve education. State Senator Ben Nevers said the law is intended to allow educators to create an environment that “promotes critical thinking skills, logical analysis, and open and objective discussions of scientific theories such as evolution, the origins of life, global warming, and human cloning.”*

—(https://en.wikipedia.org/wiki/Louisiana_Science_Education_Act)

Note: there is no mention of the Bible.

In Tennessee, in 2012,

*The Senate voted 24-8 for SB 893, which would allow teachers to help students “understand, analyze, critique and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories” like “biological evolution, the chemical origin of life, global warming and human cloning” . . . “The idea behind this bill is that students should be encouraged to challenge current scientific thought and theory,” Republican state Sen. Bo Watson told The Tennessean. Watson is the bill’s sponsor.* —https://www.huffingtonpost.com/2012/03/20/tennessee-science-bill-al_n_1368261.html

“Teachers Can Teach Creation Science in the Classroom!”

Robert L. Simonds, TH.D., President and Founder of the National Association of Christian Educators and Citizens for Excellence in Education, P.O. Box 3200, Costa Mesa, CA 92628, wrote a lengthy article, excerpted below:
“The U.S. Supreme Court developed a three-prong test in Lemon v. Kurtzas to when government involvement in religious activity does not violate the establishment clause: (1) The activity must have a secular purpose; (2) its primary effect must be neither to advance nor inhibit religion; (3) it must not constitute excessive entanglement of government with religion.”

The David C. Gibbs III law firm in their book, Making Sense of Religion in America’s Public Schools, summarized the Supreme Court view, as in Edwards vs. Aguillard, 482 U.S. 96 (1987, as follows: “The United States Supreme Court has never mandated that Darwinism be taught as fact rather than theory; nor have judges ever prohibited teachers from teaching scientific evidence disproving evolution to public school students. In fact, while the Supreme Court said in this case that Creation was a religion, the Court at the same time indicated its approval of a science curriculum that would teach much more than evolution.” Ref. David C. Gibbs III and Barbara J. Weller, Making Sense of Religion in America’s Public Schools, P. 165.

. . . .

“No new laws are necessary, there is no possible violation of so-called separation of church and state, since no religious teaching is involved.

The recent Texas “Proclamation 66” requires all textbooks to:

1. Present more than one theory of evolution (this shows up the internal divisions on evolution dogma);
2. Examine alternative scientific evidence and ideas on origins (this forces the discussion of scientific creationism both as an idea and a theory);
3. Present evidence to test, verify, modify, or refute each theory of evolution discussed;
4. Present any other reliable scientific theories of origins.

It does seem that the educational pendulum could be swinging back to center. However, the battle is not over, by any means.” (http://www.icr.org/article/teachers-can-teach-creation-science-classroom/)

The Appropriate Role of Religion in the Public School Curriculum

A consensus has emerged among diverse religions and educational groups about the appropriate role for religion in the public school curriculum. Both liberal and conservative legal and educational groups who want to avoid any religious indoctrination in public schools agree on the following principles regarding the appropriate role for religion in the public school curriculum:

The school’s approach to religion is academic, not devotional.
The school may strive for student awareness of religions, but should press for student acceptance of any religion.

The school may sponsor study about religion, but may not sponsor the practice of religion.

The school may expose students to a diversity of religious views, but may not impose, discourage, or encourage any particular view.

The school may educate about all religions, but may not promote or denigrate any religion.

The school may inform students about various beliefs, but should not seek to conform them to a particular belief.


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States Where Action Is Taking Place and/or Are Ready for Action

There are thirty-three states with Republican governors; hence, the iron is hot for action. Further, there are eleven states with creation organizations within the state. Why not contact these organizations and start a conversation with your legislatures?

Alabama – Apologetics Press

Arizona – Creation Research Society

Florida – Creation Studies Institute, Creation Science Evangelism, The International Association for Creation

Georgia – Creation Ministries International, Atlanta Creation group

Idaho – 4th Day Alliance

Indiana – Indiana Creation Science Association, Creation Liberty Evangelism

Kansas – Creation Science Association for Mid America

Kentucky – Answers in Genesis
3.3 In 1974, Dr. Henry M. Morris, in an article, reminded all that we need to get involved, including:

1. Creationist Scientists
2. School Administrators
3. Teachers
4. Pastors
5. Scientists in General
6. Parents and Other People
7. Students

*Please access his article and find more about what you can do: [https://www.icr.org/article/66/](https://www.icr.org/article/66).*
Legislation and Speaking with a Lawyer

Not all attempts to influence how evolution is taught have failed. Alabama, Minnesota, Missouri, Pennsylvania, South Carolina, and Texas all require in their science standards that students “critically analyze key aspects of evolutionary theory.” In addition, Louisiana and Mississippi have legislation allowing teachers and students to discuss scientific evidence critical of evolution. Citizens of these named states should check with the school boards to see if these positive actions are actually taking place to the benefit of all students.

Litigation on this issue continues at every level. Whatever your position on the issue, seek an experienced education attorney. One such source is the National Center for Life and Liberty (NCLL). [www.NCLL.org](http://www.NCLL.org). The law firm founded by David Gibbs III, now has over a dozen legal professionals and has argued several cases that have defined the religious landscape in America. The NCLL is well-equipped to assist more than 3,000 churches in a given year, with over 200 active cases at any given time. They have offered to assist in our quest, so consider making contact. NCLL offices are in Largo, FL; Dallas, TX; El Centro, CA; Winston-Salem, NC; Washington, DC; and Cleveland, OH. Phone 727-362-3700 and 888-233-NCLL (6255)

Time for the Silent Majority to Speak Out

Creation vs. Evolutionism – Where We Stand Today

As you have read through these pages, you may be impressed by the revelation of the great number of scientists with PhDs who believe in Creation rather than Evolution.

And, it may also be shocking to realize that polls tell us that we are a Christian nation, because many want to tell us that we are not a Christian nation any more—or at least we should not be acting that way. Looking back in time, in early days, schools and universities taught the Christian doctrine—from the Bible. Now, those with other worldviews seem to have taken over, and year after year their cause has gained ground, especially in our public schools.

The National Science Teachers Association is greatly opposed to teaching anything on Creationism as a science in public schools, as is the Association for Science Teacher Education, the National Association of Biology Teachers, the American Anthropological Association, the American Science Institute, the Geological Society of America, the American Geophysical Union, and the National Center for Science Education (NCSE). ([https://en.wikipedia.org/wiki/Creation_and_evolution_in_public_education_in_the_United_States#Louisiana](https://en.wikipedia.org/wiki/Creation_and_evolution_in_public_education_in_the_United_States#Louisiana) and [https://ncse.com/node/16774](https://ncse.com/node/16774))
Legislation Put Forward to Get Creationism Taught in the Public Schools

Against this bleak backdrop, and the apparent apathy of the overall Christian population through the years, a number of courageous state legislators have tried (in vain) to put forth bills to allow Creationism to be covered alongside Evolution in our public schools. Over the period of 2004 – 2015, there were approximately fifty-five bill put forward.

This was the result. In Louisiana, there was a win for “Academic Freedom” in 2008, and in Tennessee in 2011, there was a win that “protects a teacher from discipline for teaching scientific subjects in an objective manner.” In all the rest, the bills were tabled or defeated!


All this obstructionism is in the face of the positive Christian worldview—for the good. As a case in point, after the senseless shooting on June 17, 2015, at the Emanuel African Methodist Church in Charleston, South Carolina, the families of those killed took a particularly Christian attitude—to the amazement of many. From the Charleston Police Department, it was stated, “I’ve never seen the multitude of victims as forgiving as this.” Indeed, the Christian worldview is beneficial to our society. Once again, as Charles Colson states in his book A Dance with Deception, page 190:

The lesson of history is clear: When Christian belief is strong, the crime rate falls; when Christian belief weakens, the crime rate climbs. Widespread religious belief creates a shared social ethic that acts as a restraint on the dark side of human nature.

To “Save our country by saving our kids” what we need most could be called “Public Safety Bills” or “Anti-Crime Bills” as opposed to the evolutionist’s obstructionism.

“Thank you everyone for signing the petition.”

Yes, the battle for legislation is being lost because the atheist minority are 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’s Now Time for US (The Silent Majority) To Speak Out

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, so let’s take heart!
In 2006, a poll conducted by Zogby International commissioned by the Discovery Institute (https://freescience.today/2006/zogby-polls/) found that most voters surveyed chose the option that “**biology teachers should teach Darwin’s theory of evolution, but also the scientific evidence against it**” (more than three to one). Approximately seven in ten (69%) sided with this view.

In contrast, one in five (21%) chose the other option given that “biology teachers should teach only Darwin’s theory of Evolution and the scientific evidence that supports it.” Only one in ten was “not sure” (10%).

| 1. Teach Darwin’s theory of Evolution only | 21% |
| 2. Teach Evolution plus **scientific evidence against it** | 69% |
| 3. Not sure | 10% |

**The Zogby Poll Results as the Percent of the Population**

The road ahead for our cause is not an easy one, but it is worth it. Dr. Paul Ackerman and Bob Williams recorded their long battle to improve the 1999 Kansas curriculum, and an important summary they gave was a twenty point *words to the wise* ‘Step by Step Principles and Guidelines for Taking Action in Your State.’ It is well worth a read.


**Let’s All Now Sign the Discovery Institute’s ‘Academic Freedom Petition’**

Let’s start with something about the Discovery Institute and then on to their ‘Academic Freedom Petition’. Rather than offering explanations of how the universe and humans began, proponents of intelligent design (a) state that life arose through a purposeful plan by a divine being and (b) seek to expose flaws in specific applications of Darwinian theory. Thus, the Discovery Institute’s position on teaching about human beginnings is that – ‘examination of evidence and critical thinking are the hallmarks of good science education . . . it follows that students should learn about the scientific data that supports Darwin’s theory of evolution, as well as the data that goes against the theory and which continues to puzzle scientists . . Our recommendation is that students receive a full and fair disclosure of the facts surrounding Darwin’s theory and that the leading scientific criticisms of the theory not be censored from classroom discussion.’ (Discovery Institute staff, 2004). (Ref. Thomas, *God in the Classroom*, p. 65.

This has led to the Discovery Institute’s ‘Academic Freedom Petition’, and by signing the petition, you can join the many who have taken action by expressing their opinion. To sign the
petition, you can go to https://fr.eescience.today/petition/. Also, please visit Appendix H to learn more about the petition.

Finally

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 information presentations and petitions as needed.

An information campaign led by church pastors and members, Creation scientist groups, legal firms, school boards, and concerned citizens could make an important difference if:

1. we all read about the subject and start the conversation;
2. we gave our views to the school boards and legislators who are the decision makers; and
3. we initiate needed petitions in support of needed legislation.

To Save Our Country by Saving Our Kids

“And the gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come” Matthew 24:14 (KJV).
Appendix A

Recent (active and published) Believers in Biblical Creation who Possess a Doctorate in a Science Related Field

The following is a list of “Some scientists alive today* who accept the biblical account of creation.” https://creation.com/scientists-alive-today-who-accept-the-biblical-account-of-creation

(Also, please note, in Appendix B, “Recent Believers in Evolution Who Possess a Doctorate in a Science-Related Field” are listed.)

Note: Individuals below—believers in the Biblical Creation—possess an earned doctorate in a field of science or (for the rare person lacking a PhD) high-level research achievements or academic status.

- Note: Individuals on this list possess an earned doctorate in a field of science, or (for the rare person lacking a PhD) high level research achievements or academic status.

- Dr Paul Ackerman, Assistant Professor of Psychology, Wichita State University.
- Dr E. Theo Agard, Medical Physics
- Dr James Allan, Genetics
- Dr John Ashton, Chemistry, Food technology
- Dr Steve Austin, Geology
- Dr S.E. Aw, Biochemistry
- Dr Geoff Barnard, Immunology
- Dr Don Batten, Plant physiology
- Dr Donald Baumann, Solid State Physics, Professor of Biology and Chemistry, Cedarville University
- Dr John Baumgardner, Electrical Engineering, Space Physicist, Geophysicist, expert in supercomputer modeling of plate tectonics
- Dr Élizabeth Beauchesne, Biomedical Sciences.
- Dr Jerry Bergman, Psychology, Human Biology/Physiology
- Dr Kimberly Berrine, Microbiology & Immunology
- Prof. Vladimir Betina, Microbiology, Biochemistry & Biology
- Dr Markus Blietz, Astrophysicist
- Dr Raymond G. Bohlin, Biology
- Dr Andrew Bosanquet, Biology, Microbiology
• Dr Edward A. Boudreaux, Theoretical Chemistry
• Dr David Boylan, Chemical Engineering
• Dr Bernard Brandstater, Anesthesiology
• Prof. Stuart Burgess, Engineering and Biomimetics, Professor of Design & Nature, Head of Department, Mechanical Engineering, University of Bristol (UK)
• Prof. Linn E. Carothers, Associate Professor of Statistics
• Dr Ben Carson, Professor and chief of pediatric neurosurgery at Johns Hopkins University. He has 51 honorary doctorates, including from Yale and Columbia Universities.
• Dr Robert W. Carter, Marine Biology
• Dr David Catchpoole, Plant Physiology (read his story)
• Prof. Sung-Do Cha, Physics
• Dr Eugene F. Chaffin, Professor of Physics
• Dr Ainsley Chalmers, Biochemist, medical researcher
• Dr Choong-Kuk Chang, Genetic Engineering
• Prof. Jeun-Sik Chang, Aeronautical Engineering
• Dr Xidong Chen, Solid State Physics, Assistant Professor of Physics, Cedarville University
• Dr Donald Chittick, Physical Chemistry
• Prof. Chung-II Cho, Biology Education
• Dr John M. Cimbala, Mechanical Engineering
• Dr Harold Coffin, Paleontology
• Dr Bob Compton, DVM, PhD
• Dr Ken Cumming, Biology
• Dr Malcolm Cutchins, Aerospace Engineering
• Dr Lionel Dahmer, Analytical Chemistry
• Dr Raymond V. Damadian, M.D., Pioneer of magnetic resonance imaging
• Dr Chris Darnbrough, Biochemistry
• Dr Nancy M. Darrall, Botany
• Dr Bryan Dawson, Mathematics
• Dr Douglas Dean, Biological Chemistry
• Prof. Stephen W. Deckard, Assistant Professor of Education
• Dr David A. DeWitt, Biology, Biochemistry, Neuroscience
• Dr Don DeYoung, Astronomy, atmospheric physics
• Dr Geoff Downes, Plant Physiology
• Dr Ted Driggers, Operations research
• Robert H. Eckel, Medical Research (more than 80 research papers)
• Dr André Eggen, Genetics
• Dr Leroy Eimers, Atmospheric Science, Professor of Physics and Mathematics, Cedarville University
• Dr Dudley Eirich, Molecular biologist
• Prof. Dennis L. Englin, Professor of Geophysics
• Prof. Danny Faulkner, Astronomy
• Dr Dennis Flentge, Physical Chemistry, Professor of Chemistry and Chair of the Department of Science and Mathematics, Cedarville University
• Prof. Carl B. Fliermans, Professor of Biology
• Prof. Dwain L. Ford, Organic Chemistry
• Prof. Robert H. Franks, Associate Professor of Biology
• Dr Kenneth W. Funk, Organic Chemistry; biologically active peptide synthesis.
• Dr Alan Galbraith, Watershed Science
• Dr Roger G. Gallop, P.G., Geology
• Dr Robert Gentry, Physics
• Dr Maciej Giertych, Genetics
• Dr Werner Gitt, Information Science
• Dr Steven Gollmer, Atmospheric Science, Professor of Physics, Cedarville University
• Dr D.B. Gower, Biochemistry
• Dr Stephen Grocott, Industrial Chemistry
• Dr Donald Hamann, Food Science
• Dr Barry Harker, Philosophy
• Dr Charles W. Harrison, Applied Physics, Electromagnetics
• Dr John Hartnett, Physics and Cosmology
• Dr Mark Harwood, Satellite Communications
• Dr Joe Havel, Botanist, Silviculture, Ecophysiology
• Dr George Hawke, Environmental Science
• Dr Steven Hayes, Nuclear Science
• Dr Margaret Helder, Science Editor, Botany
• Dr Larry Helmick, Organic Chemistry, Professor of Chemistry, Cedarville University
• Dr Harold R. Henry, Engineering
• Dr Dewey Hodges, Professor of Aerospace Engineering
• Dr Joseph Henson, Entomology
• Dr Jonathan Henry, Chemical Engineering, Astronomy
• Dr Robert A. Herrmann, Professor of Mathematics, US Naval Academy
• Dr Kelly Hollowell, Molecular and Cellular Pharmacology
• Dr Ed Holroyd, III, Atmospheric Science
• Dr Bob Hosken, Biochemistry
• Dr George F. Howe, Botany
• Dr Neil Huber, Physical Anthropology
• Dr Russell Humphreys, Physics
• Dr James A. Huggins, Professor and Chair, Department of Biology
• Dr G. Charles Jackson, Science Education
• Dr Evan Jamieson, Hydrometallurgy
• Prof. George T. Javor, Biochemistry
• Dr Pierre Jerlström, Molecular Biology
• Dr Arthur Jones, Biology
• Dr Raymond Jones, Agricultural Science
• Dr Valery Karpounin, Mathematical Sciences, Logic, Formal Logic
• Dr Dean Kenyon, Biology
• Prof. Gi-Tai Kim, Biology
• Prof. Harriet Kim, Biochemistry
• Prof. Jong-Bai Kim, Biochemistry
• Prof. Jung-Han Kim, Biochemistry
• Prof. Jung-Wook Kim, Environmental Science
• Prof. Kyoung-Rai Kim, Analytical Chemistry
• Prof. Kyoung-Tai Kim, Genetic Engineering
• Prof. Young-Gil Kim, Materials Science
• Prof. Young In Kim, Engineering
• Dr David King, Astronomy.
• Dr John W. Klotz, Biology
• Dr Vladimir F. Kondalenko, Cytology/Cell Pathology
• Dr Felix Konotey-Ahulu, Physician, leading expert on sickle-cell anemia
• Dr Leonid Korochkin, M.D., Genetics, Molecular Biology, Neurobiology
• Dr John K.G. Kramer, Biochemistry
• Dr Johan Kruger, Zoology
• Dr Wolfgang Kuhn, biology researcher and lecturer
• Dr Heather Kuruvilla, Plant Physiology, Senior Professor of Biology, Cedarville University
• Prof. Jin-Hyouk Kwon, Physics
• Prof. Myung-Sang Kwon, Immunology
• Dr Barry Lawrence, Nuclear Engineering
• Dr Matti Leisola, Biochemistry (esp. of enzymes), D.Sc. in biotechnology, Dean, Faculty of Chemical and Materials Sciences, Aalta University, Finland
• Dr John G. Leslie, biochemistry, molecular biology, medicine, biblical archaeology
• Prof. Lane P. Lester, Biology, Genetics
• Dr Jean Lightner, Agriculture, Veterinary science
• Dr Peter Line, Neuroscience
• Dr Jason Lisle, Astrophysics
• Dr Raúl E López, Meteorology
• Dr Alan Love, Chemistry
• Dr Gloria Luciani-Torres, Molecular Oncology Researcher (Cancer Biology)
• Dr Heinz Lycklama, Nuclear physics and Information Technology
• Dr Ian Macreadie, Molecular Biology and Microbiology
• Dr John Marcus, Molecular Biology
• Dr George Marshall, Ophthalmology researcher
• Dr James Mason, Nuclear physics
- Dr Ralph Matthews, Radiation Chemistry
- Dr Mark McClain, Inorganic Chemistry, Associate Professor of Chemistry, Cedarville University
- Dr John McEwan, Organic Chemistry
- Prof. Andy McIntosh, Combustion theory, aerodynamics
- Dr David Menton, Anatomy
- Dr Angela Meyer, Plant Physiology
- Dr John Meyer, Physiology
- Dr Victor Meyer, Entomology, environmental science
- Dr Douglas Miller, Professor of Chemistry, Cedarville University
- Dr Robert T. Mitchell, Internal Medicine (specialist)
- Dr Colin W. Mitchell, Geography
- Dr Gina Mohammed, Plant physiology
- Dr John N. Moore, Science Education
- Dr John D. Morris, Geology
- Dr Len Morris, Physiology
- Dr Graeme Mortimer, Geology
- Dr Stanley A. Mumma, Architectural Engineering
- Dr Ron Neller, fluvial geomorphology
- Prof. Hee-Choon No, Nuclear Engineering
- Dr Eric Norman, Biomedical science
- Dr David Oderberg, Philosophy
- Professor Douglas Oliver, Professor of Biology
- Prof. John Oller, Linguistics
- Prof. Chris D. Osborne, Assistant Professor of Biology
- Dr Charles Pallaghy, Botany
- Dr Gary E. Parker, Biology, Cognate in Geology (Paleontology)
- Dr Terry Phipps, Professor of Biology, Cedarville University
- Dr Jules H. Poirier, Aeronautics, Electronics
- Dr Georgia Purdom, Molecular Genetics
- Dr Graeme Quick, Engineering, former Principle Research Scientist with CSIRO (Australia)
- Dr Dan Reynolds, Organic Chemistry
- Dr Chad Rodekohr, Engineering, Physics
- Dr Jung-Goo Roe, Biology
- Dr David Rodda, PhD, Population Genetics
- Dr David Rosevear, Chemistry
- Dr Marcus Ross, Paleontology
- Dr Ariel A. Roth, Biology
- Dr Craig Russell, Soil science, plant nutrition, ecology
- Dr Ronald G. Samec, Astronomy
- Dr John Sanford, Plant science / genetics
• Dr Jonathan D. Sarfati, Physical chemistry / spectroscopy
• Dr Alicia (Lisa) Schaffner, Associate Professor of Biology, Cedarville University
• Dr Joachim Scheven Paleontology
• Dr Ian Scott, Education
• Dr Saami Shaibani, Forensic Physics
• Dr Young-Gi Shim, Chemistry
• Prof. Hyun-Kil Shin, Food Science
• Dr Mikhail Shulgin, Physics
• Dr Emil Silvestru, Geology/karstology
• Dr Roger Simpson, Engineering
• Dr Horace D. (‘Skip’) Skipper, Professor Emeritus Soil microbiology, College of Agriculture, Forestry and Life Sciences, Clemson University, SC, USA
• Dr E. Norbert Smith, Zoology
• Dr Andrew Snelling, Geology
• Prof. Man-Suk Song, Computer Science
• Dr Timothy G. Standish, Biology
• Prof. James Stark, Assistant Professor of Science Education
• Prof. Brian Stone, Engineer
• Dr Esther Su, Biochemistry
• Dr Dennis Sullivan, Biology, surgery, chemistry, Professor of Biology, Cedarville University
• Dr Greg Tate, Plant Pathology
• Dr Stephen Taylor, Electrical Engineering
• Dr Larry Thaete, Molecular and Cellular Biology and Pathobiology
• Dr Ker C. Thomson, Geophysics
• Dr Michael Todhunter, Forest Genetics
• Dr Lyudmila Tonkonog, Chemistry/Biochemistry
• Dr S.H. ‘Wally’ Tow (Tow Siang Hwa), retired chairman of the Department of Obstetrics and Gynecology at the University of Singapore
• Dr Royal Truman, Organic Chemistry
• Dr Brandon van der Ventel, Nuclear scientist
• Dr Gerald Van Dyke, Ph.D. and Professor Emeritus in Botany, North Carolina State University
• Dr Larry Vardiman, Atmospheric Science
• Prof. Walter Veith, Zoology
• Dr Joachim Vetter, Biology
• Dr Erich Vorpagel, Biochemistry, Molecular Biology; computational protein function.
• Dr Tas Walker, Mechanical Engineering and Geology
• Dr Jeremy Walter, Mechanical Engineering
• Dr Keith Wanser, Physics
• Dr Noel Weeks, Ancient Near-East History (also has B.Sc. in Zoology)
• Dr Carl Werner, Biologist
• Dr A.J. Monty White, Chemistry/Gas Kinetics
• Dr John Whitmore, Geology/Paleontology
• Dr Kurt Wise, Paleontology
• Dr Bryant Wood, Archaeology
• Prof. Seoung-Hoon Yang, Physics
• Dr Thomas (Tong Y.) Yi, Aerospace & Mechanical Engineering
• Dr Ick-Dong Yoo, Genetics
• Dr Sung-Hee Yoon, Biology
• Dr Patrick Young, Chemistry and Materials Science
• Prof. Keun Bae Yu, Geography
• Dr Daiqing Yuan, Theoretical Physics
• Dr Henry Zuill, Biology

* Or recently deceased.

Note: Some of those listed may be recently deceased, and some names may have been inadvertently omitted.

Names taken from the following:

“Some scientists alive today* who accept the biblical account of creation”:

Please see also:


Appendix B
Ancient Writings that Corroborate the events of the Holy Bible

“Let the debate continue, but let the evidence be admitted. Ever since scientific archaeology started a century and a half ago, the consistent pattern has been this: the hard evidence from the ground has borne out the biblical record again and again – and again. The Bible has nothing to fear from the spade.” (www.equip.org/article/biblical-archaeology-factual-evidence-to-support-the-historicity-of-the-bible/)

Yes! Here are just twelve bits of evidence from the ancients that corroborate the existence of the people and the events that can be read about in the Holy Bible.

Murashu Tablets
Akkadian
5th century BC

The Murashu tablets provide a glimpse into what life was like for the fifth-century Jewish descendants of the Babylonian Exile captivity. After the Persian king, Cyrus the Great, captured Babylon in 539 BC, he allowed and helped finance the return of Jews to Judea with the Edict of Cyrus in 538. The Murashu tablets are dated to this period after the Jews were allowed to return to Judea.
(https://en.wikipedia.org/wiki/Murashu_family)

Jehoiachin’s Ration Tablets
Akkadian
Early 6th century BC
Ref. 2Kings 25:27-30

Jehoiachin’s rations tablets date from the 6th century BC and describe the rations set aside for a royal captive identified with Jeconiah, king of Judah. Tablets from the royal archives of Nebuchadnezzar king of Babylon were unearthed in the ruins of Babylon that contain food rations paid to captives and craftsmen who lived in and around the city. On one of the tablets, “Ya’u-
kinu, king of the land of Yahudu” is mentioned along with his five sons listed as royal princes. (https://en.wikipedia.org/wiki/Jehoiachin%27s_Rations_Tablets)

**Cyrus Cylinder**  
Akkadian  
*6th century BC*  
Ref. Daniel 5:30; 6:28

The Bible records that some Jews (who were exiled by the Babylonians), returned to their homeland from Babylon, where they had been settled by Nebuchadnezzar, to rebuild the temple following the edict from Cyrus. The Book of Ezra (1-4:5) provides a narrative account of the rebuilding project. The Cylinder’s inscription has been linked with the reproduction in the Book of Ezra of two texts that are claimed to be edicts issued by Cyrus concerning the repatriation of the Jews and the reconstruction of the Temple in Jerusalem. (https://en.wikipedia.org/wiki/Cyrus_Cylinder)

**Nabonidus Chronicle**  
Akkadian  
*Mid-6th century BC*

In spite of the brevity of the Nabonidus Chronicle – the tablet measures about 14 cm (5.5 in.) in breadth at about the widest point and about the same in length – it remains the most complete cuneiform record of the fall of Babylon available. Interestingly, the Chronicle says concerning the night of Babylon’s fall: “The army of Cyrus entered Babylon without a battle.” This likely means without a general conflict and agrees with the prophecy of Jeremiah that ‘the mighty men of Babylon would cease to fight.’ – Jer 51:30. (https://wo1.jw.org/en/wo1/d/r1/1p-e/1200003156)

**Nebuchadnezzar Chronicle**  
Akkadian  
*Early 6th century BC*  
Ref. Daniel 5:29-30

The Nebuchadnezzar Chronicle, also known as (Jerusalem Chronicle), is one of the series of Babylonian Chronicles, and contains a description of the first eleven years of the reign of Nebuchadnezzar II. The tablet details Nebuchadnezzar’s military campaigns in the west and has been interpreted to refer to both

**Mesha Stele (Moabite Stone)**
**Moabite**
**9th century BC**
**Ref. 2 Kings 3:4**

“Last year the French scholar Andre Lemaire reported a related ‘House of David’ discovery in *Biblical Archaeology Review*. His subject was the Mesha Stele (also known as the Moabite Stone), the most extensive inscription ever recovered from ancient Palestine. Found in 1868 at the ruins of biblical Dibon and later fractured, the basalt stone wound up in the Louvre, where Lemaire spent seven years studying it. His conclusion: the ‘House of David’ appears there as well. As with the Tel Dan fragment, this inscription comes from an enemy of Israel boasting of a victory—King Mesha of Moab, who figured in the Bible.” *TIME Magazine, December 18, 1995, Volume 146, No. 25*

**Shishak’s Geographical List**
**Egyptian**
**10th century BC**

**Ref. 1 Kings 14:25-26**

Shishak’s campaign is documented in Egypt as well as in the Bible. Upon his return, he constructed a large festival court in front of the great Temple of Amun at Thebes in southern Egypt. The project was no doubt financed by plunder from Judah and Israel. On one of the walls of the court, Shishak commissioned a commemorative relief of his Palestinian campaign. Unfortunately, it is badly damaged. Enough remains, however, to show that he not only attacked Judah, as the Bible records, but also the north kingdom of Israel. ([https://christiananswers.net/q-abr/abr-a017.html](https://christiananswers.net/q-abr/abr-a017.html))

**Merneptah Stele**
**Egyptian**
**13th century BC**

The discovery of the Israel Stele is very important in the study of Biblical Archaeology. It is the oldest evidence of Israel in the land of Canaan in ancient times outside the Bible. The text on the stone reads: “Canaan is plundered with every evil way. Ashkelon is conquered and brought away captive, Gezer seized, Yanoam made nonexistent; Israel is wasted, bare of seed.” — Merneptah Stele
Code of Hammurabi
Akkadian
18th century BC
Together with similar law codes that preceded and followed it, the Code of Hammurabi exhibits close parallels to numerous passages in the Mosaic legislation of the Old Testament. It is a well-preserved Babylonian code of law of ancient Mesopotamia, dating back to about 1754 BC. It is one of the oldest deciphered writings of significant length in the world. (https://en.wikipedia.org/wiki/Code_of_Hammurabi)

Sargon Legend
Akkadian
1st millennium BC
Ref. Exodus 2
According to the cuneiform inscription known as The Legend of Sargon (his autobiography), he was born the illegitimate son of a “changeling,” which could refer to a temple priestess of the goddess Inanna (whose clergy were androgynous) and never knew his father. His mother could not reveal her pregnancy or keep her child, and so placed him in a basket which she then let go on the Euphrates River. She had sealed the basket with tar, and the water carried him safely to where he was later found by a man named Akki who was a gardener for Ur-Zababa, the king of the Sumerian city of Kish. (https://www.ancient.eu/article/746/the-legend-of-sargon-of-akkad/)

Atrahasis Epic
Akkadian
Early 2nd millennium BC
Ref. Genesis 1-9
The Epic of Atrahasis is the fullest Mesopotamian account of the Great Flood, with Atrahasis in the role of Noah. Covered in the epic were creation of Man, conditions immediately after the Creation, and events concerning the Flood—the construction of the ark, boarding the ark, and departure. (http://www.livius.org/sources/content/anet/104-106-the-epic-of-atrahasis/)
Gilgamesh Epic
Akkadian
Early 2nd millennium BC
Ref. Genesis 6-9

In reality, it was Utnapishtim’s flood, told in the 11th tablet. The council of gods decided to flood the whole earth to destroy mankind. But Ea, the god who made man, warned Utnapishtim, from Shuruppak, a city on the banks of the Euphrates, and told him to build an enormous boat. Utnapishtim sealed his ark with pitch, took all kinds of vertebrate animals and his family members, plus some other humans. Shamash the sun god showered down loaves of bread and rained down wheat. Then the flood came. Later, the ark lodged on Mt. Nisir (or Nimush) almost 500 km (300 miles) from Mt Ararat. Utnapishtim sent out a dove then a swallow, but neither could find land, so returned. (https://creation.com/noahs-flood-and-the-gilgamesh-epic)
Appendix C

Eyewitness Accounts of Noah’s Ark on Mount Ararat

1800s and 1900s – Jacob Chuchian lived on the south side of Mt. Ararat and visited the site of the Ark often. In that period, a “smooth year” without much snow occurred only every 20 years or so. Over that time, he gave eyewitness accounts and sketches. Ref. Balsiger, David w. and Charles E. Seller. Miraculous Messages From Noah’s Flood to The End Times. Alachua, FL: Bridge-Logos, 2008:219

1908 and 1910 – George Hagopian visited the Ark with his uncle, both Armenians: “I remember my uncle took his gun and shot into the side of the Ark, but the bullet wouldn’t penetrate. Uncle then pulled the long hunting knife from his belt, and with the heavy handle he chipped a piece from the side of the Ark. Then we went down the mountainside.” Ref. Corbin, B. J. The Explorers of Ararat and The Search for Noah’s Ark. Long Beach: Great Commission Illustrated Books, 1999: 369-3711

1916–1917 – Czar Nicholas II commissioned two expeditions to the Ark, and photographs were taken. Later, when the Bolsheviks took over, all photographs and records were destroyed, but many on the expeditions had detailed stories to tell. Ref. Balsiger: 221-226

1943 – Sergeant Ed Davis was taken by a local Iranian to Mount Ararat and the Ark. “He says there are cages inside as small as your hand and others big enough to hold a family of elephants.” Ref. Corbin: 395-398

1945–1946 – Air Force Corporal Lester Walton was flying a B-24 with high-tech cameras over Mount Ararat when he inadvertently snapped some shots of Noah’s Ark. He recounted that “a number of those who saw the footage believed this to be the Ark of Noah.” Ref. Corbin: 408-409

1974 – Navy Lieutenant J G Al Shappell with his F-4 jet fitted with special cameras was sent to photograph a possible Soviet threat on Mount Ararat, a dark box-shaped object of man-made origin. The lieutenant clearly remembers seeing the long box-like structure and sketched it from memory. However, the film was turned over to the Air Force and classified as “Top Secret.” Ref. Corbin: 450-451

1985 – US Air Force General George Havens, when he saw the re-creation of the Ark that George Hagopian described, 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.” Ref. Corbin: 458-459
Appendix D

Quotes by Charles Darwin
Author of *The Origin of Species*

The following quotes are strong statements from Charles Darwin that the theory of evolution is neither scientific nor based on fact:

“Why then is not every geological formation and every stratum full of such intermediate links? Geology assuredly does not reveal any such finely graduated organic chain; and, this perhaps, is the most obvious and serious objection which can be urged against the theory.” (Charles Darwin, “On the imperfection of the geological record”, Chapter X, “The Origin of Species”, J. M. Dent & Sons LTD, London, 1971, pp. 292-293.)

“For I am well aware that scarcely a single point is discussed in this volume on which facts cannot be adduced, often apparently leading to conclusions directly opposite to those at which I arrived. A fair result can be obtained only by fully stating and balancing the facts and arguments on both sides of each question; and this is here impossible.” (“America’s God and Country: Encyclopedia of Quotations” by William J. Federer, FAME Publishing, 1994, pp 198-199.)

“You will be greatly disappointed (by the forthcoming book); it will be grievously too hypothetical. It will very likely be of no other service than collocating some facts; though I myself think I see my way approximately on the origin of the species. But, alas, how frequent, how almost universal it is in an author to persuade himself of the truth of his own dogmas.” (Charles Darwin, 1858, in a letter to a colleague on his “Origin of Species”. As quoted in “John Lofton’s Journal”, The Washington Times, 8 February 1984.)

“I was a young man with unformed ideas. I threw out queries, suggestions, wondering all the time over everything; and to my astonishment the ideas took like wildfire. People made a religion of them.” (“America’s God and Country: Encyclopedia of Quotations” by William J. Federer; FAME Publishing, 1994, pp. 198-199.)

“The fact of evolution is the backbone of biology, and biology is thus in the peculiar position of being a science founded on an unproven theory – is it then a science or a faith? Belief in the theory of evolution is thus exactly parallel to the belief in special creation – both are concepts which believers know to be true but neither, up to the present, has been capable of proof.” (L. Harrisson Matthews, FRS, Introduction to Darwin’s “The Origin of Species”, J. M. Dent & Sons LTD, London, 1971, p. xi.)

“Christ Jesus and His salvation. Is not that the best theme?”
http://truenews.org/Creation_vs_Evolution/scientists.html
Appendix E

Quotes by Albert Einstein – founder of the theory of relativity

“I have never found a better expression than ‘religious’ for this trust in the rational nature of reality and of its peculiar accessibility to the human mind. Where this trust is lacking science degenerates into an uninspired procedure. Let the devil care if the priests make capital of this. There is no remedy for that.” Albert Einstein, *Lettres a Maurice Solovine reproduits en facsimile et traduits en francais* (Paris: Gauthier-Vilars, 1956), 102-3.

“My religiosity consists of a humble admiration of the infinitely superior spirit who reveals himself in the slight details we are able to perceive with our frail and feeble minds. That deeply emotional conviction of the presence of a superior reasoning power, which is revealed in the incomprehensible universe, forms my idea of God.” Albert Einstein, *The Quotable Einstein*, ed. Alice Calaprice (Princeton, NJ: Princeton University Press, 2005), 195-6.

“I want to know how God created this world . . . I want to know His thoughts, the rest are details.” Albert Einstein, quoted in Timothy Ferris, *Coming of Age in the Milky Way* (New York: Morrow, 1988), 177.

“We are in the position of a little child entering a huge library filled with books in many languages. The child knows someone must have written those books. It does not know how. It does not understand the languages in which they are written. The child dimly suspects a mysterious order in the arrangement of the books but doesn’t know what it is. That, it seems to me, is the attitude of even the most intelligent human being to God. We see the universe marvelously arranged and obeying certain laws but only dimly understand those laws. Our limited minds grasp the mysterious force that moves the constellations.” Max Jammer (a good

“Every one who is seriously engaged in the pursuit of science becomes convinced that the laws of nature manifest the existence of a spirit vastly superior to that of men, and one in the face of which we with our modest powers must feel humble.” Jammer, *Einstein and Religion*, 93.
Appendix F

Knowles: Dem Socialists Pushing to Infiltrate Schools Because ‘They Can’t Win in the Battle of Ideas’

Radio host Michael Knowles said on August 25, 2018, “that Democratic Socialists are urging Socialists to become teachers because they can’t win in a “fair fight.”

A pamphlet by the Young Democratic Socialists of America (YDSA), in conjunction with the Democratic Socialist Labor Commission, outlines a push for socialists to “take jobs as teachers” as a way to move teachers unions “in a more militant and democratic direction.”

Knowles said that according to numerous surveys, “the blood-soaked history” of socialism is unknown to millennials, leading them to identify as supporters of the movement.

Campus Reform reported that the YDSA’s 11-page pamphlet notes teachers are able to use their relationships with students to discuss “campaigns around police brutality, immigration rights, and environmental justice.”

The Democratic Socialist platform was championed by Sen. Bernie Sanders (I-Vt.) two years ago on the campaign trail.

Using the same platform, young political newcomer Alexandria Ocasio-Cortez won a shock victory in June, 2018 over Rep. Joe Crowley (N.Y.) in a Democratic primary.

A new poll also revealed that more Democrats have a positive view about socialism than those who express a positive view about capitalism.

Knowles said Saturday that he believes Democratic Socialists are targeting the teaching industry and as a result, students, because they can’t win against adults.

“They can’t win in the battle of ideas,” he said.

He said that instead, Democratic Socialists are trying to cut off any thought of freedom by students and replace it with socialist ideology.
“They’ve got to indoctrinate an ideology rather than educate in history because if they teach history, they’re going to lose,” he said.

The pamphlet notes that organizing in schools is a way to “win concessions from the millionaire and billionaire class.”

“Teaching is proving to be one viable way for socialists to get into the labor movement and wage class struggle in a key industry that is under attack by capital,” it reads.

# Appendix G

Creationist Organizations in the United States of America

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Website</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Day Alliance (ID)</td>
<td><a href="http://www.4thdayalliance.com">www.4thdayalliance.com</a></td>
<td>CA</td>
</tr>
<tr>
<td>Access Research Network (CO)</td>
<td><a href="http://www.arn.org/">www.arn.org/</a></td>
<td>CO</td>
</tr>
<tr>
<td>Akron Fossils &amp; Science Center (OH)</td>
<td><a href="http://www.akronfossils.com">www.akronfossils.com</a></td>
<td>OH</td>
</tr>
<tr>
<td>Alpha Omega Institute (CO)</td>
<td><a href="http://www.discovercreation.org/">www.discovercreation.org/</a></td>
<td>CO</td>
</tr>
<tr>
<td>American Portrait Films (OH)</td>
<td><a href="http://www.theapologeticsgroup.com">www.theapologeticsgroup.com</a></td>
<td>OH</td>
</tr>
<tr>
<td>Answers In Genesis and The Creation Museum (KY)</td>
<td><a href="http://www.answersingenesis.org/">www.answersingenesis.org/</a></td>
<td>KY</td>
</tr>
<tr>
<td>Antelope Valley Creation Science Museum (CA)</td>
<td><a href="http://www.avcsa.org/">www.avcsa.org/</a></td>
<td>CA</td>
</tr>
<tr>
<td>Apologetics Press (AL)</td>
<td><a href="http://www.apologeticspress.org">www.apologeticspress.org</a></td>
<td>AL</td>
</tr>
<tr>
<td>Arizona Origin Science Association (AZ)</td>
<td><a href="http://www.azosa.org/">www.azosa.org/</a></td>
<td>AZ</td>
</tr>
<tr>
<td>Associates for Biblical Research (PA)</td>
<td><a href="http://www.biblearchaeology.org">www.biblearchaeology.org</a></td>
<td>PA</td>
</tr>
<tr>
<td>Bible and Science Ministries (WA)</td>
<td>hoyle.nwcreation.net/</td>
<td>WA</td>
</tr>
<tr>
<td>Bible-Science Guy (Dr William T. Pelletier)</td>
<td>biblescienceguy.wordpress.com</td>
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Creation Education Materials (TX)  www.creationanswers.net/resources/dfwactiv.htm  TX
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Creation Family Ministries (NC)  www.creationfamilyministries.org  NC
Creation Illustrated Magazine (CA)  www.creationillustrated.com  CA
Creation Instructional Association (NE)  www.creationinstruction.org/index.php  NE
Creation Ministries International (GA)  creation.com  GA
Creation Moments, Inc. (MN)  www.creationmoments.com/  MN
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Creation Research of the North Coast (CA)  www.creationnews.org/  CA
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Creation Science Association of Central Illinois (IL)  www.gennet.org/mac/mac.html  IL
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Creation Science Fellowship Inc. (PA)  www.csfpittsburgh.org/  PA
Creation Science Fellowship NM  www.creationsciencenm.org/  NM
Creation Science Network (WA)  www.creationproof.com/index.html  WA
Creation Science Research Center (CA)  www.parentcompany.com/csrc/  CA
Creation Science Society of Milwaukee (WI)  www.cssmwi.org/  WI
Creation Studies Institute (FL)  www.creationstudies.org/  FL
Creation Study Group of New Jersey (NJ)  www.csgnj.org/  NJ
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https://creation.com/creationist-organizations-in-the-usa
Appendix H

Discovery Institute’s ‘Academic Freedom Petition’

The Discovery Institute is asking folks to stand up for free speech on evolution by joining the more than 20,000 people (so far) who have signed their Academic Freedom Petition. Wherever academic freedom to question Darwin’s theory is challenged, Discovery Institute may deliver this petition to government or educational officials to show the widespread support that exists for full discussion about Darwinian evolution.

(To sign the petition go to the site; https://freescience.today/petition/)

THE ACADEMIC FREEDOM PETITION

We, the undersigned American citizens, urge the adoption of policies by our nation’s academic institutions to ensure teacher and student academic freedom to discuss the scientific strengths and weaknesses of Darwinian evolution. Teachers should be protected from being fired, harassed, intimidated, or discriminated against for objectively presenting the scientific strengths and weaknesses of Darwinian theory. Students should be protected from being harassed, intimidated, or discriminated against for expressing their views about
the scientific strengths and weaknesses of Darwinian theory in an appropriate manner.

Per the Discovery Institute, (home office Seattle, WA; www.discovery.org; 206-292-0401), when you sign the Academic Freedom Petition, you will get access to the following free resources:

1. A 57-page report on the top scientific problems with chemical and biological evolution.
2. A legal analysis of why academic freedom laws are constitutional.
3. Information on legislation you can propose in your state to support academic freedom on evolution.
4. Resources to promote academic freedom in your local school district.
5. A monthly Academic Freedom Update e-newsletter to keep you informed about debates over evolution and intelligent design around the nation.

Also, from Discovery Institute:

Learn: Stories, Principles, History, Public Opinion, and Censor of the Year

Act: Sign the Petition, Start a Chapter, Celebrate Academic Freedom Day and Legislation

(Ref. https://freescience.today/petition/)
Appendix I

Bibliography and Recommended Reading

There has been a lot of ink spilled recently making the case for the Biblical Creation. Just a few of the books in my possession are shown below:

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Afterword

Let me let you in on a little secret. It is legal for Muslims to pray during school hours—and they do. It is also legal for Christians to pray during school hours—and they don’t.

Pogo tells us:

Cal Thomas, in his *Book Burning*, Crossway, 1983, wrote:

> Our greatest enemy is the apathy of people of faith. We say we believe certain things. We memorize hundreds of Bible verses. We attend church three times a week. But we live as practical atheists.

> Do we write letters to the editor to express our viewpoints? Do we attend public school board meetings and voice our concerns?

> No, Secular Humanism isn’t the ultimate enemy. We are. We could use a little less noise about the evil Secular Humanists and a lot more involvement by our own people in our own country.

As our old comic strip friend Pogo once observed,

> “We have met the enemy and he is US.”