



CSA News

The Creation Science Association for Mid-America

"It is better to trust in the Lord than to put confidence in men" Psalm 118:8

Volume 16(2) Mar/Apr, 1999

Establishing a National Religion

The Constitution of the United States says "Congress shall make no law regarding the establishment of a national religion..." Federal Courts have consistently held that no government agency, federal, state or local, can do anything to support any religion, period. Yet, as you read this, a national religion is being firmly established by fiat decree with no congressional input, and virtually no public awareness. Each time I have made this statement recently, most who have heard me have, regarded it with skepticism, until they listened to my case.

For some time I have possessed a document, which I have dutifully ignored, entitled "National Science Education Standards"¹ A few weeks ago I received a proposed set of "Kansas Science Education Standards."² The latter document professes Kansas authorship, but much substantive material therein was copied almost verbatim from the "*national standards*." The remainder consists of short, several page, "*outcome standards*," 4 to 7 "categories" per grade level. **The "outcomes" are largely religious/political opinions, not science.** Examples: "*Sexuality is basic to healthy human development.*" "*Earth's history on Geologic timeline.*" "Grade levels" are broken down to "End of Second Grade, End of Fourth Grade, End of Eighth Grade, and End of 12th Grade"

Competent science teachers and thinkers are finding much with which to object in these documents, but in our brief space here, we must focus on the heart of the documents which is their essentially unscientific, and even blatantly religious, character. If you want more detail, see the last paragraph of this article.

Another problem in describing both *standards*: while they both contain the same objectionable and even absurd positions, they are organized quite differently, and do differ in details in such a way as to make a coordinated commentary somewhat difficult. I will comment here, only on the sections where the documents are nearly identical:

"Unifying Concepts and Processes"

Five "*unifying concepts and processes*" are outlined in both documents, Page 7 (Kansas), Page 104, 115, etc. (*National*):

- *Systems, Order and Organization*
- *Evidence, Models and explanation*
- *Change, constancy and measurement*
- *Evolution and Equilibrium*
- *Form and Function*

The paragraph introducing the "*unifying concepts*" is more cleverly worded in the *National Standard* which says the five

concepts and processes "unify science disciplines and provide students with powerful ideas to help them understand the natural world." The *Kansas standards* are more brazenly religious, saying these "*unifying concepts and processes... transcend the traditional disciplines of science... they provide students with productive and insightful*" (Article continues on next page...)

Dinosaurs: The Whole Truth

Children's Art and Science Workshops

by Visual Manna and CSA, March 1999

For Children (Grades 1 - 8) and their parents.

Tom, Penny, David and Josh Willis of CSA, will again join nationally popular art teachers **Rich, Sharon and Joshua Jeffus of Visual Manna**, to provide **four fun and memorable workshops for children**. The Workshops include **Five Dinosaur and Fossil Craft Projects for Children** (Visual Manna); and **Five Important, Short Lessons for Children on Science, Fossils, Evolution and Dinosaurs** (CSA).

Dinosaur Workshop Agenda for 1999

- All About Fossils, Are Scientists Always Right? -- CSA
- Let's Make a Fossil -- VM
- When Did Dinosaurs Live? -- CSA
- Drawing Dinosaurs - Tromp d'oeil -- VM
- Looking through a window back in time! Dinosaur in "Science" versus Dinosaurs in History -- CSA
- Let's Make A T-Rex? -- VM
- The Coelacanth, Wollemi Pine and Plesiosaur -- CSA
- Drawing Fish and Fossils -- VM
- Using Spoons, Forks and Insects in Amber to defeat the *science of evolution* - CSA
- Insects in Amber Art Project -- VM
- Noah's Ark: History or Myth? -- CSA
- Using 1-Point Perspective to Illustrate the Reality of Noah's Ark -- VM

Where: The Berry Patch, 22509 State Line Rd. (S. of KC)

Cost: \$18.00 (1st child), \$13 per additional child in the family, maximum: \$38.00 per family for the kids. Moms & Dads are encouraged to stay, but we need to know in advance.

Dates: March 10, 11, 12, or 13, 1999, 9:00AM-3:30PM. Call (816) 618-3610 **soon** to reserve space on one of these dates. Detailed enrollment forms with, map to Berry Patch and other instructions will be sent to those with reservations.

Advanced Dinosaur Workshops: Grades 1-8
Monday, March 15. Only For Kids (and their parents) **who have attended the Basic Dinosaur Workshop.** Costs: Same as Basic Workshop. Hours: 9:00-3:30.

¹ "National Science Education Standards" 1996, National Academe Press, 2102 Constitution Avenue, NW, Washington DC 20418 (800) 624-6242, 262 pages, soft cover.

² Kansas Science Education Standards, Second Working Draft, December, 1998. "Public hearings" are currently being conducted in various Kansas towns, but there was precious little public notice, and the Kansas document is barely available even today (Jan 30, 1999) with the "public" hearings half over. Purportedly it may be obtained from <http://www.ksbe.state.ks.us/outcomes/newstandards.html> (good luck). A source that works is: bonnie.ksbe.state.ks.us/pub/docs/scidraft2

ways of thinking about integrating a range of basic ideas that explain the natural and designed world." Evolution explains everything! Both documents clearly place **evolution above empirical, scientific proof**. Science can no longer test evolution as a theory, science must use evolution to be science!

Both standards insist these unifying concepts be incorporated at every grade level in every subject!!

There is something fundamentally wrong with this attempt to impose any transcendent or even unifying values to this heterogeneous batch of terms. Measurement is something scientists (and others) do, evidence is something they (and others) use, change and constancy (lack of change) occur, Form and Function and Equilibrium exist (and in ALL observed cases, were created). Order is wrongly defined, and Evolution is a religious myth, not a unifying concept. These should not all be lumped together by any stable mind.

Definition of Unifying Concepts and Processes

Neither document has this heading, but both have the contents and both documents use essentially the same words to "define" the unifying concepts. In some ways the definitions could be acceptable to some stable-minded individuals, but there is a pattern which imposes beliefs as though they were axioms. For example, "Order" is defined as the behavior of units of matter, objects, organisms or events in the universe. In the thesaurus I checked, nothing like behavior is listed as a synonym for order. This may seem unimportant, but there is a pattern in these documents of defining words any way they please rendering informed discussion difficult. See "Glossary" below.

Definitions: Evolution and Equilibrium

Each document contains virtually the same definitions of the unifying concepts. Evolution is defined as:

EVOLUTION:

"a series of changes some gradual and some sporadic, that accounts for the present form and function of objects, organisms and nature and designed systems. The general idea of evolution is that the present arises from the materials and forms of the past. Although evolution is most commonly associated with the biological theory explaining the process of descent with modification of organisms from common ancestors, evolution also describes changes in the universe."

Both these documents bluntly state that the processes that built matter, stars, galaxies, and humans are all "evolution."

Even if evolution were true, (natural processes somehow really did accomplish these incredible things), this definition is silly. A child knows that the process that builds cars is not the same one that destroys them. That is, a child knows it until he meets too many teachers who think like this. Among other things this renders the word "evolution" meaningless, except if evolution is your god. In the Bible Eve said of her firstborn child, "I have gotten a man from the Lord. But our "science standards" teach our children to say, "I have gotten a car from evolution." Citizens of the Republic should properly interpret these standards as useful in only one way: certifying beyond doubt that the reason Johnnie can't read, or do

science, is because the leaders among his teachers are incapable of, and disinterested in, teaching him either. Their real goal is proselytizing for a pagan religion.

Evolution: A Counterfeit Christ

Anyone who knows anything about Christianity should recognize that these documents substitute evolution for all attributes of Jesus Christ:

• Evolution: Counterfeit Creator God

The Bible describes Jesus as **Creator of Heaven, Earth, Seas and All That Is Therein**, but by these standards, evolution caused the form and function of everything in the universe!!! Evolution is responsible for everything that exists, living and non-living, "natural and designed." These documents both clearly demand that students be taught that evolution is **Creator god!** One reason it is obviously a counterfeit god, is that it's definition is incoherent. Change does happen, but claiming that you can make sensible statements about the existence of humans and rusty cars simply by using the word "change," or "evolution" is asinine. Another reason evolution is manifestly a counterfeit god is that it has been repeatedly demonstrated to be incompetent to perform any feats ascribed to it.

• Evolution: Counterfeit Eternal God

While the Bible says "In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. All things were made by him; and without him was not any thing made that was made." -John 1:1-3, this document claims that "all things were made by evolution." Therefore, "In the beginning was evolution..." making evolution **Eternal god!** This notion is equally preposterous. Empirical science has repeatedly demonstrated the impossibility of eternal matter (2nd Law of Thermodynamics), and the impossibility of matter being created by nature. But matter must be present for change (evolution) to work. Therefore, just as matter cannot be eternal, it is equally absurd to suggest that evolution can be eternal.

• Evolution: Sustainer God

The Bible says "And he is before all things, and by him all things consist." -Col 1:17, but these documents teach that evolution is the cause of all form and functions in the universe, therefore, it must precede the universe and sustain it.

• Evolution: Gives Purpose (To Humans and the Cosmos)

In the Bible, God is creator/owner, only He can give purpose: "And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these." Mark 12:30-3.

For many years, it has been obvious that students who were foolish enough to believe evolution, if they thought about it at all, realized that random processes do not produce purpose, have no opinions about human behavior, and cannot resurrect human bodies. In short, belief in evolution effectively produces a deluded child with no purpose, no objective guidelines for conduct, and no destiny. Is there any wonder that some who are foolish enough to believe this, behave accordingly?

Consider this emphasized sentence in the national document: "Scientific literacy implies that a person can identify

scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed." The purpose of science classes is to give students a new purpose. The *standards de-emphasize proving scientific theories*, and emphasize teaching a "science" that promotes "scientific literacy" and public involvement (see "Less Emphasis..."), thus promoting "scientific activism."

In the environmental propaganda sections of nearly every science textbook, students are fed *theories* of global warming, the role of trees in producing oxygen and cleaning the planet, etc. Such environmental proselytizing systematically ignores the fact that global warming is a suspect "science," and, even if true, it would benefit many, such as those living in the north. Also conveniently ignored is the fact that dead trees and dead leaves consume oxygen as they decay, producing CO₂, and that trees take up minerals and, like humans, "urinate" them into the ecosystem by depositing them in cuticular wax on their leaves, where they enter the environment as particulates. Thus trees are part of a cyclic process that actually circulates many volatiles and metals into the atmosphere, including turpentine and heavy metals. Students are not taught to objectively analyze these topics. I've never met a student or teacher who ever heard of them. Rather, they are propagandized to become fanatical "environmentalists," not in the sense of being responsible citizens, but in the sense that they support ludicrous government controls on processes that are not known to be harmful... but the students won't know it because they don't know how to test scientific claims, and have been taught that isn't nearly as important as being *scientifically literate* and expressing your opinion on public issues. Whether their opinion has any merit is, of course, irrelevant.

• **Evolution: Counterfeit Knowledge-Giver**

The Bible clearly teaches, and virtually ALL the founders of "modern science" believed that "The fear of the Lord (reverent respect which acknowledges His ultimate authority) is the beginning of knowledge. Both these *standards* teach that "the fear of evolution is the beginning of science (which, by definition, is knowledge)."

• **Evolution: Counterfeit Redeemer/Restorer**

The Bible teaches that Jesus Christ will restore the Cosmos to its initial perfection, and restore man to a perfection he cannot now approach, much less attain.

One could argue that these *standards* do not directly teach that evolution will redeem man and the universe. However, they do teach that everything done by man was done by evolution,¹ and man must save the earth. Thus, a primary purpose of new national *science standards* is to send students forth to save the earth (and later the Solar System), both of which they are totally incompetent to achieve. They cannot even control whether it rains tomorrow. But, it will not be them that does it anyway, it will be evolution. **Evolution will save the planet** and the people...

Onward Environmental Soldiers, Marching as to war,

With the truth of Evolution going on before,
Science the Royal Master, leads against the foe,
Forward into battle, See it's banners go.

Glossary

A glossary appears in the Kansas document which lists only nine words. Apparently only nine words are needed to prepare Kansas science students.

Belief is defined as: "to have a firm conviction in the reality of something without having empirically tested it" (pg. 10). This is preposterous. **No dictionary defines belief that way.** The kindest thing one can say about this glossary is that it helps make the material impossible to read. The motive is made manifest on page 66 where we are told how to deal with *students who do not believe* evolution. Students are to be **required** to *understand* evolution because it is a concept "researchers use to conduct research and solve practical problems." Teachers even are advised to obtain a book from the NSF to help them deal with *unbelief* (in evolution) among their students.

It is certainly true that many people incorporate evolutionary belief in their theories and use the word "evolution" in their writings, but there is no evidence that evolution adds anything to whatever science that may be contained in their work.

"Less Emphasis On ... More Emphasis On"

Both documents contain this section. The national one has several such sections, Kansas plagiarizes fourteen "Less" and "More" items on one page. A few of these may appear innocuous to some observers, but my impression is that they are the scientific equivalent of "The New Math." "Less emphasis on activities that demonstrate and verify science, More emphasis on activities that investigate and analyze science questions." This is clearly a license to make science classes a public policy propaganda discussion group rather than a place to learn cogent verification or rejection of scientific theories. Space prohibits thorough coverage here, but The Lord willing, I will cover them in a larger version of this article included in the Science Curriculum Standards packet (see last paragraph).

Conclusions

For 150 years evolution has been regarded as a "theory" which believers claimed could be proven by *scientific* evidence. There were those who claimed "Well, evolution is a theory, but it is also a fact," but, most sensible folks knew full well that it was, at best, a theory. These government "standards" declare evolution to be factual, outside of science, not provable by science, but a (transcendent,) unifying concept, required by science to properly understand the universe.

Yet, Evolution has failed to even Qualify as Science

The definition of evolution offered is incoherent and meaningless. No system as complex as a pocket comb has ever been known to be produced by random processes. Four hundred years of origin of life experiments and millions of daily cans of soup, meat and vegetables have failed to produce one single documented case of life forming from non-living materials (by any process). Not one new biological structure has ever been produced by any process, much less a random one. All other scientific theories require 100% experimental success; evolution is the only "theory" in history with **100% experimental failure!**

¹ See Kansas *Standards*, page 8, item **D** and National, page 119 "Evolution and Equilibrium." Evolution created natural and designed systems.

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But, These Science Standards Make Evolution God

These so-called *experts in teaching science* would give to evolution not just respectable scientific status, which it has never earned, not just the status of being above and outside science, thus unquestionable and non-testable by science... but they propose to make a public policy of ascribing to evolution every attribute ascribed by the Bible to God and Jesus Christ. If adopted by any state, either of these documents firmly establish "evolution" as Creator, Sustainer, and Redeemer of the Universe, and all of its contents.

Belief Is Effectively Required of Everyone

Both sets of these proposed *standards* also provide a clear rationale for ridiculing high school students who do not believe in evolution, and, by logical extension, any state that demands that evolution is required to do science, can easily establish a "just cause" for ex-communicating heretics at any level of government or private enterprise, from any career in teaching or practicing anything having to do with *science*, since they refuse to believe essential "*concepts that researchers use to conduct research.*" After all, not believing evolution is akin to not believing in weights and measures. Any state adapting such standards, will also provide a clear rationale, for withholding college degrees from students who do not believe in evolution (After all, a college degree, in some measure, certifies a person competent in a field. Would you certify someone who doesn't believe in weights and measurement?), and for preventing any school, public or private, *not believing in evolution*, from issuing science degrees. This has already been attempted in California.

These documents cry out for a return of Paul Revere. They are in serious need of a word processor and a sword (of the Spirit). Hopefully our Paul Revere will know where to find and how to use them.

Tom Willis

Science Curriculum Information Packets Available:

Information packets dealing with issues raised by these "*standards*" are currently available. Master copies of this essay and other helpful tools are included in the packet, will allowing you to run off good copies for distribution in your area. Write to:

National Committee for Excellence in Science Education (NCESE), 2401 W. 79th Street, Prairie Village, Ks 66208-3831 (913) 383-3624. Ask for **Information Packet: "Science Curriculum Standards: Science or Religion."** I suggest you consider sending at least \$10 to cover costs.

A Special New Book:

The Weather

by: Michael Oord

This is a truly excellent science book for (about) grades 4-9. Beautifully color illustrated, good balance of fact and theory. It presents a Biblically accurate and coherent description of the Genesis Flood, and the only scientifically tenable theory for the Ice Age, an effect of the Flood. Hard Cover, 80 Pgs
Mar/Apr 1999 Price: \$16.00 (plus \$1.50 postage)

CSA Bumper Stickers: 3-3/4" x 17"

Black on Bright Yellow,

Price: 1: \$1.75, 5: \$7.00, 10: \$13.00, 50: \$50, 100: \$70



Too Far Away To Attend CSA Meetings? Why Not Attend Via Audio or Video Tape

Attend CSA Meetings by ordering the Audio (\$5.00) or Video (\$13.00) tape. To order, request the meeting date, topic, or item number (at the end of the meeting announcement), e.g. V0188. Advanced Session Tapes are not available for Purchase, but they (as well as meeting tapes and many others) can be borrowed from...

The CSA Lending Library

8904 Mastin, Overland Park, Ks 66212, (913) 492-6545

Are You Participating in CSA As Much as You Should?

"*The harvest is plentiful, but the laborers are few.*" Are you doing all the Lord has called you to do in the war for the minds and souls of our citizens... especially our youth? CSA is not a closed fraternity. Any born-again believer who is abiding in the words of Jesus, and has been gifted in research, computers, speaking, clerical activities, writing of articles or book reviews, etc., and who has heard a call to serve in an origins ministry should consider and pray about serving with us. Write or call for more information.

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**The Creation Science Association
for Mid-America**

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BULK RATE

CSA Monthly Meeting Location: Westbrooke Church 9898 West 95th, Overland Park, KS

Two blocks East of 69 Highway (or Switzer) on North side of 95th Street

Refreshments: 6:15PM - Meeting: 7:00PM Nursery Available: \$2.50 per child (Reservations required for nursery)

CSA Meeting - Tuesday, Mar 2, 1999

**The Basic Institute in Creation Science
"They Are Without Excuse..."
The Marvels of Nature**

by: Bob Farwell

"For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse" - Romans 1:20. This Biblical passage clearly states that natural science clearly proves the existence of God, and that every person knows it, without any training in science. How can that be. Listen and look while Bob gives you a tour of the Animal Kingdom. (Tapes: A0192 or V0192)

**The Advanced Institute in Creation Science
Computer Modeling of Large Scale
Tectonics Associated with Genesis Flood**

by: John Baumgardner, Ph.D.

It is popular in most scientific circles to talk of "Plate Tectonics" as though it is a fact that continents took millions of years to drift to their current location. But the man with the only large scale computer model, on the subject of drift rates says they probably moved there in a couple months! No valid argument has been raised against him. [IC94T-014]

**Special Youth Sessions at CSA Meetings
for High School Students. 7:00 - 9:00PM.**

March 2: Environmental Studies: Distinguishing Science From Pagan Religion. Willy Peterson is an environmental engineer who has published one book and several important articles on environmental science and how "ecology" decisions are being influenced more by pagan religions than by science.

April 6: Anthropology: Are Ape-like Creatures in the Ancestry of Man? Bob Farwell, a former believer in evolution, holds a BS and has taught high school science and mathematics for many years.

CSA Meeting - Tuesday, Apr 6, 1999

The Basic Institute in Creation Science

Dinosaurs - The Whole Truth

by: Tom Willis

Dinosaur bones from Russia are currently on display at Crown Center in Kansas City. Our kids were bored until I offered them cash awards for writing down the most occurrences of the word "million" and **all** the evidence for it. They had a ball. They found "million" on every placard, but absolutely no supporting evidence. To find out why, attend this meeting with your kids. (Tapes: A0193 or V0193)

**The Advanced Institute in Creation Science
Catastrophic Plate Tectonics:
A Global Flood Model of Earth History**
*S. Austin, S. Baumgardner, R. Humphreys, A. Snelling,
K. Wise, L. Vardiman*

Both Advanced Sessions are Videos of Papers Presented
at the 1994 International Conference on Creation

A comprehensive overview of Geologic History by six highly qualified specialists in geology, geo-physics, paleontology, meteorology, etc. You won't see this presentation on Public TV, but it is vastly superior to the standard fare offered there. [IC94T-013]

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Seminar**

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your Community,
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lately? Contact CSA for info.**

