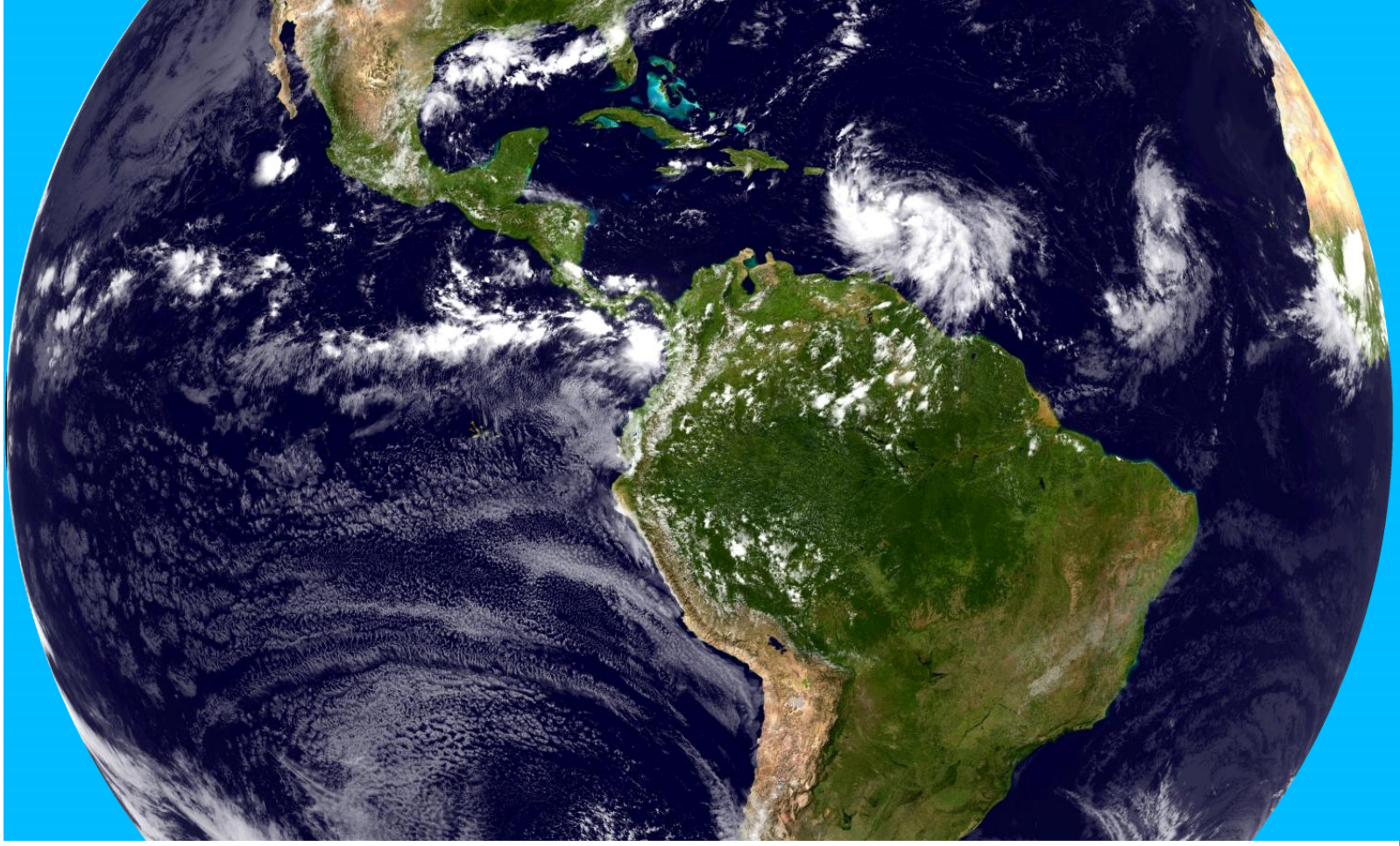
WitnessKit 2
God And Creation

Class 5
Politics and Censorship
Vocabulary to Aid Learning
What Do Fossils Tell Us?

Psalm 33

1 Rejoice in the LORD, O you righteous!
For praise from the upright is beautiful.
2 Praise the LORD with the harp;
Make melody to Him
with an instrument of ten strings.
3 Sing to Him a new song;
Play skillfully with a shout of joy.
4 For the word of the LORD *is* right,
And all His work *is done* in truth.
5 He loves righteousness and justice;
The earth is full of the goodness of the LORD.



Earth from Space 2012

http://www.nnvl.noaa.gov/images/FDCfinal.png

Psalm 33

6 By the word of the LORD
the heavens were made,
And all the host of them
by the breath of His mouth.
7 He gathers the waters of the sea
together as a heap;
He lays up the deep in storehouses.
8 Let all the earth fear the LORD;
Let all the inhabitants of the world
stand in awe of Him.
9 For He spoke, and it was *done;*
He commanded, and it stood fast.

Psalm 33

10 The LORD brings the counsel of the nations
to nothing;
He makes the plans of the peoples
of no effect.
11 The counsel of the LORD stands forever,
The plans of His heart to all generations.
12 Blessed *is* the nation whose God *is* the LORD,
The people He has chosen
as His own inheritance.

Psalm 33

13 The LORD looks from heaven;
He sees all the sons of men.
14 From the place of His dwelling
He looks
On all the inhabitants of the earth;
15 He fashions their hearts individually;
He considers all their works.

Psalm 33

16 No king *is* saved by the multitude of an army;
A mighty man is not delivered by great strength.
17 A horse *is* a vain hope for safety;
Neither shall it deliver *any* by its great strength.
18 Behold, the eye of the LORD
is on those who fear Him,
On those who hope in His mercy,
19 To deliver their soul from death,
And to keep them alive in famine.

Psalm 33

20 Our soul waits for the LORD;
He *is* our help and our shield.
21 For our heart shall rejoice in Him,
Because we have trusted
in His holy name.
22 Let Your mercy,
O LORD,
be upon us,
Just as we hope in You.

Psalms 33:1-22 (NKJV)

Many Issues Are Related to God as Creator.

Psalm 33 brings out some of those issues: Character commitments like faithfulness, truth, righteousness, justice, mercy which have their source in His goodness.

The power of God as Creator affects how we see the world around us: current events, vulnerability to the actions of other nations, and crises like famines.

Those who trust in God have promises of protection for their nation (if enough people trust in Him), protection for their family and for their life.

Political issues are involved as well.

Psalm 33: 12 "Blessed *is* the nation
whose God *is* the LORD,
The people He has chosen
as His own inheritance."

Any nation can declare allegiance to the LORD—and the USA has done so from its founding—Look at all the verses of the song, "My Country 'Tis of Thee."

Specifically, the Bible sees Israel as a nation whose God is the LORD—and beliefs about that statement affect people's attitudes toward Israel—even toward Israel's right to exist.

Any Nation

Can also choose to abandon God.

It would be a tragedy if an artificial wall between science and religion led to a nation's abandonment of the GOOD God.

A Biblical Approach

To the origin of the universe and everything in it

molds many other ideas into patterns that are helpful for the whole world.

The Bible has a clear sense of good and evil, and a clear directive to stand against evil and to stand for what is good. The Bible has standards for protecting everyone's rights, for restraining violence, for the idea of the rule of law, and truth and justice.

- Without the Bible's standards, political issues become muddled. Right from wrong becomes harder to discern.

Science

Science reveals a different set of attitudes. Science is a field of study with specific methods and continuity assumptions. It is a field of study that requires the use of mathematics and logic. It is a field of study out of synchronization with miracle. It is an important, useful field of study that accomplishes helpful things (as well as some extremely hazardous things like creating nuclear weaponry.) Science does **not** have an inherent morality, but it sometimes **informs** the moral assumptions people hold.

Science

- Where the Bible's perspective would protect the rule of law, reject terroristic violence, and would protect and honor Israel's right to exist, science has a different track record.
- The horrors of the holocaust were justified in Germany by moral reference to "survival of the fittest." Evolutionary theory was applied as a moral standard for racial matters. The extermination of people groups deemed "sub-human" was attempted with ruthless disregard for human rights—see the DVD *Expelled, No Intelligence Allowed* for examples.

Science

- By the 1930s, the churches in Germany had abandoned the creation account in Genesis in favor of theistic evolution. The churches in Germany did not provide an effective voice to prevent the slaughter of Jews and other minorities during World War 2.
- It is almost impossible to express the importance of these foundational ideas, without sounding like an alarmist. Yet the world is on the edge of a moral precipice because the world has abandoned the idea of the Creator described in the Bible.

Science

Requires difficult and rigorous courses of study to achieve credentials.

Partly because those courses of study are difficult and rigorous, people—and the courts—tend to respect the conclusions of scientists.

For non-scientists, the pronouncements of science are often taken on faith. Scientists themselves tend to have doubts about the certainty of many scientific statements. A healthy skepticism is a useful talent for science.

Sometimes People Believe the Scientific Experts Without Question—

Because the experts fail to describe any limitations regarding their conclusions,

- We need time and effort and money to learn their vocabulary and find out the limitations on expert information. Sometimes years of effort are needed.
- If we have a different background, we often understand how **other** very complicated things work.
- Yet we may feel intimidated asking questions of the experts in a different field from our own.

For a While

- Science was tolerant of religion as a sort of “helpful lie” that accomplished good things for sociology. As science has gained respect, religion has gained disrespect.
- So TRUTH matters. We as individuals must sift through the data available to us in a search for truth.
- The truth for sociology is that “Science” does not have a good foundation for morals, yet morals are protection for human rights.
- “Religion as moral equivalence” does not have a good foundation for morals either—because religions vary all over the map.
- So TRUTH is even more important than we often realize.

The whole origins question is complicated:

- We want to be fair to all people and not force one viewpoint on other people. A totally secular approach sounds fair, and a totally secular approach leaves out comments about God.
- The legal system has divided science and religion with a wall of legal decisions.

PROBLEM #1: The "fairness" is only skin deep. The wall of separation **approves** Darwinism and gives the **appearance of disapproving** belief in God as Creator. We will study this more later in Philip Johnson's books.

The PROBLEMS:

A Wall of Separation Between Science and Religion creates problems.

1. Fairness is only skin deep—it is an illusion of fairness rather than actually being fair.
2. It creates a Wall of Censorship of information.
3. It can force truth to stay outside the door of the science classroom.
4. It can stifle real science.

Things are not as they seem.

A number of different approaches are possible for teaching science and origins, as the next slide shows. More than one approach is fair. In fact, letting students know that varying viewpoints exist is one form of fairness.

People assume something moderate—the middle ground—is being taught. That is not correct.

Science and Excluding The Middle Ground

Unguided atheistic evolution from molecules to humans	Criticisms of Evolution as currently explained—previously allowed in Texas' standards, but not required.	Intelligent Design added to the mix—statistical indicators for intelligence as a cause	Theistic Evolution in terms of a hidden "guiding hand" as a possibility	Old Earth creationists	Young Earth Creationists
The approach usually taught, and the only one allowed peacefully	Impossible, according to Gould, subject to massive political fights—see *Darwin on Trial*.	Ruled illegal by the courts in Pennsylvania	Totally excluded (unless you agree that no evidence for it is possible in reality—required to admit it is an irrational,	Totally excluded	Totally excluded

This brings us to our spectrum of possibilities for science class

Materialist Evolution with no criticism allowed	**Materialist evolution WITH criticism allowed**	**Add Testing for Intelligent Design by the 4 mathematical criteria**	**Considering the possibility of Theistic Evolution**	**Considering the Possibility of Special Creation**
This is what the scientific elites wanted for Texas public schools in 2009	This is what the Texas state board of education decided in 2009.	This would be a better decision.	This is what most parents THINK is going on.	This is what really happened in history—as the data show.
This is the only thing allowed in most universities, including Christian ones.	This is much better science than the first option, but rarely tolerated.	Professors are fired for this, and the courts have ruled it out.	This is only allowed so long as the profs deem the Theistic part **totally undetectable.**	This is not allowed, even as a mentionable possibility.

Notice that every possibility

Carries implications for religion with it. The main option that is allowed has implications for religion—atheism—which is a fringe belief in the US. The authors of popular books on the Darwinism use those implications to promote atheism. Consider the title of Dr. Richard Dawkins' book *The God Delusion.* Limiting the school discussion to exclude God does not result in fairness—it elevates atheism.

Prior to 2009, Texas Science Standards had allowed

- The teaching of "strengths and weaknesses of scientific theories." That sort of critique is a necessary part of real science. **Stifling criticisms stifles science.**
- Teachers were not required to teach weaknesses, but were allowed to teach them. The phrase in the standards protected teachers' free speech rights.
- The adoption of new standards led to controversy—in the form of a drive from the elites in science education to exclude that language. This in effect, would allow the theory of evolution to be presented ONLY in a positive light, with no criticism allowed. That would have been censorship—and unfortunately would also match the practice of most universities.

Resolution

After much study and debate and input from diverse groups in 2009, the State Board of Education for Texas resolved the issue in favor of open discussion. The original “strengths and weaknesses” language in the science standards is now replaced with language that allows **analyses, evaluations, and critiques of scientific explanations**.

This cost the Board Chairman his elected position, and at least one other member did not run for re-election.

Those good elected leaders lost their positions

So that teachers could have a tiny bit of freedom of speech in the science classroom. Notice that their freedom of speech does not extend to ideas such as Intelligent Design, but only to allow criticisms of evolution to be mentioned.

State Board Members lost their jobs

so that good teachers

could keep theirs.

- Because the issue of evolution has become so politicized, people cannot see the censorship, and they cannot see that SCIENCE cannot even BE science if criticism of the status quo is not allowed.

The Science Classroom

Is the wrong place to censor ideas.

- Science needs freedom of speech, along with tools of logic, along with tools of observation, in order to even BE science.
- Science proceeds by means of ideas, which are replaced as new and better ideas arrive, where the replacement requires careful collection of data and careful logic and careful testing of the worthiness of the new ideas.

The whole origins question is complicated—

- But true knowledge really is not divided.

We don't want a wall of separation between science and religion to mean

- that truth is censored out of the discussion.

But that is the actual state

of science education today.

That censorship has

eternal implications for students

The fights have been so bruising and so expensive

- That the proponents of Intelligent Design no longer wish to place their materials in the schools.
- So how is truth to enter the doorway of students' minds?
- The answer has to be "from the churches."
- Churches must give careful thought to this matter. A hazy, inaccurate approach will not help.

We in the churches need to provide the other side of the story.

- The materialist viewpoint impacts how people see themselves, society, right and wrong, and myriad other matters.
- To tell the other side of the story in a believable manner, we have to go to the trouble of learning the vocabulary and mechanisms of evolution.
- We have to overcome our fear of controversy inside the church, and strive for understanding and clarity.

We have to learn the material--

- Very well to be able to explain it to other people. We have to understand it.
- Yet we must learn it in simple, streamlined form so that they will have time to listen.

We can begin to learn the subject

Contrasting Terms

- By understanding these contrasting terms.
  1. **Homology** and **analogy**.
  2. **Transitions** and **intermediates.**
  3. **Neo-Darwinism** and **Punctuated Equilibrium.**

Homology and Analogy

- In the study of fossils, similar structures in fossilized bones led to the theory of common descent—of common ancestors—for different species. The study expanded to include similar structures beyond bones, such as organ systems. Eventually it expanded to look at the genetic systems of various species.
- Structural similarities initiated the idea of common descent for all species. Are structural similarities enough to make the idea a certainty? No.

1. The difference between homology and analogy

Analogies are structures in two separate species that are similar, but the two species are not in direct descent from one to the other. The similarities not caused by common descent are called analogies.

- Homologies are structures in two species that are similar and are thought to demonstrate direct descent.

1. The difference between homology and analogy

- Most of Darwin's thinking was built around similarity in structure as an indication of "family resemblance."
- But organisms can have similar structures without being related by direct descent.
- Two different words are needed because of that fact: *homology* and *analogy*.
- Two examples show the difference.

1. The difference between homology and analogy

Marsupial wolves had pouches for their young. They also had bone structure very similar to other wolves. The bony fossils of each kind are difficult to tell apart. Yet because one species had a pouch, and the other did not, scientists do not believe they are in direct descent. Methods of bearing young are so basic that a sudden change would not fit the theory.

1. The difference between homology and analogy

- A key thing to understand about homology versus analogy: It is not possible to tell which is which just by looking.
- When scientists see animals that are very much alike, they have to think carefully to decide which category to use.
- This means that *similarity of structure* does not prove direct descent.

You can't tell which is which just by looking.

The controversy over how to classify Red Pandas and Giant Pandas makes the point as well.

Recently the red pandas were classified with the raccoons and the giant pandas with bears.

But for years they were thought to be closely related in the tree of descent.

You can't tell which is which just by looking.

- If the appearance of homology can reflect either situation—homology or analogy—
- Then the appearance of homology is just appearance—not proof of anything. All apparent homologies could very easily be analogies.
- We may see more reorganization of the "tree of life" as genome mapping continues for various species. The new expertise in genome mapping is creating "clades" or bushes instead of a single "tree of life." The "tree of life" idea does not fit the genetic data.

You can't tell which is which just by looking.

- A corollary: The appearance of homology does not prove descent.
- The idea of homology assumes Macro-evolution is true. But design could account for that appearance.
- Even the word homology is a form of circular reasoning.

2. The difference between **transitions** and **intermediates.**

- Those words sound very much alike, but they are not. We must pay close attention to which word is used in a discussion.
- Intermediates are "duck-billed platypuses." An egg-laying mammal with a duck-like bill, webbed feet, and poisonous spurs, and legs on its sides, producing a reptilian walk, eyes similar to lampreys, plus the unique attribute of sensing the electric field around its prey.—see Wikipedia for more information.

2. The difference between **transitions** and **intermediates.**

- Intermediates are composites that don't go anywhere on the tree of life. They are not considered ancestors of anything else.
- (They may be God's way of showing us He can design in remarkable ways, using a little of this and a little of that from the genetic code. A composite does not fit the Darwinian theory at all, without design.)

2. The difference between transitions and intermediates.

- Transitions are considered to be in direct lineage with other species, and are considered a connecting link between two groups.
- Transitions are candidates as “missing links.”
- Intermediates are not.

2. The difference between transitions and intermediates.

- A key concept here is that no definitive transitions are known between animals having different body plans.
- Often the popular press will present a fish with unusual fins as a transition to amphibians, but none are actually known to be transitions.

2. The difference between transitions and intermediates.

- Fish with “feet” only addresses locomotion, but fish differ from amphibians and reptiles in MANY ways.
- Sometimes you will hear people talk about “finding the missing link” as though only one small piece of the puzzle is missing. When you think about the different body plans among animals and plants, many transitions are missing.

If Darwin's idea were true

- One would expect the fossil record to show **few** transitions where body plans are close together, and **many** transitions where body plans are far apart. However, at the level of phyla, ZERO transitions are known. The actual fossil record, seen as a whole, shows **the opposite** of what the theory would lead one to expect.
- (Classification follows this set of categories, from broad to narrow: Kingdom, Phyla, Class, Order, Family, Genera or Genus, Species.)

3. The difference between neo-Darwinism and Punctuated Equilibrium.

- Neo-Darwinism explains the origin of all living things through the mechanism of the law of survival of the fittest and genetic changes that arise by chance.

Neo-Darwinism describes a tree of life produced by incremental changes over time.

- Incremental changes are tiny, reversible steps.

The difference between neo-Darwinism and Punctuated Equilibrium.

- Punctuated Equilibrium describes evolution in terms of the fossil record, where transitions between body plans are not found. It explains those gaps that are unexpected in Neo-Darwinism.
- It explains by saying that evolution happened too quickly at those points of major change for the fossils to appear in the record—implying a fast-paced form of evolution—perhaps during catastrophes.

Neo-Darwinism and Punctuated Equilibrium both are **Materialist.**

- Neither form assumes a guiding hand behind chance.
- The differences between them reveal a problem in the fossil record – that the record does not really support classical, incremental Darwinism.
- Punctuated Equilibrium is an explanation from non-existent data that should be there under the classic model.

The Non-Existent Data has a better explanation:

- Punctuated Equilibrium has a couple of weaknesses.
- First it is an explanation from absence of data.
- Second, it has no mechanism that explains why evolution should happen rapidly at times and slowly at other times.
- To see the better explanation, we must look at the fossil record in more detail.

We can gain confidence in God As Creator

Aspects of the fossil record

by understanding these aspects of the fossil record.

1. The fossil record has no transitional forms between body plans.
2. The fossil record introduced most body plans at the same “moment” of fossil history.
3. The fossil record shows sudden appearance followed by stasis.

1. The fossil record has no transitional forms between body plans.

- Body plans are big groupings, like bacteria, yeasts, sponges, plants, vertebrate animals, insects.
- No transitional forms exist in the fossil record between these large groupings.
- Yet one would expect MORE transitional forms to be required the farther apart the body plans are, for the story of Macro-evolution to be true.

1. The fossil record has no transitional forms between body plans.

- One would expect MORE TIME to be required between the emergence of large differences, too.
- **The record shows the opposite of what is expected** – very little time and no transitions where the differences in body plans are the largest.

2. The fossil record introduced most body plans at the same "moment" of fossil history.

- Over 95% of the phyla appear in the pre-Cambrian/ Cambrian boundary.
- At first appearance, each plant or animal is fully formed.
- It is unexpected for so many to appear at one time.
- Instead, Neo-Darwinism would predict a slow accumulation of new body plans over time– a narrow, inverted pyramid of forms with many transitions.

Detail:

- The 95% figure depends to some degree on how terms are defined.
- More specific data are that 3 or 4 phyla have been found earlier than the Cambrian. 19 then appear at the Cambrian, including Chordata. 6 appear later, and 12 phyla do not have any fossils.
- Chordata is the phylum that includes mammals, which would be expected to appear last in the classical Darwinian view. It is unexpectedly early in the "Cambrian Explosion."

2. The fossil record introduced most body plans at the same "moment" of fossil history.

- The huge gaps between body plans of living things show up in the first 5% of habitable geologic time.
- The remaining 95% of the habitable geologic record still has the gaps.
- This does not really fit punctuated equilibrium, either. One would expect an broader inverted pyramid of fossil forms, with some transitions.

2. The fossil record introduced most body plans at the same "moment" of fossil history.

- The real picture sounds more like an anvil than an inverted pyramid – a few very simple organisms at the base, and then 95% of the rest in a big trapezoid.
- All of this discussion uses the evolutionary dating system intact. We will see that it has caveats later in the course.
- If criticisms of Darwinism are excluded from science, answers to this unexpected grouping of data cannot be pursued.

Background Detail: More About the Cambrian Explosion

The Cambrian explosion comprises 1.7% of geologic time for **animal** life.

Yet of the 29 phyla in the fossil record,

only 4 appear earlier than the Cambrian (Simple things like bacteria and sponges),

and 19 new ones appear in that 1.7% Cambrian interval.

6 appear later, and

12 phyla do not have any fossils.

Background Detail: A Major Surprise

The Cambrian ones include Chordata,

sometimes called Vertebrata but with a few extras like sea squirts—a category **at the top** of the supposed tree of life which includes

- mammals,
- birds,
- reptiles,
- amphibians,
- and fish,
- but which makes up only 3% of living animals.

Background Detail: More About the Cambrian Explosion

- An additional 6 phyla appear later in geologic time. Twelve phyla live today that have no fossils at all.—Discovery Institute's "An Analysis of the Testimony of Professor David Hillis before the Texas State Board of Education on January 21, 2009, www.discovery.org/a/9941
- (Classification follows this set of categories, from broad to narrow: Kingdom, Phyla, Class, Order, Family, Genera or Genus, Species.)

A bit more detail is in order here regarding the geologic column.

- The Precambrian era contains evidence of eukaryotes, algae, plankton, and near the boundary with the Cambrian era, simple multicellular sea creatures.
- The Cambrian era has a sudden explosion of life, with many trilobite fossils, plus other marine invertebrates such as shells, plus some vertebrates.

A bit more detail is in order here regarding the geologic column.

- The Cambrian period is at the base of the Paleozoic era with the Permian period at the top. The Cambrian period has marine invertebrates and some vertebrates, with trilobites predominating.
- The Paleozoic era above it contains all the kinds of animals except dinosaurs, mammals, and birds.
- These are categorized in the Mesozoic era.

A bit more detail is in order here regarding the geologic column.

- **However,** the geologic column is a composite of fragmentary portions around the world—if the column were present in any one place it would be about 100 miles thick. (A Beka BIOLOGY, 1997 ed.)
- So the story of evolution has a great deal to do with the picture of the column.
- Much of the story and much of the picture is composed of inferences rather than data.

On the theological side…

- If the Bible is correct about a worldwide flood, such a catastrophic event would disrupt the geologic column.
- A worldwide flood would make the composite, progressive picture from simple forms to complex life forms indeterminate.
- An anomaly like the sudden appearance of many kinds of fossils in one era would be consistent with a worldwide flood. A catastrophe of that magnitude would bury many creatures in mud, allowing them to fossilize. This event would render the methods used to date rock strata as incorrect.

On the theological side…

- Note that long ages are a necessary part of the theory of evolution, and are **a necessary assumption if** no Creator could have been involved in life as we know it. Because they deal with past time and massive strata, rock dating methods cannot be calibrated. That makes the assumptions more important than in real-time lab research.
- On the science side, the past must be studied by means of evidence that endures to the present. On the theological side, the past can have eyewitness testimony from God, but we also must exercise care when we extrapolate that testimony.

On the theological side…

- If you accept the geologic column at face value, you are likely to lean toward the Day-Era theory of interpreting Genesis chapter 1.
- If you are skeptical of the dating methods and the way the column is constructed, and …
- If you accept the idea of a worldwide flood…
- Then you are more likely to accept the Gap theory or the Young Earth theory of interpretation.

The New Testament

- is on the side of believing a worldwide flood happened. It says skepticism about that is an indication of the end times.
- 2 Peter 3:2-6 [2] that you may be mindful of the words which were spoken before by the holy prophets, and of the commandment of us, the apostles of the Lord and Savior, [3] knowing this first: that scoffers will come in the last days, walking according to their own lusts, [4] and saying, "Where is the promise of His coming?

New Testament Perspective

For since the fathers fell asleep, all things continue as *they were* from the beginning of creation."

5 For this they willfully forget: that by the word of God the heavens were of old, and the earth standing out of water and in the water, 6 by which the world *that* then existed perished, being flooded with water. (NKJV)

A Worldwide Flood

Would be consistent with many categories of fossils showing up at the same moment of earth's history.

A flood that buries animals suddenly and deep is an effective way to create fossils. They are protected from deterioration due to bacteria in the first few inches of topsoil. They are protected from scavengers. They are likely to land in low spots where mineral water seepage could fossilize them over time.

A worldwide flood would render the geologic column indeterminate, because older and younger rock would be mixed and re-solidified.

3. The fossil record shows sudden appearance followed by stasis.

- The animals that appear early in the Cambrian Explosion remain themselves for the rest of the record – no big changes into something else.
- Sharks remain sharks.
- Sometimes the animals in the record go extinct—dinosaurs and mammoths and trilobites.

3. The fossil record shows sudden appearance followed by stasis.

- This is consistent with what we discussed in an earlier lesson about “survival of the fittest” demonstrating uniformity rather than diversity.
- It is also consistent with the difficulty of extinction where many mutations happen at once or where the environment becomes too stressful for the genome.

3. The fossil record does not match Darwin's story.

- *The fossil record itself seems to imply that a chance plus physical law mechanism is NOT adequate to account for the tree of life.*
- ***At least the beginning** of each new body plan requires more explanation or a different explanation.*

Niles Eldredge writes “Either you

- Stick to conventional theory despite the rather poor fit of the fossils, or you focus on the empirics and say that saltation looks like a reasonable model of the evolutionary process—in which case you must embrace a set of rather dubious biological propositions.”
- (Philip Johnson’s definition of saltation is that “a new form appeared out of nowhere, and we haven’t the faintest idea how.”)—*Darwin on Trial*.

The limitations we have discussed in evolutionary theory

- Should make consideration of a Personal Beginning for Creation very reasonable. This is necessarily more vague than Genesis 1-3, of course.
- An eyewitness account is sure to be more precise than deductions from data. So any purported eyewitness account has to be tested from other directions.
- None of this rules out biological change within kinds of organisms. It says that unguided change is inadequate to explain the entire picture.

So what would we expect The fossil record to show ?--

if the Biblical account of creation were correct? We would expect …

- gaps between body plans. (There are.)
- stasis for creatures reproducing “after their kind.” (√)
- the possibility of extinctions. (√)
- many kinds of fossils present at the beginning of the record. (√)

So what would we expect a Biblically consistent fossil record to show ?--

- We would not expect to find a column of stacked rock strata with a progression of fossils as are typically shown in secular textbooks.
- SO it is helpful to know that such pictures are composites from many locations, rather than any actual stack of rock strata.

A plausible explanation can still be incorrect.

- Even if materialist science had detailed mechanisms that fit all the evidence, that would **not** mean they found out what really happened. Explanations of distant past events always involve speculation.
- (Darwinism doesn't have a detailed mechanism that fits all the evidence—as Punctuated Equilibrium tried to adjust.)
- An explanation can be plausible without being correct regarding past events.

A plausible explanation can still be incorrect.

- The reality is—
  - that the evolutionary description of what happened
    - and the data
    - do not fit together very well.
  - The idea of God's creation as an explanation fits the data better—especially when taken as a whole.
  - A worldwide flood also is consistent with the evidence—if you realize the rock dating information is un-calibrated, and that such a flood would disrupt the geological column.

The key to the whole problem:

- A true picture of ultimate reality will show itself to be true in multiple ways.
- It will be true to the data of physical reality – and the idea of God as Creator is true to that data as a whole.
- It will be true to the human mind and human condition. That includes morals as written on the conscience.

The key to the whole problem:

- It will be true to what we know of right and wrong –
- Here the evolutionary story is obviously out of touch. "Survival of the fittest" is an amoral basis for right and wrong—a contradiction to the inherent idea of human rights.

This shows us that reason can lead toward faith in God.

- We can choose faith with eyes wide open.
- We can look at evidence from many different directions (as this set of courses does) and conclude that
  - God is real and powerful.
  - God is good and intelligent.
  - We can trust Him.
  - It is reasonable to expect Him to want to let us know about Him.

Job 38:36

- **36** Who has put wisdom in the mind? Or who has given understanding to the heart?

Homework

In 3 sets

Homework: Class Five Set 1

- Read Isaiah 42:5-16. How is God defined or described?
- How might the separate description of creating the heavens and stretching them out relate to the Big Bang?
- In verse 6, the LORD is speaking to Messiah. What does verse 7 say about Messiah's role in opening the eyes of the blind? Do you think this speaks of spiritual blindness? How is it a comparison to Jesus' words in Luke 7:18-23? When Jesus opened the eyes of a man born blind in John 9:1-41, does that relate to creation?

Homework: Class Five Set 1

- How can Messiah be the One opening the eyes of the blind of the nations, if His followers were the ones who actually went to the Gentile nations?
- Read chapter 3 in THE CASE FOR A CREATOR. Chapter 3 gives a brief rebuttal to the story we are told in biology class about the various kinds of evidence for evolution. What new information do you notice about the Miller-Urey experiment besides what you already learned?
- What bit of propaganda is taught now about the Miller-Urey experiment?
- Explain the three levels of propaganda in Haeckel's embryos.
- What was Berra's Blunder?

Homework: Class Five Set 2:

- Read John 9:1-41. What do you think Jesus meant by verse 39 and 41? Read chapter 4 in THE CASE FOR A CREATOR.
- What three scientific areas of study did Dr. Meyer list as useful in considering theism?
- (The book will cover each area in greater detail in later chapters.)
- Summarize important points about area 1 in this chapter.
- Summarize important points about area 2.

Homework: Class Five Set 2:

- Explain what is meant by molecular machines within biological systems. Also explain how they challenge the atheistic explanation of origins.
- How does the Cambrian Explosion support theism and counter the idea of Deism?
- What connection exists between human intelligence and intelligent design?
- What is “inference to the best explanation?”
- What are some points Dr. Meyer discussed regarding motives for beliefs?

Homework: Class Five Set 3:

- Read John 8:54-59. What is the significance of the verb tenses in verse 58?
- Read Chapter 5 in THE CASE FOR A CREATOR.
- Which religions found the Kalam argument useful, and what did they have in common?

Homework: Class Five Set 3:

- State the Kalam Argument. Be precise.
- The Big Bang establishes the second statement. How did Dr. Craig establish the first statement? What evidence exists for the Big Bang?
- What did Thomas Aquinas contribute to the discussion of the Kalam argument?

Homework: Class Five Set 3:

- What does the Big Bang imply about the First Cause?
- Hint: Dr. Craig said this describes a core concept of God.
- **Why** did Dr. Craig say the First Cause is personal?
- How did Dr. Craig explain the continuing existence of the First Cause?

Homework: Class Five Set 3:

- Discuss alternate theories such as the Steady State theory and the Oscillating Universe theory.

Is it farfetched to think that

- a Personal, Transcendent, First Cause
- Who developed physical laws to govern the universe and support life,
- Who created us with minds, as personal beings,

would also develop spiritual laws to govern our relationship with Him?