

Workshop Summaries

Please note that the last two pages in this summary are the workshops contained in the “For the Love of Truth” Conference. Each is able to be a stand-alone presentation.

Mount St. Helens – The Dramatic 1980 Eruption & the Science Lessons that Came Afterwards. This fast-paced presentation takes the audience through the events of May 18, 1980. It then summarizes five important lessons that scientists took away from the giant laboratory that the volcano created – three of which are very relevant to the Grand Canyon. Packed with photos, this lecture teaches some basic scientific principles, and introduces the audience to a bit of modern-day research. *It is an excellent foundation-talk for the other presentations.*



A Great
Place
To Begin

The Age of the Earth & Stars: Thousand or Billions? – This two-part lecture seeks to uphold a high view of science, and a high view of Scripture. Its primary focus is *evidence*. It begins with scientific evidence, and does not ask the audience to assume anything in the Bible as true. The second half of the presentation treats the Bible as a piece of evidence, and seeks to discover what the text allows, and what the text prohibits. This lecture can be delivered in two 45-minute segments, or condensed into a single presentation. *Recommended for anyone seeking to know the truth about the age of the earth, and why it matters.*

Forensics of Fossils – This fun, semi-dramatic lecture looks at the evidence from two fossil beds and poses the question, “Who Done It?” It begins with billions of dead squid in the bottom of Grand Canyon, and then goes on to the more glamorous dinosaur deposit at Dinosaur National Monument. The end-note is serious. Audience members, to their advantage, may never think about fossils the same way again. *Recommended for all age groups; better for high-school students than some of the other workshops.*

RATE: Positive Evidence for Thousands – A lot of people think that, “Science *demands* that the earth and stars are billions of years old.” Any scientist can tell you this is not true; the evidence can be interpreted to spell out billions of years – but those interpretations are only good if the assumptions they are built on are true. The reason many scientists hang their hat on billions of years is because there is “an hourglass” inside some rocks, and most people assume things about the hourglass. But an eight-year research project, undertaken by several Ph.D. scientists from various disciplines, revealed good reasons to question those assumptions. This lecture summarizes, for the layman, why a reasonable person – scientist or not – does not have to commit intellectual suicide in order to consider the idea that the earth may be only thousands of years old. *Highly recommended for students, evolutionists, and anyone interested in apologetics. This workshop performs the important task of providing positive evidence in favor of a young earth (rather than just contending that an old earth is wrong).*



Genetic Entropy – Is it possible to turn a frog into a prince? Everyone is told, and a lot of people believe, that as long as you have enough time, evolution “works.” In this worldview, the “key” that “picks the lock of change” is mutation; natural selection then “turns the knob.” This lecture is a layman’s summary of what mutations and selection can – and can not – accomplish. It contains cutting-edge research by geneticist Dr. John Sanford, of Cornell University, that is crucial for high school and college students. *Recommended for anyone interested in “the nuts and bolts” of biologic evolution; especially recommended for students and evolutionists.*

The Flood of Noah & the Fossil Record – The founders of science, and some of the world’s best scientists today, are convinced by the evidence that there was a globe-covering Flood about 2,400 B.C. For scientific reasons, they defended the claim that it was responsible for most of the fossil record. Why is this historic event important? Where did the water come from? Where did the water go? This lecture looks at the evidence and seeks to answer those questions. It makes valuable use of animation to help communicate the concepts discussed. *Recommended for anyone who wants to understand important Biblical truth-claims – or, is willing to consider them. Also valuable for those who have asked questions such as, What’s the big deal about the age of the earth, and the Flood? What about the dinosaurs? Can I be a scientist and a Christian?*

Apes & Humans in the Fossil Record – What is the *evidence*? Whether one is a scientist or not, it is wise to find the line where the evidence ends and the interpretations begin. This lecture walks the audience through human fossils, and the fossils that are generally accepted to be human ancestors. Then, the audience is encouraged to look at the evidence and decide what interpretation of the fossils is best-supported. *For an audience interested in learning ‘the basics,’ about fossils, it is recommended that this workshop come after either Forensic of Fossils or The Flood of Noah & the Fossil Record. However, for a pro-evolution audience, this workshop (like Genetic Entropy) can serve as a good, evidence-based, meeting ground.*

The Grand Canyon – People come from all over the world to see it. What story do the rocks tell? This lecture helps people understand what they are seeing. It covers: 1) The names of some of the layers, and how they got there; 2) Important information that can be learned from where two layers touch each other; 3) A fossil bed in the Canyon; 4) The science of carving a big canyon in rock; and, 5) How samples from one layer were a part of a very important research project. This is an excellent “big picture introduction” to the Canyon, and the audience will be given color-coded notes that will be useful if they have the opportunity to visit the Canyon. *Recommended especially for an audience that desires to visit the Canyon.*

Is the Big Bang Scientifically Defensible? According to one prominent scientist, “Big Bang cosmology has undergone that curious social process in which a scientific theory is promoted to a secular myth...Myths are quite typically false, and science is concerned with the truth.” (Berlinski, *Was There a Big Bang?* p.38). Is the Big Bang a myth, or is it true? This lecture looks at five scientific facets of the Big Bang, with the goal of seeking the answer to that question. It encourages the audience to find the dividing line between evidence and interpretation. *Recommended for those specifically interested in cosmology; the content is not technical, but those without a strong scientific bent may find it dry.*



Saturday #1. Mount St. Helens: The Best Science Classroom of the 1980's

The Dramatic 1980 Eruption & the Science Lessons that Came Afterwards. This fast-paced presentation takes the audience through the events of May 18, 1980. It then summarizes five important lessons that scientists took away from the giant laboratory that the volcano created – three of which are very relevant to the Grand Canyon. Packed with photos, this lecture teaches some basic scientific principles, and introduces the audience to a bit of modern-day research.

Saturday #2. The History of the Issue: Where Did Billions of Years Come From?

If you want to understand something, you have to look at its origins. For millennia, both Christians and non-Christians accepted the idea that the earth was only thousands of years old. And then something changed. What changed? And why?

Saturday #3. Does Science Really Demand Billions of Years?

Because of rocks, and because of stars, most people are convinced that the earth *must be* billions of years old. But, does science really *demand* this conclusion? This workshop shows the audience the evidence. It explains why some scientists believe in billions of years – and why some scientists do not.

Saturday #4. RATE: Positive Evidence for Thousands

Radioisotope dating (“carbon dating” is an example) is used to ‘prove’ that the earth is billions of years old. But where does the evidence end, and where does the story-telling begin? When people *want* to believe something, there is a temptation to ‘trash the evidence.’ This workshop helps the audience *appreciate the evidence*, and understand where *interpretation* begins. Once this done, the audience is shown that radioisotope data may better support a *young* earth.

Saturday #5. Defining Science

He who defines the words wins the war – and the court battles. This workshop seeks to answer the question, “*If truth is the goal*, what does the definition of ‘science’ look like?” Using basic principles of scientific investigation, the audience is shown why a wall of separation has grown up between “science” and “religion.” Some people may be surprised to learn that *sometimes*, there is a legitimate reason for locking the laboratory door against supernatural intervention; others may be surprised to learn that there is a *proper* place for spiritual realities in science.

Saturday #6. We Have a Flood Mechanism: CPT

If there really was a world-wide flood, where did the water come from? And, where did the water go? Developed by a world-renowned geophysicist, Catastrophic Plate Tectonics (CPT) is a scientifically defensible flood model that answers those questions. This workshop is generously supplemented with pictures and animation.

Saturday #7. Scientific Evidence Supports A Recent, World-Wide Flood

Noah was just told that the whole world is about to experience a flood. If he were a scientist, what would he predict seeing when he stepped off the Ark a year later? This workshop looks at four lines of evidence that *any* pre-flood scientist would expect, and then compares the prediction to what is actually seen.



Sunday #1. Ice Cream or Sex? Liberty, Unity, Tolerance, & Truth

Many people in the church take the position that the age of the earth “doesn’t matter.” But in the secular world, it “matters” – so much so that students lose access to graduate school, and jobs are threatened. How does one discern between matters of personal preference, and matters that are “a hill to die on”?

Sunday #2. The Timeline of Earth History: Genesis 1-9

The text of Genesis 1-9 is the focus of this workshop. What truth claims does God make about the beginnings of earth history? What can we be sure of, based on the text? In what areas does the text leave room for speculation? The audience is encouraged to answer these questions *from the text*. A few scripture passages from outside of Genesis are included, because they speak specifically to the events described.

Sunday #3. Deep Time Devices: How Do You Make Billions of Years ‘Fit’ in the Bible?

What happens to the Bible, when billions of years is added into the text? There are three basic ways people make the time ‘fit between the pages.’ This workshop summarizes each one. It then evaluates the consequences. Many people know what is *gained* if the Bible is married to billions of years; few know what is *lost*. The audience is encouraged to look at the evidence and ask, “Is the cost worth it?”

Sunday #4. Cursed or Not Cursed? That is THE Question

“The sin-curse” – it’s a phrase Christians refer to, and throw around. But, according to the text of the Bible, what exactly is it? When did it begin? What does it include? Whose fault is it? This workshop answers those questions, from the text of Scripture. Then, it shows the audience that those answers are very relevant, when one is trying to figure out the true age of the earth.

Sunday #5. SOGGY: 5 Reasons Billions of Years May Not Be Added to the Bible

What are the specific reasons, supported by specific Scripture passages, which prohibit the Bible from being combined with billions of years? This workshop introduces the audience to five such reasons, and the verses that support them. The acronym SOGGY helps people remember the five points, and a bookmark with a summary of each point is provided. The workshop covers five reasons, but a post-lecture handout summarizes more than 20 reasons, supported by more than 100 Bible passages.

Sunday #6. The Age Issue & Apologetics. Whose story: His? or Hers?

When a non-Christian is trying to figure out if the Bible is true, what questions do they ask? What are the Biblical answers to those questions? Many Christian apologists think that it is possible to defend the Bible, even if the earth is billions of years old. This workshop, using evidence and logic, looks at that claim *through the eyes of the non-Christian*, and begs to differ. It also highlights a common apologetic error that many young-earth apologists make.

Sunday #7. Addressing the Most Common Misunderstandings

When Christians disagree about the age of the earth, a few comments frequently surface... “But it’s not a moral issue.” “But it’s not ‘a salvation issue.’” “It’s a ‘non-essential’ issue.” The intentions that underlie such remarks are good, but are the comments accurate? This workshop seeks to address these concerns in a way that speaks the truth in love.

