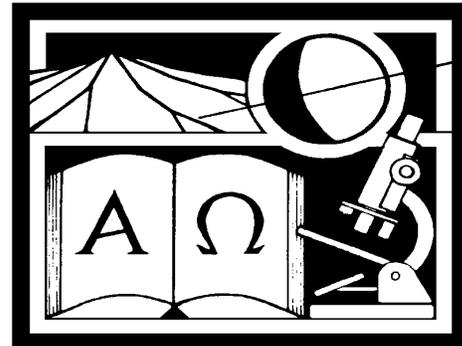


Origins Insights

A MONTHLY PUBLICATION OF THE
CREATION SCIENCE FELLOWSHIP



TM

May/June 2001

Scientific Orthodoxy Reinstated In Kansas

by Bob Harsh

The evolutionism establishment announced some good news recently. I first read the good news in an article that appeared in the February 15, 2001 *Pittsburgh Tribune-Review*. Later, I discovered that one of the articles in the "News In Brief" section at the web site of *Scientific American* had the headline, "**Kansas Votes to Reinstate Evolution**". The article in the *Pittsburgh Tribune-Review* was written by Stephanie Simon of the *Los Angeles Times*. The headline was "Kansas Schools Allowed to Teach Evolution Theory".

As usual, I thought, "I'll nail this short subject down and report the news in a short article to accompany my 'major article' on the Wedge Philosophy." As usual, I was wrong. After two weeks of diligent research, I was still researching. I hope the article that follows will be informative about the battle over science standards in Kansas. This topic has been a real headache for the proponents of evolutionism and a difficult challenge for the defenders of real science. I will use what seems to be inflammatory terminology because I believe you need to understand that a battle is underway and perhaps you will be motivated to offer at least a little support for those who are fighting the battles on the front lines. Our friends at the Creation Science Association For Mid-America have taken some real hits in their battles in the frontline trenches. On the other hand their efforts will be remembered in history as courage under fire in the cause of truth in science.

Why not take time to visit their web site and give them an encouraging word. Their chief spokesman has been Tom Willis. Tom has been unfairly vilified often by the press during the past two years. Their web site is www.csama.org.

The following is the announcement proclaimed by *Scientific American*:

In August of 1999 the Kansas State

Board of Education made a now-infamous decision. Local school districts, they ruled, could omit evolutionary theory from the curriculum. Ever since, the state's science standards have been the subject of heated debate and international ridicule. A turning point in the debacle occurred last fall, however, when voters gave the boot to two anti-evolution board members. And when the board convened yester-

Does Natural Selection Produce New Species?

Our CSF meeting on **Tuesday May 15** will examine whether or not the concept of "natural selection" is a real phenomenon in nature. We will begin with a brief lesson on how biologists use the concept of natural selection. We will then all participate in a "**hands on**" simulation activity that is designed to illustrate natural selection and demonstrate the destiny of most mutations. After participating in this activity you should be able to better understand the place of "**natural selection**" as a useful aspect of the Creator's design.

Bob Harsh will be our presenter. Bob is vice-chairman of CSF and is a biology teacher at Seneca Valley Senior High School. This meeting should be especially important for school-age students to participate in. We would, as usual, like you to invite a friend who is skeptical of the message of scientific creationism.

Bring your self and bring a friend!!

DATE: Tuesday, May 15, 2001
TIME: 7:30 PM
PLACE: Mars Alliance Church, 997 Route 228, Mars, PA, 16046
Church Phone: (724)776-9400

(Continued from page 1)

day, they overturned the controversial curriculum, reinstating evolution as a key scientific principle in a 7-3 vote.

With the new standards in place, tests given to students this spring will include questions on evolution. "Teachers and scientists are very pleased that the Kansas Board of Education made the right decision," Eugenie Scott of the National Center for Science Education told Reuters. "It will show other states and communities around the country that backing good science education is the politically smart thing to do, as well as the educationally smart thing to do." --Kate Wong 2/15/02 <http://www.sciam.com/news/021501/3.html>

The first thing we learn from Wong is that the Kansas State Board of Education made an infamous decision in August of 1999. **I do not agree, from my research, that much debate has happened since August 1999. There has been an exorbitant amount of ridicule, however.** This is a very common practice that proponents of evolutionism philosophy often employ. This is not, and should not be an acceptable behavior of scientists who disagree with each other. We need to raise our hackles whenever promoters of evolutionism employ the tactic of trivializing creationist scientists as "non-scientific" or even anti-scientific! As you will soon see, evolution went from barely important to the major scientific principle.

Wong would have been more truthful had she reported that "many teachers and scientists are very pleased that the Kansas Board of Education made the right decision." She was quoting Eugenie Scott of the National Center for Science Education. I doubt if most of Wong's readers realize that the National Center for Science Education is an organization whose sole purpose in existence is to promote the teaching of "evolutionism." [They like the term "evolution" better but I believe "evolutionism" is a better description of their activities.]

Wong was right on in her portrayal of the change in course in Kansas as "the politically smart thing to do". The students in Kansas Public schools received all kinds of **threats from the evolutionism community** concerning

their future educational opportunities and, by extension, their future employment! Listen to the authoritative advice from the very influential editor of *Scientific American* JOHN RENNIE

The irony is that so many people are worried about the state of science education in this country for the wrong reasons. As W. Wayt Gibbs reports in this issue in "The False Crisis in Science Education," although many policy-makers are in a dither about poor science teaching leaving the U.S. uncompetitive, little suggests that American students are doing badly at all. The real crisis is not that science is being taught poorly; it's that meddlers in Kansas and elsewhere are stopping science from being taught, period.

Joking about flat-earthers in Kansas is easy. Ranting about it, easier still. But I'm calling on educators and anyone else who can to act.

If you are on the admissions board of a college or university anywhere in this country, please contact the Kansas State Board of Education or the office of Governor Bill Graves (785-296-3232 or email, governor@ink.org). **Make it clear that in light of the newly lowered education standards in Kansas, the qualifications of any students applying from that state in the future will have to be considered very carefully. Send a clear message to the parents in Kansas that this bad decision carries consequences for their children.**

If kids in Kansas aren't being taught properly about science, they won't be able to keep up with children taught competently elsewhere. It's called survival of the fittest. Maybe the Board of Education needs to learn about natural selection firsthand.

JOHN RENNIE is editor in chief of *Scientific American*.

As a parent of a child in Kansas, would you want to be known as a person who is opposed to teaching science?! JOHN RENNIE as editor in chief of *Scientific American* was challenging the people who are in charge of accepting or rejecting young people who would be applying for college admissions, to **take into account the poor science education the students from Kansas have received!** "Send a

clear message to the parents in Kansas that this bad decision carries consequences for the children." I see the parents in Kansas caught on pretty quickly! Rennie is really "concerned" that the unfortunate undereducated children from Kansas won't be able to keep up!

Give me a break! That is outrageous blackmail by an evolutionism zealot! And he got away with it!!!! Excuse me. I am really ticked off! I'll have to settle myself down.

Sorry; I'm still hot. Rennie finished his fire and brimstone sermon with, "It's called survival of the fittest. Maybe the Board of Education needs to learn about natural selection firsthand." **To John Rennie, survival of the fittest means get rid of the anti-evolutionism people on the Kansas Board of Education.** Here is my hope in this matter. I hope that it turns out that, although Rennie has helped get rid of two anti-evolutionists on the board, at the same time he has caught a tiger by the tail. **Anyone who has caught a tiger by the tail will not likely leave many offspring!** I hope that opponents in other states will see the outrageous events in Kansas and join the fight in their states and become activists in the battle for truth. I hope that fair-minded scientists on both sides of the debate will see Rennie's blackmail for what it was and raise opposition to those kinds of tactics. Rennie wrote later that he had received hundreds of letters in opposition to what he had written. Consider his cavalier response to all of those people who took valuable time to respond to his sermon. "My editorial against the Kansas Board of Education's decision to stop requiring the teaching of evolution ("Total eclipse of Reason," October 1999) evoked hundreds of responses, bringing me untold hours of enjoyment". Blackmailing parents who want the best for their kids should be compared to a crime against humanity. Let's see how this "survival of the fittest" game plays out.

Simon's article from the *Tribune-Review* contained an interesting and challenging quote from John Bacon, a Kansas School Board member who opposed the new 2001 science standards. "If the scientific community thinks it can sit back and say, 'Phew we got that

(Continued on page 3)

(Continued from page 2)

done', that would be very presumptuous of them. Kids are not stupid. They're going to realize what they've learned at home [about their origins] is not what their science teacher is trying to push on them. This issue is not going to go away." [John Bacon as quoted by Stephanie Simon, Feb. 15. *Pittsburgh Tribune-Review*]

Let me show you first hand how radical some of the changes were. In the left column the regular typing represents the Draft 5 of July 1999 that was submitted to the Kansas State School Board by a team of scientists, educators and citizens. Here is how one evolutionist described the product and the team that produced the July 1999 fifth draft." A very detailed Kansas Science Education Standards, Fifth Working Draft (June 1999) was the fruit of a year's labor by a committee of highly qualified scientists, teachers from both public and Catholic schools, and expert consultants. The resulting document, about 100 pages long, would have attained one of the highest ratings among the state standards reviewed here. [The Thomas B. Fordham Foundation]

The italicized print on the left is what the "creationist infested" school board added and the words with lines through them is what that school board deleted from what the science writing committee had submitted.

The Kansas State Board approved Version of August 11, 1999 may be read by reading the regular print and the italicized print and leaving out the deleted sections. This may take some concentration, but I think you will see how far apart the two groups were. On the right is the February, 2001 version Sixth Working Draft (6.1) from the newly elected Board of Education. [Less infested with creationists] I added the numbers in brackets to make the three versions easier to compare. [-] = language that was deleted [+] = language that was added.

Old Board August 1999

Benchmark 5: The students will observe the diversity of living things and relate their adaptations to their survival or extinction.

[1] Millions of species of animals, plants and microorganisms are alive today. Animals and plants vary in body plans and internal structures.

~~[-] Biological evolution, gradual changes of characteristics of organisms over many generations.~~

~~[2] Over time, genetic variation acted upon by natural selection has brought variations in populations. This is termed microevolution. Therefore, a A structural characteristic or behavior that helps an organism survive and reproduce in its environment is called an adaptation. When the environment changes and the adaptive characteristics or behaviors are insufficient, the species becomes extinct.~~

[3] As students investigate different types of organisms, teachers guide them toward thinking about similarities and differences.

~~[-] Students can compare similarities between organisms in different parts of the world, such as tigers in Asia and mountain lions in North America.~~^[1]

[4] Instruction needs to be designed to uncover and prevent misconceptions about natural selection.

~~[-] Students tend to think of all individuals in a population responding to change quickly rather than over a long period of time.~~^[1]

~~[+] Natural selection can maintain or deplete genetic variation but does not add new information to the existing genetic code.~~^[1]

[5] Using examples of microevolution, such as Darwin's finches or the peppered moths of Manchester helps develop understanding of natural selection over time. (Resource: The Beak of the Finch by Jonathon Weiner). Providing students with Examining fossil evidence and allowing them time to construct their own explanations is important in developing middle level students' assists the student's understanding of extinction as a natural process that has affected Earth's species over time.

New Board February 2001

Benchmark 5: The students will observe the diversity of living things and relate their adaptations to their survival or extinction.

[1] Millions of species of animals, plants and microorganisms are alive today. Animals and plants vary in body plans and internal structures.

[2] Biological evolution, gradual changes of characteristics of organisms over many generations, has brought variations among populations and species. Therefore, a structural characteristic, process, or behavior that helps an organism survive in its environment is called an adaptation. When the environment changes and the adaptive characteristics are insufficient, the species becomes extinct.

[3] As they investigate different types of organisms, teachers guide students toward thinking about similarities and differences as they investigate different types of organisms, students can compare similarities between organisms in different parts of the world, such as tigers in Asia and mountain lions in North America to explore the concept of common ancestry.

[4] Instruction needs to be designed to uncover and correct misconceptions about natural selection.

[+] Students tend to think of all individuals in a population responding to change quickly rather than over a long period of time.

[5] Using examples such as Darwin's finches helps develop understanding of natural selection over time. (Resource: The Beak of the Finch by Jonathon Weiner). Providing students with fossil evidence and allowing them time to construct their own explanations is important in developing middle level students' understanding of extinction as a natural process that has affected Earth's species over time.

Indicators: The students will:

7-1 Conclude that millions of species of animals, plants, and microorganisms ~~may look dissimilar on the outside but~~¹ have similarities in internal structures, developmental characteristics, and chemical processes.

Examples: Research numerous organisms and create a classification system based on observations of similarities and differences. Compare this system with a dichotomous key used by scientists. Explore various ways animals take in oxygen and give off carbon dioxide.

7-2 Understand that *microevolution, the* adaptations of organisms *by* changes in structure, function, or behavior *favours* *beneficial genetic variations* and contributes to biological diversity.

Example: Compare bird characteristics such as beaks, wings, and feet with how a bird behaves in its environment. Then students work in cooperative groups to design different parts of an imaginary bird. Relate characteristics and behaviors of that bird with its structures.

7-3 Associate extinction of a species with environmental changes and insufficient adaptive characteristics.

Example: Students use various objects to model bird beaks, such as spoons, toothpicks, clothespins. Students use “beaks” to “eat” several types of food, such as cereal, marbles, raisins, noodles. When “food” sources change, those species that¹ *organisms which* have not adapted die.

[+] **4.** Understand that natural selection acts only on the existing genetic code¹ and adds no new genetic information.¹

Indicators: The students will:

71. Conclude that millions of species of animals, plants, and microorganisms may look dissimilar on the outside but have similarities in internal structures, developmental characteristics, and chemical processes.

Examples: Research numerous organisms and create a classification system based on observations of similarities and differences. Compare this system with a dichotomous key used by scientists. Explore various ways animals take in oxygen and give off carbon dioxide.

72. Understand that adaptations of organisms -changes in structure, function, or behavior- contribute to biological diversity.

Example: Compare characteristics of birds such as beaks, wings, and feet, with how a bird behaves in its environment. Then students work in cooperative groups to design different parts of an imaginary bird. Relate characteristics and behaviors of that bird with its structures.

73. Associate extinction of a species with environmental changes and insufficient adaptive characteristics.

Example: Students use various objects to model bird beaks, such as spoons, toothpicks, clothespins. Students use “beaks” to “eat” several types of food, such as cereal, marbles, raisins, noodles. When “food” sources change, those species that have not adapted die.

[+] **Benchmark 3: Students will understand the major concepts of the theory of biological evolution.* (see p. 76)**

Indicators: The students will understand:

10.1 That the theory of evolution is both the history of descent, with modification of different lineages of organisms from common ancestors, and the ongoing adaptation of organisms to environmental challenges and changes (modified from

10.2. That biologists use evolution theory to explain the earth’s present day biodiversity-the number, variety and variability of organisms.

Example: Patterns of diversification and extinction of organisms are documented in the fossil record.

Standard 3, Benchmark 3-Continued

The fossil record provides evidence of simple, bacteria-like life as far back as 3.8+ billion years ago. Natural selection, and other processes, can cause populations to change from one generation to the next. A single population can separate into two or more independent populations. Over time, these populations can also become very different from each other. If the isolation continues, the genetic separation may become irreversible. This process is called speciation. Populations, and entire lineages, can go extinct. One effect of extinction is to increase the apparent differences between populations. As intermediate populations go extinct, the surviving lineages can become more distinct from one another.

3. That biologists recognize that the primary mechanisms of evolution are natural selection and genetic drift.

Example: Natural selection includes the following concepts: 1) heritable variation exists in every species; 2) some heritable traits are more advantageous to reproduction and/or survival than are others; 3) there is a finite supply of resources required for life; not all progeny survive; 4) individuals with advanta-

(Continued from page 4)

5. That evolution by natural *The effect of selection on genetic variation*^[1] is a broad, unifying *well-substantiated*^[1] theoretical framework in biology.

Examples: Evolution *Selection (natural and artificial)*^[1] provides the context in which to ask research questions and yields valuable applied answers, especially in agriculture and medicine. The more closely related species are, the greater their anatomical and molecular similarities; DNA sequences and other molecular evidence substantiate anatomical evidence for evolution and provide additional detail about the various lines of descent.

geous traits generally survive to reproduce; 5) the advantageous heritable traits increase in the population through time.

10 4. The sources and value of variation.

Examples: Variation of organisms within and among species increases the likelihood that some members will survive under changed environmental conditions.

New heritable traits primarily result from new combinations of genes and secondarily from mutations or changes in the reproductive cells; changes in other cells of a sexual organism are not passed to the next generation.

Twelfth Grade-Continued Standard 3, Benchmark 3-Continued

5. That evolution is a broad, unifying theoretical framework in biology.

Examples: Evolution provides the context in which to ask research questions and yields valuable insights, especially in agriculture and medicine. The common ancestry of living things allows them to be classified into a hierarchy of groups; these classifications or family trees follow rules of nomenclature; scientific names have unique definitions and value.

(Continued on page 6)

**Analysis of the Kansas Science Standards
Adopted in August:
Sources of the Additions Made to the
Science Committee's 5th Draft**
http://www.kcfs.org/compare/versions/Aug_A8.html

Natural selection and its evolutionary consequences provide a scientific explanation for the fossil record that correlates with geo-chemical (e.g., radioisotope) dating results. The distribution of fossil and modern organisms is related to geological and ecological changes (I.e. plate tectonics, migration).

***Understand:** "Understand" does not mandate "belief." While students may be required to understand some concepts that researchers use to conduct research and solve practical problems, they may accept or reject the scientific concepts presented. This applies particularly where students' and/or parents' beliefs may be at odds with current scientific theories or concepts. See *Teaching About Evolution and the Nature of Science*, National Academy of Sciences, 1998, page 59.

Evolution-Macroeolution: Evolution above the species level; the evolution of higher taxa and the product of evolutionary novelties such as new structures (May 1991). Macroeolution continues the genetic mechanisms of microevolution and adds new considerations of extinction, rate and manner of evolution, competition between evolving units, and other topics relevant to understanding larger-scale evolution.

Evolution-Microevolution: The processes (mostly genetic) that operate at the population level: Natural selection, genetic drift, gene flow, and others. These processes may produce genetic differences in populations. These genetic differences, along with reproductive isolation, can lead to speciation, the development of new species.

Unifying Concepts and Processes in the Kansas Science Education Standards

Patterns of Cumulative Change: Accumulated changes through time, some gradual and some sporadic, account for the present form and function of objects, organisms, and natural systems. The general idea is that the present arises from materials and forms of the past. An example of cumulative change is the biological theory of evolution, which explains the process of descent with modification of organisms from common ancestors. Additional examples are continental drift, which is part of plate tectonic theory, fossilization, and erosion. Patterns of cumulative change also help to describe the current structure of the universe.

KANSAS

Science Education Standards

Sixth Working Draft (6.1)

February, 2001

The Kansas State Science Standards: Adopted August 11, 1999 contained several items that have been deleted by the new Kansas State Board of Education. What are some of the statements that have been revised?

Under the category, "Nature of Science" a fundamental change in language has been made. "Science is the human activity of seeking logical explanations for what we observe in the world around us." The new standard reads, "Science is the human activity of seeking natural explanations for what we observe in the world around us. "

As a public school Biology teacher, I often get the **logical question** after we have studied Virchow's important contribution to the "Cell Theory". Virchow was the first to teach that all cells come from already existing cells. **That principle has never been observed to be violated.** So the natural question is, "Where did the first cell or cells come from?" The views of people who believe in the "Naturalism" only endorse explanations of nature that can explained in terms of what they believe nature can do. Any outside "supernatural" case is not allowed in the realm of "science". They have no satisfactory explanation for the first cells. Oparin's coacervate theory does not answer the question because there is no observation that cells were ever formed that way, even with the help of laboratory conditions. **There is no "natural" explanation for the origin of the first cells.** Perhaps we have just not discovered the right mechanism yet. The fact remains; cells had to start somehow. There exists no satisfactory "naturalistic" explanation.

There does exist a perfectly satisfactory "non-naturalistic" explanation that many of the **founders of the various fields of biology believed were "logical"**. Under the previous Kansas School Board Science standards, teachers in Kansas may have felt comfortable sharing the "logical" conclusion with their students that the first cells were contained in the first organisms created in a super-natural manner by a supernatural Creator. Under the new standards, that kind of "logical" explanation is not allowed. So students in Kansas will be left with the same unanswered question.

The other universally asked question is **"Where did the first life come from?"** This question always comes up after we learn the **Law of Biogenesis; life only comes from life.** Again, there is no evidence that life has ever come from non-life. **There exists no valid "naturalistic" explanation for the origin of life.** The only modern day people who believe in a naturalistic form of spontaneous generation are evolutionists! Pasteur, **a known creationist** disproved spontaneous generation over 135 years ago.

Due to the seemingly impossible chance that "life" ever got started on earth by natural means, the Swedish chemist, Svante Arrhenius proposed the panspermia hypothesis in 1907. One of the modern day proponents of panspermia is Nobel Prize winning biologist, Francis Crick. The other major proponent of the panspermia hypothesis is Carl Sagan who co-authored a book, *Intelligent Life in the Universe* with I.S. Shklovskii. In their book they described

in lavish detail how life from outer space left distant planets in far off galaxies and by pure luck, landed on Earth. None of their ideas are substantiated of course, but they are "natural" explanations. **It is interesting to note that they still didn't answer my students' simple question; "Where did the first life come from?"**

Again, under the 1999 Kansas Standards the students in Kansas public schools could have received a "logical" answer, but that explanation is not allowed. So the students are again left with an unanswered and in their minds unanswerable question.

Here is another change that helped rescue the public school students in Kansas from the tyranny of fundamentalist Christians. The following has been removed from the August 1999 Standards:

Scientific explanations must meet certain criteria.
They must be logical.
They must be consistent with experimental and/or observational data.
They must be testable by scientists through additional experimentation and/or observation.
They must follow strict rules that govern the repeatability of observations and experiments.

Don't we feel just a little better allowing *newly enlightened* Kansas students to attend Pitt or Penn State now? Perhaps they can

(Continued from page 6)

now keep up with students who were not educated in Kansas's public schools!

Under the heading, "Teaching With Tolerance and Respect" the new February, 2001 document completely reworded the August 1999 document. I want to note however, that even though this section has been completely reworded, it said almost the same thing. There was one important exception. The following sentence was **deleted**: **"No evidence or analysis of evidence that contradicts a current science theory should be censored."** This type of statement on the part of a student is usually made in the context of when a student may be expressing a view that is contrary to the view held by the teacher. **Aren't we relieved that students can be "censored" who seriously believe an idea that is contrary to the dogma of science? We wouldn't want any young Galileo's trying to persuade their classmates with evidence that contradicts the prevailing dogma, now would we?**

The new February 2001 standards add a whole new paragraph under the heading, "Unifying Concepts".

Patterns of Cumulative Change: Accumulated changes through time, some gradual and some sporadic, account for the present form and function of objects, organisms, and natural systems. The general idea is that the present arises from materials and forms of the past. An example of cumulative change is the biological theory of evolution, which explains the process of descent with modification of organisms from common ancestors. Additional examples are continental drift, which is a part of plate tectonic theory, fossilization, and erosion. Patterns of cumulative change also help to

describe the current structure of the universe.

Stephanie Simon's article in the Tribune Review stated that "40% of biology teachers in rural Kansas describe themselves as creationists. The number drops in urban areas. But still, on average across the state, one in four biology teachers finds truth not in man's evolution from the primordial muck, but rather in the biblical account of creation that holds God designed the Earth and all that is in it."

I would think that the inclusion of this "Unifying Concept" would be a prime example of forcing at least 25% of the biology teachers in Kansas to teach a concept that violates their "religious convictions". **I imagine the ACLU will come running to the rescue, don't you?!** "A 1999 Gallup poll found 68% of Americans favor teaching evolution and creation in public schools." [Simon, 2001] I guess that ignorant majority were all educated in Kansas farm country!

I would like to write more, but I will have to save that for another time. I hope that this long article has given enough information to persuade you to join with us a Creation Science Fellowship and become a creationism activist! If nothing else, let those who are fighting for truth to be taught, know that you appreciate their efforts.

The Creation Science Fellowship meeting for June 19th will be presented by Reid Moon. The topic will be - America B.C.: Diffusionism.

ATTENTION ALL READERS OF "Origins Insights". Your help is needed! The CSF wants to continue to distribute, without charge, the newsletter to all who want to receive it. However, printing and mailing costs continue to escalate ever upward rapidly. In addition, the Board does not wish to increase the current membership fees of \$15.00 per year. Your help is needed. You can help us in at least one or more ways. First, we want to continue sending the newsletter out to all who want it, so, if you haven't done this in awhile, can you write us, phone us or email us if you would like to continue receiving "Origins Insights". We will keep you on our list. Also, can you save us the printing and mailing cost by receiving your newsletter by email? Simply email us and ask us and we will send an Acrobat version attachment of the newsletter to your email address every month. Can you join as a member or renew your membership if it has expired? Or, can you give the CSF a donation or any amount to cover costs in order for us to send the newsletter to all who want it without regard to their ability to contribute. Thank you for doing any of the above.
Dennis Wert, Chairman CSF

In God we trust.



AFTER EDEN

by Dan Lietha



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Creationism's Message to Russia.

Bob Harsh is planning to again take the message of creationism to the people of Perm, Russia in July. He will be a part of a mission team that will travel to Perm, a city of over one million people. Plans are to rent public meeting places and make two presentations each day at two different sites in Perm. Perm has three universities and it is hoped that his lectures will attract several interested students. Bob was well received by the Russian people last summer and many invited him to return.

You may be looking for a way to help spread the truth about God's wonderful design in creation. Well here's your opportunity to help a fellow CSF member to spread the truth about God's creation.

If you can and would like to help, please make your contribution out to: Zelenople Church of Christ/Russia Mission Trip PO Box 241, Zelenople Pa. 16063



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