

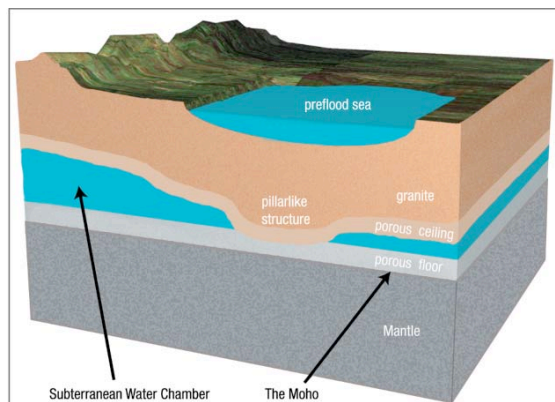
November 2010

## THE HYDRO-PLATE THEORY AND THE GREAT FLOOD

By Walter Brown, PhD

*About the author:* Walt Brown received a Ph.D. in mechanical engineering from the Massachusetts Institute of Technology, where he was a National Science Foundation Fellow. He has taught college courses in physics, mathematics, and computer science. Brown is a retired Air Force full colonel, West Point graduate, and former Army Ranger and paratrooper. Assignments during his 21 years of military service included: Director of Benét Laboratories (a major research, development, and engineering facility); tenured associate professor at the U.S. Air Force Academy; and Chief of Science and Technology Studies at the Air War College. For much of his life Walt Brown was an evolutionist, but after years of study, he became convinced of the scientific validity of creation and a global flood. Since retiring from the military, Dr. Brown has been the Director of the Center for Scientific Creation and has worked full time in research, writing, and teaching on creation and the flood.

Figure 1



chambers forming a thin spherical shell about half a mile thick perhaps 10 miles below the earth's surface (Fig. 1).

Increasing pressure in the subterranean water stretch the crust, just as the balloon stretches when the pressure inside increases.

Failure in the crust began with a microscopic crack which grew in both directions at about 3 miles per second. The crack, following the path of least resistance, encircled the globe in about two hours.

As the crack raced around the earth, the overlaying rock crust opened up like a rip in a tightly stretched cloth. The subterranean water was under extreme pressure because the weight of the 10 miles of rock pressing down on it.

So the water exploded violently out of the rupture. All along this globe encircling rupture fountains of water jetted supersonically almost 20 miles into the atmosphere. The spray from this enormous fountain produced torrential rains such as the earth has ever experienced, before or after (Figs. 2, 3).

The bible states that all the fountains of the great deep burst open on one day. And it describes these events, about 5000 years ago, which we can now tie together scientifically.

We can see on our planet 17 very strange features which can now be systematically explained as a result of a cataclysmic global flood who's water erupted from subterranean chambers with an energy release exceeding the explosion of ten billion hydrogen bombs.

This explanation shows us just how rapidly major mountains formed. It explains the coal and oil deposits, the rapid continental drift, why on the ocean floor there are huge trenches and hundreds of canyons and volcanoes. It explains the formation of the layers strata and most of the fossils; of the frozen mammoths, the so-called ice ages and major land canyons, especially the grand canyon.

The pre-flood earth probably had only one very large super-continent covered with lush vegetation. There were seas and major rivers. The mountains were smaller than today's, but perhaps 9000 feet high.

According to the hydro plate theory, the pre-flood earth had a lot of subterranean water; about half of what is now in our oceans. This water was contained in interconnected

Figure 2

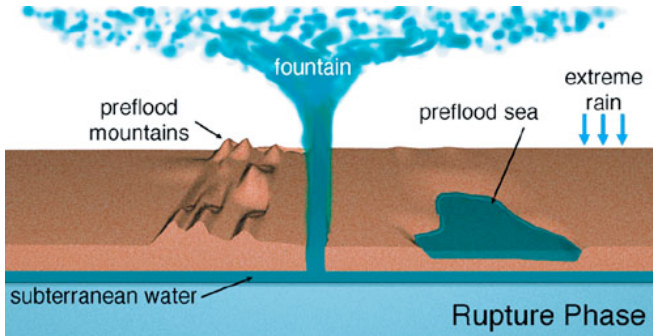


Figure 3



Some of the water, jetting high above the cold stratosphere, froze into super-cooled ice crystals and produced some massive ice dumps; burring, suffocating and instantly freezing many animals, including the frozen mammoths of Siberia and Alaska.

The high pressure fountains eroded the rock on both sides of the crack producing huge volumes of sediments that settled out of this muddy water all over the earth. These sediments trapped and buried plants and animals forming the fossil record.

This erosion widened the rupture. Eventually the width was so great that the compressed rock, beneath the subterranean chamber, sprung upward, giving birth to the mid-oceanic ridge that raps the earth like the seam of a baseball (Fig. 4).

The continental plates, the hydro plates, still with lubricating water beneath them, slid downhill away from the rising mid-Atlantic ridge (Fig. 5).

After the massive, slowly accelerating continental plates reached speeds of about 45 miles per hour, they ran into resistance, compressed and buckled. The portions of the hydro plate that bucked down formed ocean trenches. Those that buckled upward formed mountains. This is

Figure 4

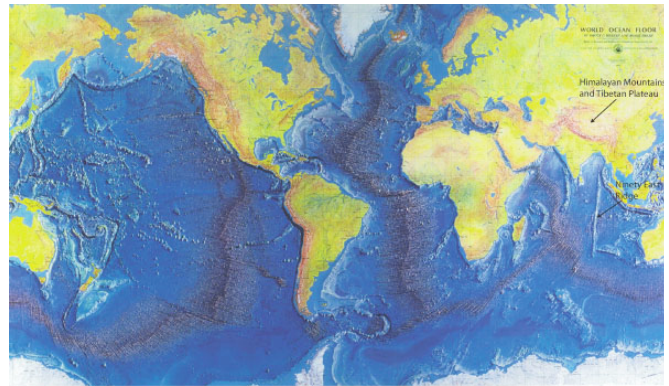
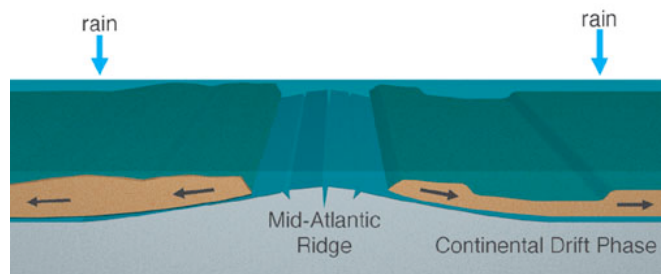
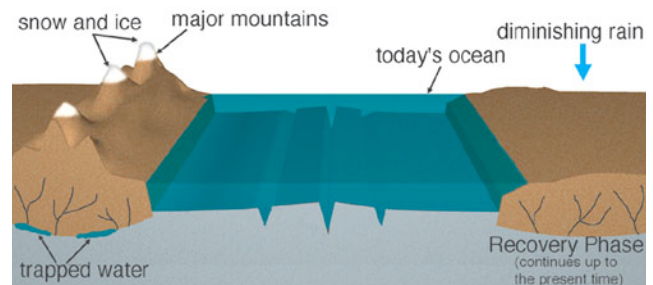


Figure 5



why the major mountain chains are parallel to the oceanic ridges from which they slid (Fig. 6).

Figure 6



The hydro plates, in sliding away from the oceanic ridges, opened up very deep ocean basins into which the flood waters retreated. On the continents each bowl-shaped depression, or basin, was naturally left brim full of water; producing many post-flood lakes.

*Additional comments from Dr. Brown:*<sup>1</sup>

The rising Atlantic floor pulled even deeper material upward. As material shifted within the inner earth toward the rising Atlantic floor, a broader, but initially shallow, depression formed on the opposite side of the earth—the Pacific and Indian Oceans.

<sup>1</sup> Brown W (2008) In the Beginning: Compelling Evidence for Creation and the Flood, Theories Attempting to Explain Ocean Trenches < <http://creationscience.com/onlinebook/Trenches3.html> > Accessed 2010 Oct 16

The trench region of the western Pacific lies near the center of the combined Pacific and Indian Oceans. As material beneath the western Pacific subsided, it sheared and buckled downward in some places, forming trenches. The Atlantic Ocean (centered at 21.5°W longitude and 10°S latitude) is almost exactly opposite this trench region (centered at 159°E longitude and 10°N latitude). ❧

## **WHY TEACHING CREATIONISM IN THE PUBLIC SCHOOLS IS NOT TEACHING RELIGION**

**By David Plaisted, PhD**

Creationism, also known as creation science, is the study of scientific evidence for the creation of life on earth by God. The courts have ruled that creationism cannot be taught in the public schools because creationism is religion and religion cannot be taught in the public schools. However, this conclusion depends on how creationism is taught. If creationism is taught in the proper way, it is not religious in nature.

Science deals with conclusions based on evidence observed so far. The conclusions of science are therefore tentative and subject to change. Religion deals with eternal truth and is not subject to change. If creationism is taught in terms of conclusions based on the evidence and not as eternal truth then it is not religion but science, and it can be taught in the public schools.

How can this be done? By presenting scientific evidence that is consistent with a creation of life by a supernatural being. The teacher would state that certain scientific evidences are consistent with the theory that a supernatural being created life on earth. However, this is not a religious statement because new evidences could be found that would negate these evidences. Thus the conclusion that these evidences are consistent with a creation of life by a supernatural being is not a religious statement because it does not assert an eternal truth. The teacher is not saying that God created life, only that some current evidences are consistent with the theory that a supernatural being created life. Also, these evidences do not prove that God created life; they are merely consistent with this assumption, and some of them may pose problems for evolutionary theory. Such teaching would not violate the separation of church and state.

Another way in which teaching creationism is not teaching religion is that creationism does not refer to the beliefs of a particular religion, but refers to the belief that God created life, and this belief is common to many religions.

Furthermore, it is legitimate from a scientific viewpoint to present a scientific theory that states that we do not have any valid scientific explanation for the origin of life, and in fact as science is currently defined, there may be no valid explanation for the origin of life. The reason for this is that science is defined so as to exclude supernatural explanations, so if in fact life did originate by supernatural means, then there would be no valid scientific explanation for the origin of life. Therefore it is legitimate in a science class, without being religious, to present the possibility that there can be no valid scientific explanation for the origin of life if in fact life originated supernaturally. This can be presented without introducing religion into the science class. Again, this is not a proof that God created life, but simply a presentation of a theory stating that there may be no valid scientific explanation for the origin of life because of the way science is defined.

Perhaps if creationism were presented in this way, the objections to its teaching in the public school system would be overcome. Hopefully this approach will help to resolve current controversies about the teaching of creationism in the public schools.

## **COMING EVENTS**

**Thursday, November 11, 7:00 P.M., Providence Baptist Church, 6339 Glenwood Ave., Raleigh, Room 631**

David Plaisted, PhD will talk about limitations of the scientific method and the implications for the theory of evolution. Currently in society we are encouraged to think critically about many things, but those who question the theory of evolution are all too often regarded as fanatics. Dr. Plaisted's talk will encourage us to examine this theory and its limitations.

Contributions can be made at the TASC web site at [www.tasc-creationscience.org](http://www.tasc-creationscience.org)  
through any of these major credit cards or through PayPal.



Or mail your contribution to: TASC, P.O. Box 12051, Research Triangle Park, NC 27709-2051