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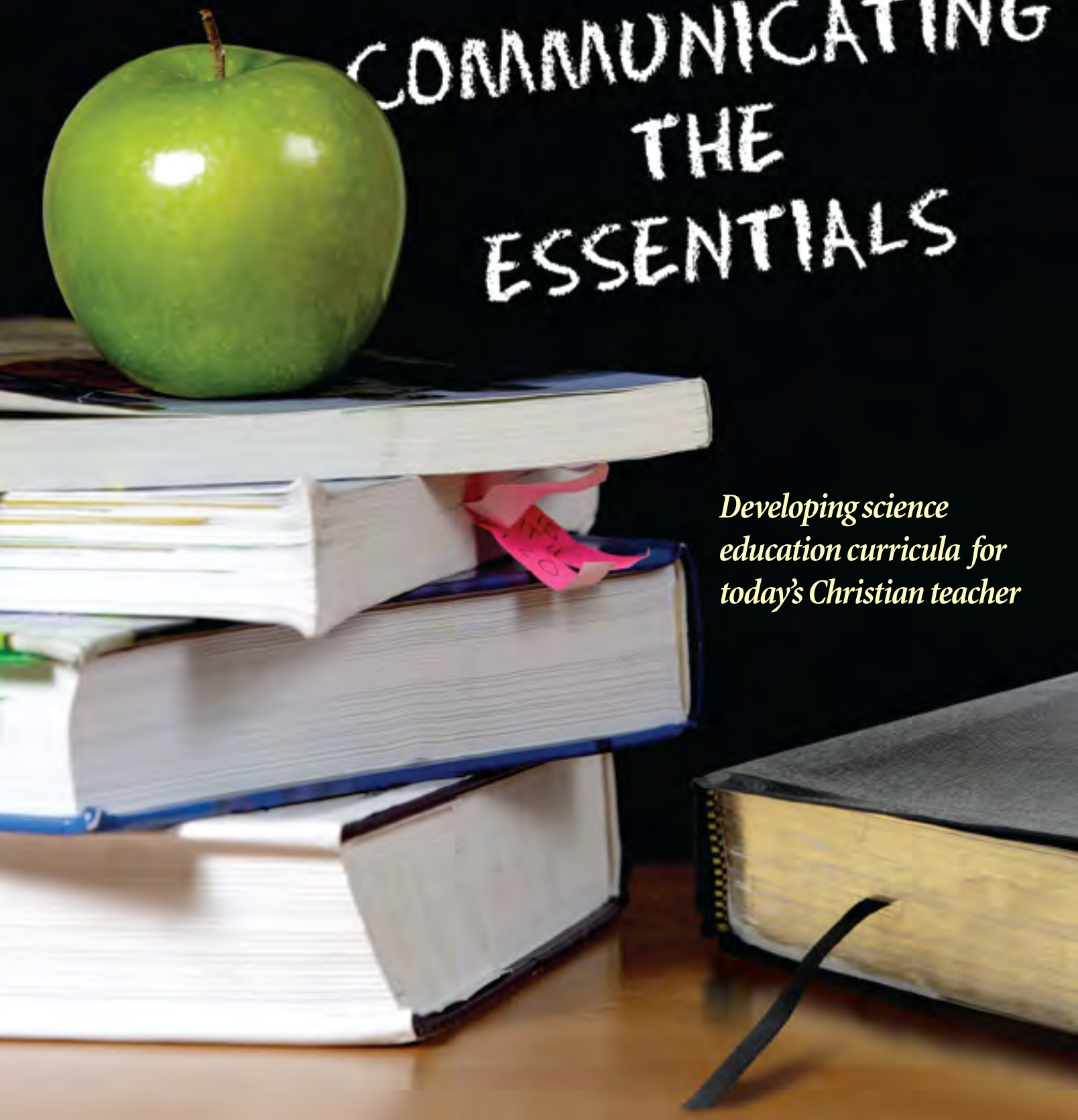
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AUGUST 2009

VOL. 38 NO. 8

## COMMUNICATING THE ESSENTIALS

*Developing science  
education curricula for  
today's Christian teacher*



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“My people are destroyed for lack of knowledge....”

H O S E A 4 : 6





## Are You Intellectually Fragile?

God declared in Hosea 4:6, “My people are destroyed for lack of knowledge.” As in that time, God’s people today are vulnerable to the destructive influences of untruth when they are not properly taught the Word of God or the biblically-based life principles rooted in Scripture. Changes occurring right now—in government, in education, in the sciences—give clear signals that truth is not a priority in our culture. Lack of solid biblical teaching at home or in the church makes God’s people intellectually fragile and often unable to confront untruth and evil.

And while Christians in the United States are not yet subject to the persecution that our brethren in other nations face on a daily basis, let us not be naïve to think that 2 Timothy 3:12 will not apply to us in the future. The battle is the Lord’s, but He expects us to be prepared with spiritual armor and with the knowledge of the truth. And this remains ICR’s commitment: to develop resources that will aid God’s people in knowing the truth and making it known.

Our feature article this month, “Communicating the Essentials” by Dr. Patricia Nason, is part of ICR’s expanded emphasis on providing solid science education resources for Christian teachers. Routinely, teachers ask for assistance in understanding the issues regarding creation, evolution, and Intelligent Design, and in communicating these issues correctly to their students. Because of a lack of creation-based science education curricula, ICR faculty and researchers began developing our new Science Education Essentials line of curriculum supplements. As teachers move through science topics during the school year, they can use Science Education Essentials supplements to tackle the tough scientific issues

related to the creation/evolution debate. Covering all major scientific disciplines, this new line of education resources will give teachers confidence in presenting the facts for creation-based science, as well as prepare K-12 students with biblically-based and scientifically-accurate knowledge that will help them when they progress through evolution-based college science courses.

Also new on the education front is the launch of ICR’s School of Biblical Apologetics, offering a Master of Christian Education degree. With classes beginning October 6, 2009, this new comprehensive program of studies is designed to prepare students to give a “defense” for the hope that is ours in Christ Jesus (1 Peter 3:15). Graduates will be able to minister the Word of God accurately and with confidence in church ministry settings, Christian schools, as lecturers on apologetics issues, and in other areas where biblical truth needs to be heralded. Featuring local classes with live lectures from master faculty at our Dallas campus, the School of Biblical Apologetics is just one more way that ICR is preparing leaders for real ministry. Read Christine Dao’s article in this issue and learn more about the school at [www.icr.org/soba](http://www.icr.org/soba).

And remember to pray for the ICR staff. The battle we are waging for truth cannot—must not—be accomplished by our own human efforts and ingenuity. We need the power of the Holy Spirit at work in and through us to accomplish this work for our Lord. Your intercession on our behalf is needed more than ever, and your faithful gifts aid us in communicating this truth to many more who are searching for answers.

**Lawrence E. Ford**  
EXECUTIVE EDITOR

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# COMMUNICATING THE

## Developing science education curricula for today's Christian teacher

PATRICIA L. NASON, P.H.D.



One of the missions of the Institute for Creation Research is to equip Christian teachers with evidence of the accuracy and authority of Scripture. In this vein, ICR continues to develop materials for teachers that are up-to-date, accurate, and biblically-based.

### A Teacher's Responsibility

Teachers mold the minds of their students, helping them construct knowledge and an understanding of the world around them. A teacher's influence on the belief system, as well as cognitions, of a student can affect the student for a lifetime. This principle is so important that the Bible tells us, "My brethren, be not many masters, knowing that we shall receive the greater condemnation" (James 3:1). In this case, "masters" (Greek *didaskolos*) means teachers, instructors. Dr. Henry Morris wrote in the footnotes of *The New Defender's Study Bible*:

The gift of teaching (1 Co 12:28) is from God and involves great responsibility. It is

presumptuous for anyone to try to teach God's Word unless he has been called and prepared by God to do so in its truth and fullness. He must first believe in its absolute authority, be a diligent student of the Word (2 Ti 2:15) and be "apt to teach" (2 Ti 2:24-25).<sup>1</sup>

It behooves science teachers who are Christians to comprehend that they have greater accountability and more condemnation for the correctness of what they teach from the biblical perspective. Wrong teaching can lead believers—especially impressionable children and young adults—down the wrong path in their relationship with God.

### The Need for Science Content Relating to Creation

The ever-growing problem with teaching science in the Christian school is: a) the lack of the students' content knowledge of scientific truths relating to creation, and b) evolutionary content knowledge and experiences that need to be challenged by the teacher. Teachers may not



# ESSENTIALS

lack belief in the Word of God, but they often do not have adequate information or knowledge concerning the tenets of scientific and/or biblical creation. Science teacher training from an evolutionary perspective at public, as well as many Christian, universities, and the adoption of secular texts in Christian schools further ground science teachers in evolution.

In response to the need for content and instructional materials that support biblical creation, ICR researchers and faculty have created Science Education Essentials, a line of creation-based science education supplements for use by Christian teachers. These K-12 supplements are geared to reinforce a biblical worldview by presenting conceptual knowledge and comprehension of the science that supports creation. Covering all the major disciplines of science, Science Education Essentials are intended to help teachers approach science content and the Bible with ease.

## Science Education Essentials

Each supplement of the Science Education Essentials line of curricula includes a Teacher's Manual or "content module" written at the high school reading and content level to give teachers the background knowledge necessary to impart the concepts of scientific creationism with confidence. Each content module is written and reviewed by ICR's science staff and other creation-minded scientists.

In addition, instructional materials provided on CD-ROM include activities at the primary, elementary, middle school, and high school levels prepared by specialists trained in curriculum and instruction. These K-12 instructional materials have been pilot tested by teachers and students for ease in following instructions, completeness of activities, and conceptual understanding.

Age-level appropriate lessons are designed to increase scientific knowledge and develop scientific reasoning and the use of process skills. Learning experiences promote inquiry—a key component of the work of scientists—in order to encourage higher level thinking and the use of problem-solving skills. Strategies include the use of the scientific method through real-world

experiences, models, and/or simulations. Components that are addressed in each lesson are:

- a) minds-on: cognitive attention to the content;
- b) hands-on: utilizing physical senses to explore a concept; and
- c) hearts-on: enthusiasm for science and doing science.<sup>2</sup>

Authentic assessments are utilized to evaluate student learning. Most importantly, biblical applications sustain the significance of the concepts being taught.

Both the Teacher's Manual and CD-ROM instructional materials have undergone thorough review by scientists for scientific accuracy and by theologians for biblical correctness.

## Teaching the Science of Origins

The first Science Education Essentials supplement to be released is *Origin of Life*, which answers basic life questions:

- What is the origin of life?
- What are the physical and biblical definitions of life?
- Could there be "extra-terrestrial" life?
- Can life be created in the laboratory?
- Does biological evidence support the random cause and development of life, or must there have been an "intelligent designer" or Creator?

While these science education supplements are not designed to be stand-alone curricula, they do fulfill a vital role in Christian education, enhancing K-12 curriculum materials that are already being used in the science classroom. Because of the lack of scientifically-accurate and biblically-based science curricula, secular textbooks are slowly finding their way into Christian schools. In response, ICR is providing science teachers with essential supplements that help them teach the science of origins from a biblical worldview, one that is committed to the biblical accuracy of a six-day creation.

## A Solid Grounding in Science and God's Word

The goal of each science supplement is to:

- a) increase the teacher's understanding of and confidence in scientific creation and the truth of God's Word;

But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear. (1 Peter 3:15)

- b) provide teachers with a toolkit of activities and other instructional materials that build a foundation for their students in creation science apologetics;

Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ. (Colossians 2:8)

- c) encourage the use of the higher level thinking necessary to stand firm against the lies of evolution and humanism.

...that we henceforth be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight [trickery] of men, and cunning craftiness, whereby they lie in wait to deceive; but speaking the truth in love, may grow up into him in all things, which is the head, even Christ. (Ephesians 4:14-15)

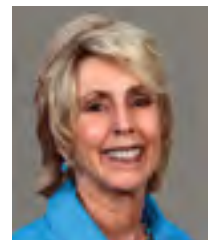
Using ICR's supplements, teachers can instruct the future generation of scientists and individuals to examine the evidence for the truth of Scripture through an understanding of creation science. By using hands-on activities and relating scientific truth to the Bible, teachers/parents will be grounding their children in creation science truths so they can provide a logical response when challenged with science that is based on a philosophy that is in direct contradiction to Genesis 1-11.

As the leading creation science research organization, ICR is providing meaningful science educational material for classroom use. Our desire is that the materials renew minds, defend truth, and transform culture (Romans 12:1-2) for the glory of the Creator. ●

## References

1. Morris, H. M. 2006. *The New Defender's Study Bible*. Nashville, TN: World Publishing, Inc., 1926.
2. Willson, F. 2002. *Seeing the unseen through the seen: Learning and teaching science in God honoring ways*. Santee, CA: ICR.

Dr. Nason is Chair of the Department of Science Education.



*How do I explain the differences between biblical creation and evolution?*

*What evidence for the origin of life should my students know?*

*Where do I go for trustworthy information on science research and education?*

*Introducing*

# SCIENCE EDUCATION ESSENTIALS

## CREATION-BASED K-12 CURRICULUM SUPPLEMENTS

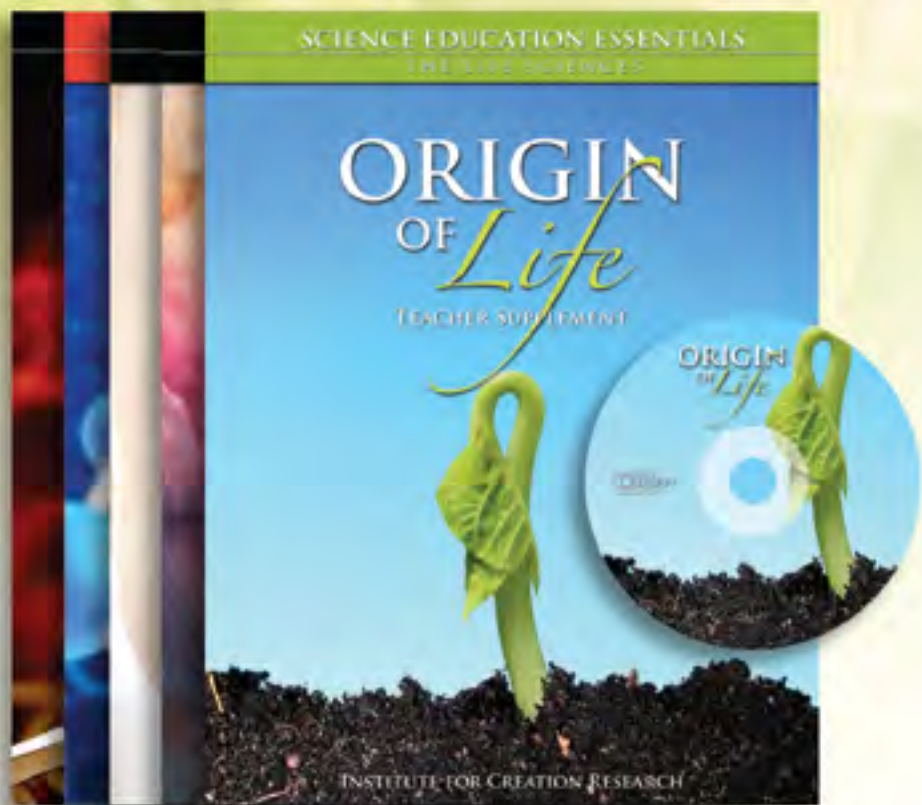
This new series of science teaching supplements exemplifies what the Institute for Creation Research does best—providing solid answers for the tough questions teachers face about science and origins.

The first of the series, *Origin of Life*, deals with the most crucial issues in science education today. Other titles in the series will include:

- Structure of Matter
- Human Heredity
- Diversity Among Kinds
- Geologic Processes

Each supplement includes a teacher's manual and a CD-ROM packed with K-12 reproducible classroom activities. Designed to work within your school's existing science curriculum, with an uncompromising foundation of creation-based science instruction.

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AUGUST 2009

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(Guliuzza) 770.594.1266

■ **August 3-7**

San Diego, CA –  
Palomar Christian Camp  
(Sherwin, Gunther) 858.922.5984

■ **August 6-8**

The Woodlands, TX – THSC State  
Convention & Family Conference  
(Nason) 806.744.4441

■ **August 7-8**

Atlanta, GA –  
Chicago Homeschool Expo  
(Guliuzza) 770.594.1266

■ **August 7-8**

Plano, TX –  
NTHEN Conference  
(Sherwin) 214.495.9600

For more information on these events or  
to schedule an event, please contact the  
ICR Events Department at 800.337.0375 or  
events@icr.org.

## Share Your Story of ICR's Impact

Almost every place we go, speaking at churches or conventions or seminars, someone will come up to us and say, "I heard Dr. Morris speak years ago and it changed my life," or "ICR came to my school and it was the first time I was given evidence that I can really believe what the Bible says about a recent creation."

Many have told us through the years how ICR's books or magazines or speakers have blessed their lives or the life of someone they know. We have been encouraged by these stories of God working through this ministry to touch hearts and minds with the truth of His Word.

Has the work of ICR impacted your life, education, or ministry to others? We would love to hear about it. Send a written account or a short video. If you write your story, it should be a maximum of three typed, double-spaced pages. A video can be sent on a DVD or CD-ROM and should be 3-5 minutes. Mail it to:

Editor  
Institute for Creation Research  
1806 Royal Lane  
Dallas, TX 75229

We would like to share these stories of God's work in our publications or in other areas so that fellow believers can be encouraged in their own ministries for the gospel. By sending us your story, you are allowing ICR to potentially use it in print or in a presentation. The story should be your own, since we cannot accept the story of someone else without their permission. We will withhold your name for privacy, unless you tell us otherwise.


Thank you in advance for sharing with us. When we witness to each other about what God has accomplished through His Word and

His provision, we not only have an opportunity to praise and honor the Creator, we also are building up the body of Christ. As the writer of Hebrews urged:

Let us hold fast the profession of our faith without wavering; (for he is faithful that promised;) And let us consider one another to provoke unto love and to good works: Not forsaking the assembling of ourselves together, as the manner of some is; but exhorting one another: and so much the more, as ye see the day approaching. (Hebrews 10:23-25)



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# ICR Offers New Biblical Apologetics Degree

CHRISTINE DAO

Peter wrote in his first epistle to “sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear” (1 Peter 3:15). His instructions to believers concerned what is known today as biblical apologetics, the study and discipline of defending the Word of God. And such an understanding is more vital now than it has ever been.

**H**umanistic philosophies, with roots that go even further back than the Hellenistic era, have taken on many guises to undermine the good news of reconciliation with God through Christ. One such façade is atheism that masquerades as science, as illustrated by Charles Darwin’s theory of evolution by natural selection. For decades, Darwin’s theory has suffered setback after setback with new discoveries in virtually all areas of science. Former evolutionary biologist Gary Parker said at a recent lecture that scientists used to debate creation and evolution in the lab and the academic hall.

Not anymore. “Now, it’s the lawyers,” he said.

But while evolutionists and atheists turn to the courts and throw up smoke screens—such as their favorite “separation of church and state” argument—to try and distract the public from the real data, Christians are ever more encouraged to “give an answer to every man that asketh you a reason of the hope that is in you.”

As the premier institution in the creation science movement, the Institute for Creation Research is dedicated to equipping believers with truth and knowledge to strengthen their



faith and to be prepared to minister to the people around them. Starting this fall, ICR is taking a step further in this mission with the start of the ICR School of Biblical Apologetics (SOBA).

“The School of Biblical Apologetics is an educational ministry of the Institute for Creation Research that was designed to promote creationist apologetics by providing postsecondary education programs (e.g., Master of Christian Education, etc.),” according to the school’s website. “SOBA’s programs and projects are founded upon an unwavering commitment to the Bible’s inerrant authority and the historical and theological importance of Genesis 1-11, in particular. Its primary focus is to train students to understand and communicate the biblical creation apologetic, especially in a

culture where biblical compromise de-emphasizes the importance of the Scriptures in apologetic contexts.”

The Master of Christian Education degree has a joint major in Biblical Education and Apologetics, with a choice of one of four minors: Genesis Studies, Creation Research, Christian School Teaching, and Sacred Humanities. Classes are taught by a multidisciplinary master faculty that includes scientists and theologians.

The program is designed for Christian working adults who are “serious thinkers, lifelong learners, servant-leaders” who want to be equipped with the scientific and biblical understanding of God’s creation. SOBA is based in Dallas, Texas, and the classes will be held on ICR’s campus on Tuesday evenings from 6:00 p.m. to 10:00 p.m. Summertime electives will also be offered Tuesday and Thursday evenings. Classes are scheduled to begin October 6, 2009.

Those who are interested can visit [www.icr.org/soba](http://www.icr.org/soba) to get more information about the program, as well as to print out the necessary application forms. The application deadline is September 1, 2009. ●

*Ms. Dao is Assistant Editor.*

# Melanin, the Sunblock That's Just Skin Deep

RANDY J. GULIUZZA, P.E., M.D.

Most people north of the equator have an observable suntan by August. Ironically, a desire to be outside is often coupled with another strong desire to get out of the sun, as indicated by sales of sun umbrellas and other types of sunshades.

From a biological standpoint, energy from the sun *always* needs to be controlled. This means that there is complex biological machinery in place to manage sunlight in some way. The machinery itself would not exist without information in DNA prescribing its materials, manufacture, and operation. Suntans result from this special biological machinery and function like the skin's own built-in umbrella to get skin cells "out of the sun." The process is so important that if it were absent, people would have a higher probability of being killed just by the sun's raw energy.

## The Sun's Energy Damages Skin

The highly vulnerable top layer of skin—the part that is tough, can callous, and eventually flakes off—is made of the protein keratin, produced by cells called *keratinocytes*. Sunlight—especially the ultraviolet (UV) part of the light spectrum—is naturally a *photocarcinogen*. It can penetrate keratinocytes, damage the DNA, and lead some cells to possibly be transformed into cancer cells, such as a deadly melanoma. The cumulative effect on the human species of sun-damaged DNA over time is not trivial. Humanity's survival is highly dependent on a mechanism to manage sunlight and repair damaged DNA. People produce a complex compound called *melanin* that dissipates the damaging effect of UV light as heat and helps prevent skin cancers in other ways also—but only up to a point.

Colored pigments in house paint protect the house's siding from sun damage. Melanin is a colored pigment for people, one of several

compounds giving skin its coloration, generally contributing shades of red, brown, or black. Melanin is produced by *melanocytes*. Everyone has roughly the same number of melanocytes—regardless of skin color—but they are concentrated differently in various body parts to meet specific needs. There are over one million per *square inch* on the highly sun-exposed back of the hand, compared to 440,000 per square inch on the palm. Melanocytes produce different types and quantities of melanin based on inherited genetic instructions *and* dynamic gene regulation in response to a person's changing environment. This determines each person's skin color and allows the skin to respond to harmful UV light.

## Melanin Can Control Harmful Energy

Melanin is contained in small packages called *melanosomes*, literally "dark bodies." The pigment melanin is not distributed randomly throughout the top layer of skin cells, the *keratinocytes*. Since it is particularly DNA in the skin cell nucleus that needs protection, it would make sense to place the melanosomes as a tightly packed shield, or protective sun umbrella, over the nucleus. That umbrella arrangement *on the sunny side* of the nucleus is exactly where the majority of melanosomes are found. With continued sunlight exposure, even more melanosomes are built and packed on the sunward side of the nucleus, sometimes several layers thick. Since a person can accumulate hundreds of millions of melanosomes per square inch protecting skin cell nuclei, the whole skin appears increasingly darkened, a condition popularly known as...a suntan.

So how does melanin protect the nucleus? There are two main steps. A fast step is produced by UV light itself, which induces melanin to undergo a chemical reaction that turns it darker. This enables it to absorb even more

The process is so important that if it were absent, people would have a higher probability of being killed just by the sun's raw energy.

UV light. (Chemical engineers are working to develop paint pigments that can automatically change shades.) The second step is to stimulate melanocytes to produce more melanin. Consider this cellular relationship: one melanocyte can "serve" many skin cells by making melanin to protect their DNA and, in like manner, skin cells serve melanocytes by providing their vital protective covering.

## How Melanin Is Produced

There are at least six major routes to stimulate melanin production. Melanin has other functions in the body not related to UV protection. But *all* routes require very strict control by several protein enzymes and if *any* of these enzymes in the path is missing, melanin will not be produced. Eventually these routes all stimulate a messenger (called cAMP) that is able to achieve activation of genes in the nucleus of melanocytes to make more mel-

Humanity's survival is highly dependent on a mechanism to manage sunlight and repair damaged DNA.



nin. UV light acts as one stimulus.

Another stimulus is quite amazing. Under average sun-exposure conditions for a person, the *rate* of skin cell DNA damage and repair (an especially complex process) varies within a narrow range. Melanocytes indirectly monitor the repair rate, and if it rises—indicating increased sun damage—melanin production is boosted to protect DNA from further damage. Managers call that solving *the root cause* of the problem and not just fixing the consequences.

A melanosome is actually an *organelle* in a cell. This means it functions inside the cell with a definite purpose just like an organ, such as a kidney, functions in a body. But melanocytes are regularly making brand new melanosomes. A melanosome is initially constructed of a fiber-like network foundation laid down by special protein (Pmel17) unique to melanocytes. To this is added a light-sensitive pigment called *L-DOPA quinone*, which is manufactured

through a multi-step process from the amino acids phenylalanine or tyrosine.

The transfer of melanosomes from melanocytes to skin cells is unique in human biology, requiring a whole organelle specific to one cell type to be transferred to a completely different type of cell. How? The melanocyte will form long arms that will extend up between the skin cells. Growing inside are *microtubules* (so small that 3,000 could fit in the diameter of a human hair), which act like railroad tracks to shuttle melanosomes. Tiny protein motors made for the microtubules pull the melanosomes outward. Under the direction of at least

*All routes require very strict control by several protein enzymes and if any of these enzymes in the path is missing, melanin will not be produced.*

two more genes and controlled by four carrier proteins, the melanosome is put into a transfer vesicle at the tip of the arm. This tip fits into a special invaginated spot on a skin cell, and then the melanosome is injected into it. Skin cells will convey melanosomes to the sunward side of their nuclei.

Interestingly, the varying *number* of melanosomes in both melanocytes and skin cells alters, in a measured degree, their metabolism and activity. This is one way in which the body's response to the environment can be centrally monitored at the cellular level in the tissue that is most exposed to external stresses. Melanosomes also can manipulate interactions of many compounds such as electrolytes and neurotransmitters and thus regulate the activity of other cells in its local environment.

## Conclusion

Naturalistic evolutionists claim that because earth is “open” to energy from the sun, life could have started and increased in complexity without a Creator. This notion is scientifically incorrect. As illustrated in human skin, raw energy from the sun must be *managed* by *preexisting* complex biological systems or else it kills life.

This fact of nature still reigns over all evolutionary speculations. In 2009 about 68,000 cases of melanoma will be diagnosed, with an estimated one million reported and unreported new cases of mostly curable basal cell and squamous cell skin cancer—predominantly in lighter-skinned Americans. Melanin certainly provides a measure of natural protection, but nobody is immune from skin cancer, regardless of skin color. When people overexpose or fail to protect their skin, or have a defect in the pigment-making process, the sun's UV energy can eventually overwhelm skin's protective and repair mechanisms with deadly results.

The Lord Jesus Christ put the human body together to function as a whole. With unsurpassed scientific genius, He designed a complex process—using many different systems—that is capable of generating the protective compound melanin. With power beyond comprehension, He spoke into existence something that requires almost a hundred genes directing hundreds of enzymatic reactions controlling events—which are not arranged in basic linear sequences but as a vast diverse multidirectional network—with layers of overlapping feedback and control, all acting in a goal-oriented fashion. What an amazing display of His love and glory! ●

*Dr. Guliuzza is ICR's National Representative.*



# Common DNA Sequences: Evidence of Evolution or Efficient Design?

J E F F R E Y T O M K I N S , P H . D .

With the advent of modern biotechnology, researchers have been able to determine the actual sequence of the roughly three billion bases of DNA (A,T,C,G) that make up the human genome. They have sequenced the genomes of many other types of creatures as well. Scientists have tried to use this new DNA data to find similarities in the DNA sequences of creatures that are supposedly related through evolutionary descent, but do genetic similarities provide evidence for evolution?

## DNA Supports Distinct Kinds

In the June 2009 *Acts & Facts*, an article was published by the author that showed how this approach has been used in an attempt to demonstrate an evolutionary relationship between humans and chimpanzees.<sup>1</sup> The article showed that scientists incorporate a large amount of bias in their analyses in order to manipulate the data to support evolution, when in fact the DNA data support the obvious and distinctive categorization of life that is commonly observed in the fossil record and in existing life forms.

In reality, there is a clear demarcation be-

tween each created kind (humans, chimps, mice, chickens, dogs, etc.), and there is no blending together or observed transition from one kind of animal to another. All created kinds exhibit a certain amount of genetic variability within their grouping while still maintaining specific genetic boundaries. In other words, one kind does not change into another, either in the fossil record or in observations of living organisms.

## Similar DNA Sequences

While the genome of each created kind is unique, many animal kinds share some specific types of genes that are generally similar in DNA sequence. When comparing DNA sequences between animal taxa, evolutionary scientists often hand-select the genes that are commonly shared and more similar (conserved), while giving less attention to categories of DNA sequence that are dissimilar. One result of this approach is that comparing the more conserved sequences allows the scientists to include more animal taxa in their analysis, giving a broader data set so they can propose a larger evolutionary tree.

Although these types of genes can be easily aligned and compared, the overall approach is biased towards evolution. It also avoids the

majority of genes and sequences that would give a better understanding of DNA similarity concepts.

## Tumor Suppressor Genes

As an example, there is a group of genes that not only have been used in evolutionary studies, but also have a significant impact on human health: the tumor suppressor genes. Aberrations within tumor suppressor genes can lead to cancer, thus it is important that their sequences remain unaltered. These genes tend to be very similar across many types of animals, making them ideal for comparative purposes. The close similarities of these genes between many animal taxa have led to their use by scientists in an attempt to prove evolution or common descent.<sup>2</sup> What is really going on with these types of similar genes and how can they be interpreted within a special creation model as opposed to a naturalistic framework?

In very general terms, tumor suppressor genes are key genomic features (blocks of genetic code) that help regulate the growth and division of animal cells. When these genes are functioning properly, they code for proteins that can prevent or inhibit the out-of-control

cell proliferation that forms the basis for the growth of tumors. When tumor suppressor genes are inactivated due to a DNA mutation, cell growth and division are no longer kept in check, resulting in cancer.

There are three main types of tumor suppressor genes. One type signals cells to slow down and stop dividing. Another type of tumor suppressor gene produces a protein that is responsible for checking and fixing damage in DNA that can happen when cells divide and proliferate. A third is responsible for telling cells when to die in a process called *apoptosis*. Cell growth, proliferation, and controlled cell death are essential to the development and maintenance of all animal systems.

For example, human hands develop from

somewhere on file. When a long piece of previously-written code is needed and available, programmers will tailor it to fit in its new context, but they will usually not completely re-write it.

Of course, God is the ultimate programmer, and the genetic code He developed will produce the best possible protein needed for the system in which it works. If another organism has a similar physiology, one can expect many of the same genes to be present in its genome. There are a finite number of ways to accomplish the same task in cells. Thus, the genes that are used to accomplish that task will usually be quite similar, with minor key variations. These slight differences exist because the Creator has optimized the genes for that particular kind of creature and its biochemistry.

tion of genes. While efficient code usage and re-usage is common among many genomes, what is important is not just the protein the gene generates, but how much, how often, how fast, and when and where in the body it is produced. This is where the gene regulatory process begins to get really complicated. These regulatory differences play a key role in defining what makes a certain kind of organism unique.

After the human genome sequence was obtained to a completion level satisfactory to the scientific community, a separate but heavily-funded and related effort was initiated called the ENCODE (ENCyclopedia of DNA Elements) project.<sup>4</sup> This involves ongoing research to determine the identity and characteristics of the regulatory elements in the human genome. At present, ENCODE has barely scratched the surface, but the results have revolutionized the concept of genetics by showing whole new levels of complexity and efficiency of code and gene activation.

## Conclusion

The genetic picture that is beginning to emerge is one of incredible networked and regulatory complexity combined with an extremely high level of efficiency in code usage—certainly nothing that could have evolved on its own through chance random evolutionary processes. As is easily seen, trying to use common genes related to common processes as proof of evolution quickly falls apart in light of the bigger genomic picture. In fact, it really speaks of smart coding by the ultimate bio-systems programmer—God Himself. ●

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Dr. Tomkins is Research Associate at the Institute for Creation Research.



## Could it be an example of the Creator's wise and efficient use and re-use of genetic code in different creatures to accomplish a common and basic cellular function?

an initial fan-shaped structure, where apoptosis (programmed cell death) removes cells between fingers, and cell growth and division build up the fingers. How these genes are regulated will vary with the organism. However, because the basic aspects of the cell cycle are generally similar in many animals, one would actually expect a high level of DNA sequence conservation (similarity) between the coding parts of the genes as well as the proteins they produce.

## The Ultimate Genetic Programmer

Generally, the more common a cellular process is between organisms, the more similar its various components will be. Does this indicate random chance evolutionary processes, or could it be an example of the Creator's wise and efficient use and re-use of genetic code in different creatures to accomplish a common and basic cellular function?

Consider the computer world. Ask seasoned computer programmers how often they completely re-write long, complicated blocks of code when they already have what they need

What the data really show is that high levels of efficiency and utility in genetic information seem to be a recurring theme in the study of genomes. In fact, with the limited number of genes in the human genome (about 25,000), over one million different protein variants are derived.<sup>3</sup> Although not the topic of this article, a single animal gene can code for a wide variety of different proteins through a variety of complicated regulatory mechanisms. When scientists discovered this phenomenon, it totally negated the one-gene/one-protein mentality that originally existed when DNA sequence first began to be studied. That is pretty efficient code usage, which has never been equaled by even the most complex computer programs devised by man.

## Genetic Regulatory Elements

While evolutionists have focused on genes that code for proteins, work is just beginning on an equally essential and complicated class of DNA sequence called regulatory elements. These are DNA sequences that do not code for protein but are involved in the regula-

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# The Ice Age: Causes and Consequences

JOHN D. MORRIS, P.H.D.

**T**he Ice Age has been a longstanding problem for uniformitarian thinking, with many unsolved mysteries. No mere tweaking of today's climate conditions would cause such a catastrophe. A creationist model based on the revealed events of Scripture, however, offers a possible answer.

The great Flood of Noah's day accomplished a complete reworking of earth's surface and an alteration of all its hydrologic and meteorologic systems. The Ice Age likely occurred soon after the Flood, perhaps in the days of Job, for references to ice and snow abound in his book (see, for example, Job 38:29). Job didn't live in a glaciated area, but he evidently knew about icy conditions farther north.

The key to the Ice Age was temperature—not cold, but warm. Ice comes from snow, and snow from moisture in the air, which in turn comes through evaporation, which comes from warm water. The Flood oceans were quite warm due to the introduction of huge volumes of superheated water from the “fountains of the great deep” (Genesis 7:11) and frictional heating by shifting continents, etc.

Warmer water evaporates much more rapidly than cold. The immediate post-Flood time was marked by frequent major storms fed by excessive evaporation. Polar ice caps built

up as water vapor condensed and fell as snow. Pressure packed it into ice, which spread as glaciers. The earth was not completely frozen, but the polar ice caps were much larger then. Large-scale volcanism in the Flood's latter stages clouded the atmosphere with volcanic dust, reflecting solar radiation back into space. This prohibited snow and ice from melting.

The Ice Age commenced and continued until the oceans gave up their excess heat and the atmosphere cleared. Water trapped as ice on the continents lowered the sea level by an estimated four to six hundred feet, no doubt exposing the continental shelves. During the Ice Age, all the continents were probably connected by land bridges.

What happened when the Ice Age ended? The volume of ice returned to liquid form and reentered the ocean, raising sea level and drowning all areas near the ocean. Today, we find numerous remains of civilizations that evidently had been built in coastal areas soon after the Flood.

In recent years such ruins were found in the Black Sea, leading many to speculate that Noah's Flood was responsible. But this could not be. Ignored were waterborne sediments thousands of feet thick underneath the Black Sea that are the legacy of Noah's Flood. The ruins were built after Noah, but were unin-

dated by major flooding as the rising Ice Age meltwater overtopped the natural dam near today's Istanbul. A similar scenario explains the Mediterranean Sea. The rising waters breached the “dam” at Gibraltar and flooded a low-lying floodplain with inland lakes. Great Britain was part of Europe. The Hudson Bay was dry. Large islands in the Pacific were connected with the mainland.

Genesis 10:25 states that in Peleg's day “was the earth divided.” This certainly could not imply that in Peleg's day the Atlantic Ocean was opened up, for this would have caused another flood to rival Noah's. Perhaps what Scripture is saying is that in Peleg's day the Ice Age ended, increasing the volume of water in the oceans, raising sea level, drowning land bridges, and “dividing” the continents.

As the great Flood of Noah's day ended, God instructed the animals and man to multiply and occupy the entire planet. Man's refusal was overcome at Babel as God enforced migration, graciously working through nature, for at this time the Ice Age connected all the land, facilitating travel. As the globe filled with occupants, the ice melted, dividing the continents and trapping the migrants in place. God made it possible for both animals and man to obey His command. ●

*Dr. Morris is President of the Institute for Creation Research.*



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Sharks have always held a fascination (and terror) for the average person. The gaping mouths of these eating machines hold row upon row of serrated, bone-crushing teeth. Sharks are a critical part of the marine ecosystem, living indicators of oceanic health. They have several roles, devouring decaying carcasses as well as feeding on other creatures that would otherwise reproduce out of hand.

with the various studies based on shark molecules. “Molecular analyses of chondrichthyan phylogeny [shark evolution] so far do not support the morphological tree,” wrote evolutionary paleontologist Michael Benton.<sup>1</sup> Two evolutionists stated in *Natural History*, “We are limited to the [shark] fossils we happen to find, and these never give us the complete picture.”<sup>2</sup> Perhaps this is because the evolutionary “picture” only exists in the

ously from, the fossil record. Vertebrate expert Barbara Stahl said that modern sharks “exhibit a mosaic of ancient, modern, and specialized structures,”<sup>5</sup> which doesn’t fit with an evolutionary explanation.

But mosaic structures are exactly what one would expect if creatures were created. Creation biologist Gary Parker stated in 2006:

According to the **mosaic concept of kind**, God used several different genes or

# Sharks Remain Sharks

FRANK SHERWIN, M. A.

Sharks undergo internal fertilization, a curiously advanced feature for animals supposedly 400 million years old. They also have the longest gestation period of any vertebrate—up to two years. Their adaptive immune system is unique in the animal world. Even the aforementioned teeth are an amazing piece of creative design, with new teeth developing inside the shark’s jaw, and then moving forward to replace lost teeth.

The 850 species of sharks (in five living orders) range from the 49-foot whale shark (a docile creature God may have used to swallow Jonah) to the 12-inch dwarf shark. Darwinists insist that sharks evolved, gradually appearing from unknown non-sharks in some distant evolutionary past. But in trying to piece together which shark forms evolved into the others, conflicting interpretations are the rule—as is the case with almost all other phylogenetic investigations across the living world.

As is also typical, an evolutionary scenario based on shark body shapes conflicts

minds of men, not in the natural world.

Cretaceous rock beds of Lebanon (“97–87 million years ago”) have revealed many specimens of extinct skates, sawfishes, and guitarfishes, along with some sharks. All are essentially modern in appearance, with no sign of having evolved from something else. Considering the range of shark fossils, two evolutionary paleontologists said only that “a theory of relationships has been proposed.”<sup>3</sup> Traditionally, that theory has included the idea that cartilaginous fishes like sharks evolved into bony fishes. However, bony fishes have been found in Cambrian rocks, *below* those of the first shark fossils. How could sharks have evolved into these fishes if their fossils are in reverse order?

What about the extinct Devonian shark of the genus *Cladoseleche*, held by many to be transitional? Evolutionists call it an oddball, yet it “was surprisingly modern-looking.”<sup>4</sup> Another extinct shark genus, *Hybodus*, has been interpreted as a shark ancestor. However, it appears suddenly in, and disappears mysteri-

gene sets over and over again in different combinations and proportions to make a variety of life forms, somewhat like an artist might use several different kinds of colored stones over and over in different proportions.<sup>6</sup>

Fossil or modern—sharks remain sharks. There is no truly scientific evidence that contradicts the Bible’s assertion that sharks were created as a distinct kind on Day 5 of the creation week. ●

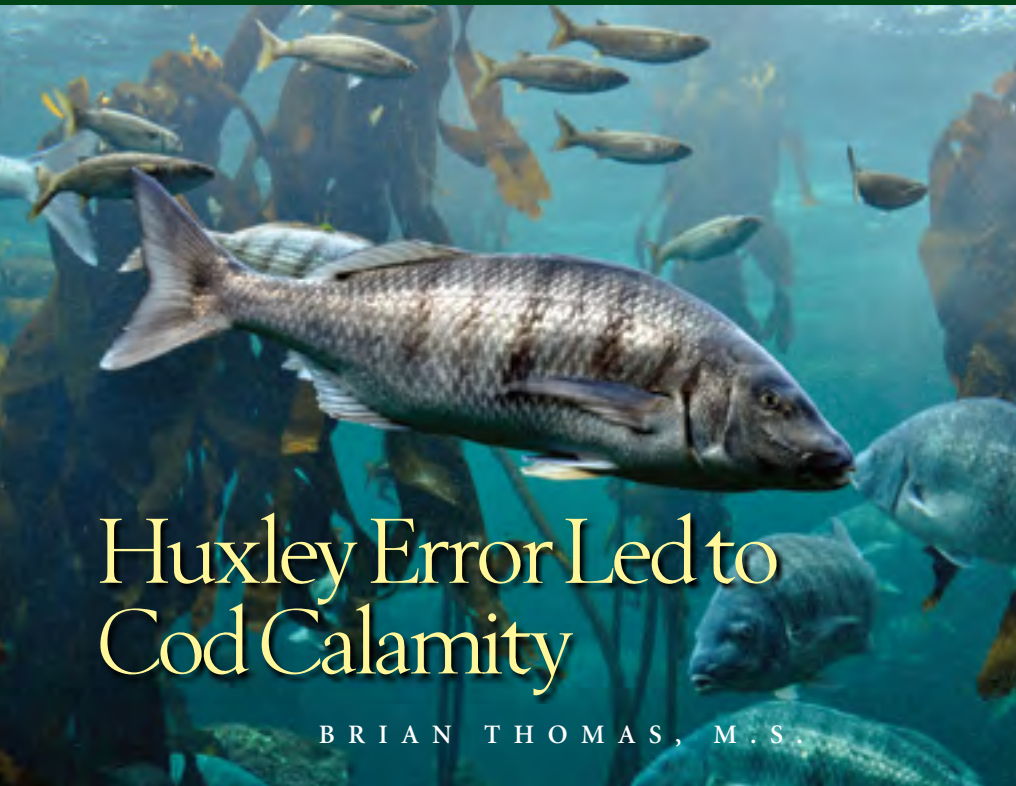
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Mr. Sherwin is Senior Science Lecturer.







# Huxley Error Led to Cod Calamity

BRIAN THOMAS, M.S.

Massive schools of cod fish once dominated regions of the North Atlantic Ocean. The New England coast, according to the December 18, 1497, record of John Cabot, was “swarming with fish which can be taken not only with the net but in baskets.”<sup>1</sup> But like the bison herds that are reputed to have extended beyond sight before reckless hunting annihilated them, the plentiful cod were drastically diminished through overfishing.

Recently the World Wildlife Federation (WWF) offered a plan that called for reducing the amount of cod bycatch, which occurs when cod are inadvertently caught by those fishing for other species.<sup>2</sup> One report found that the fishing industry is not doing enough to give cod a chance to recover.<sup>3</sup> The WWF is lobbying the North Atlantic Fisheries Organization to adopt “long-term recovery goals,”<sup>2</sup> including setting immediate catch reduction numbers and protecting spawning and brooding areas of the ocean.

It is possible that cod populations would still be healthy today if the fishing industry of yesterday had not been misdirected by evolutionary philosophy. During the late 19th century, fishermen were forced to travel farther

for fewer cod, a longstanding economic staple. They sought counsel from a British Royal Commission on trawling, of which Thomas Henry Huxley—an evolutionary biologist famous for determinedly defending Darwinian dogma—was a leading member.

Huxley advised the fishermen to continue fishing wantonly, citing their complaints as “unscientific.” At an 1883 National Fisheries Exhibition, Huxley delivered an address in which he stated, “Any tendency to over-fishing will meet with its natural check....This check will always come into operation long before anything like permanent exhaustion has occurred.”<sup>4</sup> Huxley reasoned that only the weak cod would get caught, and the “stronger” ones left would continue to evolve.

Mark Kurlansky, author of *Cod: A Biography of the Fish That Changed the World*, summarized, “The lesson gleaned from Charles Darwin, especially as interpreted by the tremendously influential British scientific philosopher Thomas Henry Huxley, was that nature was a marvelous and determined force that held the inevitable solutions to all of life’s problems.”<sup>4</sup> However, history reveals that cod did not evolve into fishing-resistant life forms, and science shows that cod cannot do so. Like many other

animals, it was not the fittest cod that avoided death, just the luckiest.

And cod continue to dwindle. “Cod... is on the verge of collapse. In 1966, when large fishing fleets dragged for cod on Georges Bank, fishermen landed 53,853 metric tons of cod from the bank. In 2004, fishermen landed 4,583 metric tons.”<sup>5</sup> Huxley was wrong about fish survival because he was wrong about where fish came from. What masqueraded as “science” was actually Darwinian philosophy, and it matched neither ecosystem and population dynamics, nor codfish design limitations.

Genesis 1:21 states that “God created great whales, and every living creature that moveth, which the waters brought forth abundantly, after their kind.” This matches the fact that cod have remained cod throughout history, as the fossil record shows. Further, extinctions and endangerment of creatures across the globe demonstrate that there is no magic principle in nature that compels creatures to morph into other basic forms. Application of the biblical principles of studying and managing natural resources might restore cod populations. If not, it is not only human greed, but a false philosophy that will be to blame for their demise. ●

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Mr. Thomas is Science Writer.



One of earth's greatest assets is its life-supporting atmosphere. Only eight other bodies in the solar system are enshrouded in gas to a significant degree.<sup>1</sup> Atmospheres can produce dramatic effects: winds, clouds, and precipitation. Since they share a boundary with space, where the solar wind dominates, atmospheres can provide information for evaluating the plausibility of theories about planets' age and habitability.

Mercury's atmosphere was thought to be long gone, but the MESSENGER spacecraft showed that a slight amount of gas remains. Space.com reported that magnetic vortices reach the surface where the solar wind can blast away volatiles from surface rocks by a process called sputtering.<sup>2</sup> The spacecraft also showed extensive volcanism, some of it recent, that may have supplied volatiles to its tenuous atmosphere. These volatiles (such as water vapor and carbon dioxide) were not thought to exist in the inner planets. *Nature* proposed that Mercury formed farther out and then migrated inward.<sup>3</sup> Even so, it seems implausible that an atmosphere so near the sun has been in steady state for billions of years.

Most of Mars' early atmosphere is thought to have been eroded by the solar wind because the planet's weak magnetic field provides little protection. Earth's atmosphere feels the solar erosion, too, but on a much slower scale, because its magnetic field is much stronger. The evolutionary view of the age of earth's atmosphere requires two ad hoc rescuing devices: migration inward after formation in volatile-rich regions, then special delivery of atmospheric volatiles by impacts. Comets

have long been suggested as sources for earth's oceans, but the differing hydrogen-deuterium ratios cast doubt on that hypothesis.

Venus has a thick atmosphere but almost no global magnetic field. Its volcanoes are not thought to be active. Why does it have so much gas left, if Mars—farther from the sun by 77 million miles—has lost much of its own? The lack of a thick atmosphere and global magnetic field very likely renders Mars sterile. *Astrobiology Magazine* reported on experiments with microbes exposed to Mars-like conditions. The UV radiation is devastating; there is no escape from it, even in salt crystals, scientists found. In addition, NASA scientist Andrew Schuerger listed 13 separate factors on Mars that could kill earth microbes.<sup>4</sup>

A planet's atmosphere is tied to its geology. The interplay of tidal interactions can produce volcanoes that release volatiles from the interior. Scientists are now realizing that a delicate balance is required.<sup>5</sup> A dynamic crust is vital to an atmosphere's stability, but too much tidal activity (like on Jupiter's moon Io) can smother any incipient life. This means a "Tidal Habitable Zone" and a "UV Habitable Zone" must constrain the "Habitable Zone" where temperatures permit liquid water. The zone around red dwarf stars (the most numerous) would increase tidal activity. Most likely, the three habitable zones do not coincide and life would not be

possible around the majority of stars.

Atmospheres are being found to be too dynamic to endure for billions of years. In addition, the balance of conditions necessary for life seems more delicate with each new discovery. Comparative planetology shows that the factors governing atmospheres can vary widely. The evidence points to a young solar system with one planet, situated in a narrow habitable zone, with the right geology and atmosphere for life. If the planet is young, life could not have evolved. Design remains, therefore, the simplest and most elegant explanation. ●

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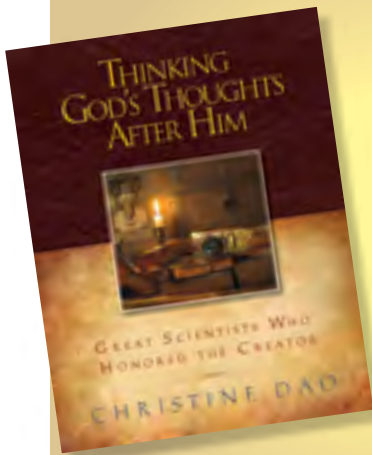
David Coppedge works in the Cassini Program at the Jet Propulsion Laboratory. The views expressed are his own.



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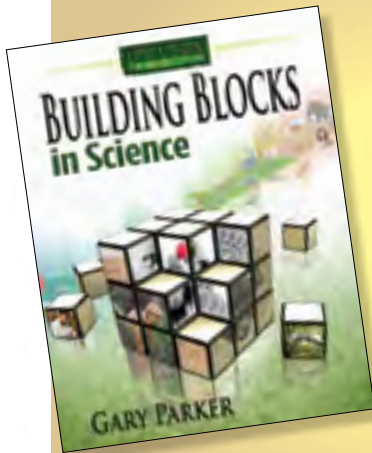
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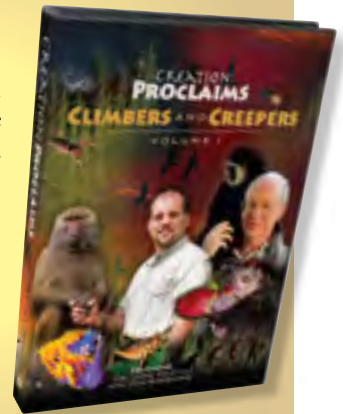
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# LETTERS TO THE EDITOR

I first heard Dr. Henry Morris speak 34 years ago in a church in Manhattan, KS. I was a student at Kansas State University studying Earth Science. I only heard him speak one message. However, that one message inspired me to begin a quest of reconciling the Bible with what I was hearing from my professors....Settling the issue of a six-day creation was a great help to me as a young Christian.

— S.W.

I would like to express my grateful thanks to all of you at Creation Research for the regular ICR publications every month without fail. From *Acts & Facts* I have learnt a lot and a lot of doubts cleared....May the good Lord bless your work till it spreads all over the world, into every nook and corner.

— D.S., Nepal

I felt impressed to write and share with you what our Lord has done through my ministry as a result of ICR. I have ordered several products from ICR, including *Biblical Creationism*, *The Genesis Flood*, and *Many Infallible Proofs*. These scholarly works not only clearly define creationism, but also give unto our Lord the majesty due His Name. As a pastor, I am continually seeking to “deepen my well” of knowledge in order that I may feed the flock of God entrusted to my care; ICR has helped me do this.

— B.I.

I have been appreciating *Days of Praise* and your organization since the 1980s....Your institute’s teachings have opened a whole new world for Christians and a wonderful way to reach the unsaved. I thank you for the passion with which you preach the Truth.

— M.W.F.

A friend of ours sent us a free subscription to your magazine *Acts & Facts*. We have been receiving it for over a year and very much appreciate all the work you all are doing. Keep up the good work to God’s praise and glory.

— L.S.

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## This month on “Science, Scripture, & Salvation”

WEEKEND OF AUGUST 1

### *The Seeing Eye*

They can be brown, blue, or green. Whatever the color, without this fascinating organ we would all be in the dark. Is the eye just a byproduct of evolution, or an ingenious design by a powerful Creator? Don’t be blinded by Darwinism, listen in and see the incredible workings of the human eye.

WEEKEND OF AUGUST 8

### *The Hearing Ear*

The ear is a remarkable part of our created body. The complex system that allows us to enjoy the sounds of life is truly amazing! While evolutionists insist that the ear came about through a series of random mistakes, creationists contend that it was masterfully designed by a loving Creator. Hear all about it on this week’s program!

WEEKEND OF AUGUST 15

### *The Perfect Body*

As a child, did you ever wish you could have x-ray vision or super-sonic hearing? If we had such abilities, they would certainly interfere with our normal way of living. The fact is, God has designed our bodies perfectly for our environment. Don’t miss this interesting discussion!

WEEKEND OF AUGUST 22

### *Bugs That Bug Us*

Disgusting, squishy, filthy bugs. That’s how many people feel about insects that bother them. But do some of these nuisances actually help us in ways we don’t often think about? Don’t “bug out”! Tune in to get the facts about some of the popular “bugs that bug us.”

WEEKEND OF AUGUST 29

### *Irritating Insects*

We’ve all been victimized by them, bitten, stung and preyed upon. Did bloodsucking arthropods exist in Eden, or did they evolve over millions of years? Join us as we learn about the probable diet of bothersome bugs in the beginning and find out how these insects have perplexed evolutionists.

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Sadly, much of the information being disseminated might better be called “disinformation,” just as much of what is called science is really “science falsely so called” (1 Timothy 6:20). And yet, the Internet can—and should—be greatly used by Christians to reach the world for Christ our Creator.

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*Mr. Morris is Director of Donor Relations.*





# THREE CREATION WITNESSES

HENRY M. MORRIS III, D.M.I.N.

creation in believers (2 Corinthians 5:17; Ephesians 4:24).

The incarnation of the Lord Jesus, the “Word made flesh” (John 1:14; Philippians 2:5-9), incorporates the fullness of God (Colossians 2:9). Christ’s life and ministry are vivid evidence of His omnipotence—especially the seven great miracles of creation recorded in the Gospel of John.

Thus, we have a threefold historical witness:

- The universe—the “things that are made”
- Humanity—and the new birth
- Jesus Christ—His life, word, and ministry

These revealed witnesses are progressively more clearly and accurately understood. The universe is designed to “speak” and “show” invisible things, but these must by their vastness be both difficult and mysterious to discern. The new creation of the salvation event is certainly more visible—since the lifestyle and character of each individual *should* reflect a more visible righteousness. Those who are born again (John 3:3) are the “epistle of Christ” (2 Corinthians 3:3), God’s “workmanship, created in Christ Jesus unto good works” (Ephesians 2:10).

The ultimate Truth, however, is the Lord Jesus Christ Himself (John 14:6) and His Word that He has given us (John 17:17). Jesus insisted that the miracles that He did while He was here on earth were enough proof—even if we have a hard time believing what He has said (John 10:38).

We may have difficulty seeing the invisible eternal power and Godhead from the evidence written into the very fabric of the universe, and we may see contradictions in the lives and testimonies of those who claim to participate in the “divine nature” (2 Peter 1:4). It is even possible to deny the reality of the historical record and witnesses of Christ’s miracles. But the written record, the *words* of God, they shall not pass away (Matthew 24:35) and those *words* have “eternal life” (John 6:68).

If we are unable to trust the *words of God*, then we are surely doomed to wander in the ignorance of unbelief, “ever learning, and never able to come to the knowledge of the truth” (2 Timothy 3:7). ●

*Dr. Morris is Chief Executive Officer of the Institute for Creation Research.*

Previously in this column, we suggested that the text of Scripture is more to be trusted than the theology of those who study the text. Even though many godly scholars have made a genuine effort to understand and apply the words of God, it is ultimately the responsibility of every Christian to search the Scriptures daily (Acts 17:11) to verify the teachings of men against the words of God’s inspired writings.

Debates among biblically-committed theologians and among godly pastors rarely center on salvation issues, the deity of Jesus Christ—or even over the inspiration of Scripture. Usually these arguments are about “bigger” pictures, such as eschatology and ecclesiology. And, yes, the meaning of the creation account is becoming one of the more heated debates among evangelicals.

Various hybrid theories about creation thrive among evangelicals. The gap theory popularized in the early 1900s is still embraced by some. Several iterations of the day-age theory are more common, with progressive creation widely held among academics. Then there are the so-called “naïve literalists” (who accept the words of Genesis at face value and as actual history).

## What evidence exists besides the biblical text?

Although the Bible is clear that without faith it is impossible to please God (Hebrews 11:6), there is ample evidence that the Creator exists.

The universe itself (Romans 1:20) identifies His eternal power and triune nature. Creation becomes the universal “speech” and “language” of God to man about Himself (Psalm 19:1-3). The triune Godhead is certainly in view; and not only the Trinity, but the “nature” of that Godhead.

Human existence itself (Acts 17:28-29) demonstrates the eternal presence of the Creator God. This would include the innate knowledge present in all humanity, but especially the powerful evidence of the “new”

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