


ACTS & FACTS

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Genesis *Under the Microscope*

THE FOSSIL RECORD

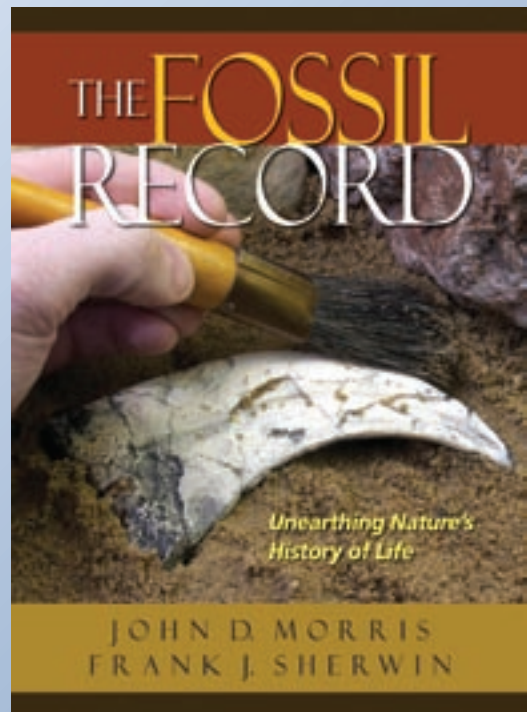
Unearthing Nature's History of Life

The debate over creation and evolution shows no sign of letting up. Many have become aware that this is a seminal issue—perhaps the most important of our day.

The Fossil Record thoroughly examines the evidence to determine which worldview—creation or evolution—presents the most accurate portrayal of earth's early history. Evolutionists rely on the fossil record to support their theory, but what does that record actually reveal?

The claim that fossils document evolution is simply not true. The fossil record communicates a very different message, one supportive of the creation worldview. ICR geologist Dr. John Morris and zoologist Frank Sherwin unearth the evidence of earth's history and conclude that the fossil record is incompatible with evolution, but remarkably consistent with the biblical account of creation and the great Flood of Noah's day.

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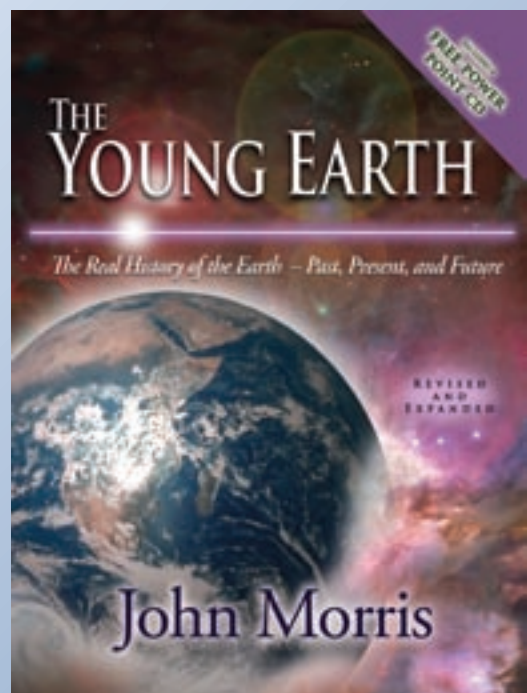
THE YOUNG EARTH

How important is it whether you believe in a literal six-day creation or an evolutionary past that stretches back billions of years? Whether the earth is young or old is not just a matter for idle speculation. On the contrary, it is vital to understanding not just earth science, but also the biblical record.

The Young Earth asks, "What does our earth reveal about itself?" Designed for both group and individual study, this classic and definitive work includes a CD with PowerPoint presentations that illustrate key concepts such as salt levels in the oceans, the age of the atmosphere, the accumulation of ocean sediments, and much more.

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Life Below the Surface

Very seldom do we bother to look at life below the surface. In our daily addiction to activity, we rarely take the time to plunge beneath the mundane and the ordinary and the obvious. Various reasons exist for our refusal to see what lies beneath what we know as “normal.” Looking past the obvious is vital if we want to honestly understand how everything is made and why it works the way it does. And sometimes we need help to do so, to help us discern what we find when we peer through the microscope. Not looking through the lens, however, ultimately leads to uncertainty.

Laboratory tests, for example, help doctors look deep under the surface in order to reveal everything from friendly bacteria to cancer. Examinations, both physical and spiritual, are therefore both necessary and therapeutic. All of the hidden recesses must be searched, for only in doing so can we begin to deal with life as God has made it.

Psalm 139:23-24 tells us how important it is to look at life below the surface:

Search me, O God, and know my heart: try me, and know my thoughts: And see if there be any wicked way in me, and lead me in the way everlasting.

Of course, our Creator is the One who can perfectly see below the surface, for He made it all. And while scientists can peer through the lenses of powerful microscopes to understand the genetic components of the life God designed, only the Creator can give us answers, as He has done in the book of Genesis.

Dr. Brad Forlow, Associate Science Editor and a member of the life sciences team at ICR, writes our feature article this month, “Genesis Under the Microscope.” In it, he reveals how some in the Christian community are seeking to mess with the text of Scripture—a dangerous prospect indeed—in order to insert evolutionary ideas into the creation account. How do discerning Christians navigate these voices of compromise? Read Dr. Forlow’s article on pages 4-5.

If you’ve not yet secured your copy of the 50th anniversary edition of *The Genesis Flood*, you may order your copy today. Visit www.icr.org and click over to our store for purchase details.

October is one of our most busy months, especially for ICR Events. Check out the two-page spread on our events staff and the two critically important areas of their ministry: Church and Seminar Ministries, led by Chas Morse, and Conference Ministries, led by Lalo Gunther.

Besides the numerous seminars at churches around the country, ICR will be speaking at many regional and national Christian school and homeschool conventions, and offering resources to meet the needs of K-12 science education teachers from a biblical perspective, including our newest teaching poster, *Designed for Life*.

Your faithful support of ICR through prayer and gifts will allow us to continue to minister biblical truth around the world for generations to come. Thank you for your generosity.

Lawrence E. Ford
EXECUTIVE EDITOR

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How does your understanding of science affect how you teach Genesis? Likewise, how does your understanding of Genesis affect the science that you teach? Do you realize they are intricately linked? In order to get you thinking about the issues related to Genesis and science, consider the statements below.

- There is scientific proof of the existence of hominids (human-like ancestors).
- It has been scientifically proven that the earth is billions of years old.
- The dinosaurs were extinct before Adam and Eve existed.
- Adam and Eve were not literal people.
- The Genesis account is best interpreted as a myth or allegory.
- Creation science is faith-based, while evolution is science-based.
- Noah's Flood likely covered only the local region.
- Evolutionary theories such as the Big Bang can help clarify Genesis 1.

Maybe you have heard these in church, or in a small group Bible study, or as you have discussed scientific materials with your children.

What do you believe regarding these statements? What do you teach concerning them? Are they true? Are they false? Does it matter? You may be troubled to learn that

these statements are actually being made by many Christians. They represent prominent compromise positions that stem from the “re-interpretation” of Genesis through the blurred lens of evolutionary science.

Genesis Under the Microscope

The battle between evolution and creation has been touted as science versus religion. But what role should science, especially evolutionary science, have in the interpretation of Scripture? For centuries, Genesis has obviously been disregarded by those in opposition to God and the Bible. It should not be surprising that Genesis has been under attack by the atheistic, naturalistic, and anti-Christian community. However, this is much more than a scientific debate, since the evolutionary worldview is a religion that rejects God, discredits the Bible, and disregards the gospel message.

Unfortunately, despite evolutionary science's anti-Christian roots, Genesis has recently been placed under a scientific and theological lens by those *within* the Christian community. Various compromise theories have been developed that attempt to integrate evolutionary scientific beliefs into the Genesis account in order to accommodate the long ages (billions of years) required by naturalistic science. In doing so, “man's science” has been elevated over Scripture and the literal inter-

pretation of Genesis, thus changing or rejecting its historical message.

The Cost of Compromise

Are the issues of science and the Bible just a meaningless, insignificant theological debate? Some contend that the Genesis accounts of creation and early human history are not essential doctrines or teachings of Christianity. However, significant scientific and theological consequences emerge when a literal interpretation of Genesis is compromised with the integration of evolutionary science.

Scientifically, reinterpreting Genesis based on evolutionary science guides your scientific beliefs and dictates which path you take in teaching various scientific disciplines. Theologically, theories that reinterpret Genesis in favor of evolutionary science compromise God's Word, God's nature, and the gospel message, impacting how you teach Genesis as numerous doctrines are affected, including creation, the origin and uniqueness of man, the Fall, death, sin, and the Flood.

Divergent Scientific Positions

Attempting to reconcile evolutionary science with the Genesis account necessitates scientific beliefs that diverge from those held in the biblical creationist worldview. Compro-

Genesis Under the Microscope

Teaching Genesis and Science to Honor the Creator

BRAD FOLLOW, P.H.D.

mise theories all hold to the proposed evolutionary timetable, in which billions of years are necessary to accommodate evolutionary processes. This is not scientifically insignificant, because from this position a domino effect of compromises ensues that impacts multiple scientific disciplines, including cosmology, biology, human origins, and geology. Consider how teaching the following scientific disciplines are affected by how you view Genesis under the microscope (whether through the lens of evolutionary science or through a literal interpretation).

Teaching cosmology is affected as creation in six days by a transcendent Creator God who spoke everything into existence out of nothing is replaced by the Big Bang (billions of years).

Teaching biology (the origin of biological life) is affected as the creation of distinct created kinds on Days Five and Six of the creation week is replaced by biological (Darwinian) evolution through random mutations, natural selection, and survival of the fittest over billions of years.

Teaching human origins is affected as the creation of mankind (Adam and Eve) in the image of God on Day Six of the creation week is replaced by hominid evolution in which humanity is merely the highest evolved species.

Teaching geology is affected as the global, catastrophic Flood of Noah's day is downgraded to a local flood. Compromise theories reject the global nature of the Flood as the geological column and the fossil record are used as "evidence" for the long ages of evolution. However, extensive biblical and scientific evidence attest to a global flood, supporting the contention that the geological column and the fossil record are the *result* of the global Flood recorded in Genesis.

Theological Compromise

Why are the Bible and evolutionary science seemingly at odds with one another? Does it have to be either/or? Can it not be both/and? For instance, couldn't God have used the Big Bang and Darwinian evolution to bring about creation? That is what many contend as they try to integrate evolutionary science into the Genesis account. However, besides the obvious discrepancies in the scientific disciplines, evolutionary science cannot be reconciled with

the text of Genesis without significant theological consequences. Positions that reinterpret the Genesis account to incorporate evolutionary science compromise God's Word, God's nature, and the gospel message.

God's Word

The incorporation of evolutionary ideas such as the Big Bang or Darwinian evolution into Genesis as the mechanisms by which God created disregards Genesis as historical narrative. For instance, the evolutionary model of the Big Bang and the creation model in Genesis are completely disparate regarding time (billions of years compared to six days) and the order of creation events. Forcing evolutionary science upon Genesis deems it to be myth or allegory, thus rejecting the authority and infallibility of the biblical text.

The integration of evolutionary science into the pages of Genesis only serves to raise questions about its historicity, raise doubts about its reliability, and deny the absolute authority of the text. If the authority and historicity of Genesis are undermined or placed in doubt, what happens to the many portions of Scripture that are based on Genesis? Evolutionary science is presented as infallible truth, but only God and His Word are infallible. God's Word is the ultimate authority and the complete biblical message can be accepted in its entirety as infallible and inerrant truth.

God's Nature

Most compromise positions attribute the origins of biological life and humanity to evolutionary processes, whether through naturalistic processes alone or as directed by God. But, could God have used the processes of evolution in His creation? Evolutionary development by definition requires billions of years of chance, chaos, confusion, and *death*. Evolutionary processes are incompatible and inconsistent with the nature of God (holy, perfect, ordered, and good). God could not have used processes contrary to His nature as He is not the author of death.

Even evolutionists will not compromise to say that God created through evolution. A noted evolutionist astutely stated:

The evolutionary process is rife with happenstance, contingency, incredible waste,

death, pain, and horror....[Theistic evolution's God] is not a loving God who cares about His productions. [He] is careless, wasteful, indifferent, almost diabolical. He is certainly not the sort of God to whom anyone would be inclined to pray.¹

The Gospel Message

Imposing evolutionary science on Genesis corrupts the biblical narrative. The most crucial theological compromise that results from the integration of evolutionary science into Genesis is the issue of death before sin (death before the Fall of Adam and Eve), a devastating theological flaw that compromises the gospel message. Evolutionary processes (Big Bang and the origins of biological life and humanity) are all predicated upon long ages of time and death, requiring that death reigned as a creative force for billions of years before the existence of humanity.

Death before the Fall cannot be reconciled with the gospel message. The biblical message is clear. God created a perfect world (Genesis 1–2). Evil and death are a result of Satan and man's sin, a result of the Curse/Fall (Genesis 3). Death is an intruder into God's perfect creation and will be conquered by Jesus (1 Corinthians 15:16; Revelation 21:4–5). If death existed before sin, then death is not the judgment for sin.

Conclusion

Genesis has been placed under a microscope, theologically and scientifically. The issues of science and Genesis are not merely an insignificant theological debate or only relevant for those interested in science. Your view of Genesis relative to evolutionary science dictates how you will teach various scientific disciplines, as well as how you will teach Genesis. The integration of evolutionary science into Genesis compromises God's Word, God's nature, and the gospel message. Choose to uphold the authoritative truth and historicity of Genesis, and teach science and Genesis in a manner that honors the Creator. ●

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Dr. Forlow is Associate Science Editor at the Institute for Creation Research.



Evaluating the Human-Chimp DNA Myth— New Research Data

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

A recent presentation at the 2011 Creation Biology Society (CBS) meetings has stirred the pot once again on the human-chimp DNA similarity issue among creationists, intelligent design proponents, and some evolutionists.¹ It was reported that a query of 40,000 chimp genomic DNA sequences against the most recent assembly of the human genome provided an average similarity estimate of 97 to 98 percent.² Evolutionists frequently cite such percentages as an indication of common ancestry, but the ICR life sciences team has been examining the question of human-chimp genetic similarity—and what we've discovered raises significant challenges to the standard claims.³

For example, a report in 2007 showed that 23 percent of the human genome shares no immediate genetic ancestry with chimpanzees, mankind's supposed closest living relative.⁴ A more recent study showed extreme dissimilarity (> 30 percent) between human and chimp Y chromosome DNA sequence.⁵ Furthermore, when data are provided in research papers that allow the determination of DNA sequence gaps in alignments, actual overall identities are 70 to 87 percent.^{6,7,8,9}

To help clarify actual data associated with the ongoing controversy, the Institute for Creation Research has become actively involved in human-chimp DNA similarity research. Based on the CBS report, the ICR life sciences team obtained the same 40,000 chimp DNA sequences—individual random fragments (about 735 bases each) from the chimpanzee genome sequencing project. For an initial test of the chimp data, we gener-

ated 1,600 DNA alignments with the human genome using the software BLASTN with default parameters.

In contrast to the results presented at the CBS meeting, we only obtained a genome-wide sequence identity of 89 percent. The CBS report did not indicate which BLASTN parameters were used. Perhaps those parameters were more stringent and only produced alignments of extremely high similarity. While high levels of BLASTN stringency are useful for querying a few sequences of known identity to obtain fairly exact matches, they produce very biased data in whole genome queries.

To increase the capacity for sequence matching, we have also done experiments using BLASTN parameters that increase the overall length of alignments by twofold. After querying more than 5,500 chimp sequences, we are obtaining a best estimate of 85 percent between aligned regions of the human and chimp genomes. However, greater than 30 percent of the chimp DNA will not align with the human genome—even using extremely liberal matching parameters.

We are currently verifying that the 40,000 random chimp sequences are truly representative by querying them against the chimp genome assembly. Results indicate that the DNA is chimp sequence. We are also testing another type of chimpanzee DNA called genome survey sequence (GSS). The GSS sequences were derived from a project that involved mapping the chimp genome. In addition, we are testing a variety of different alignment parameters.

Our preliminary results show that the



human and chimp genomes are more dissimilar than commonly reported. Our research also shows that highly selective and stringent alignment methods can exclude important data, providing inflated genome similarity estimates.

The ICR life sciences team hopes to have its first series of experiments completed and submitted to a journal within the next few months. As research progresses, we'll report our results in future issues of *Acts & Facts*. ●

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Dr. Tomkins is a Research Associate and received his Ph.D. in Genetics from Clemson University.



ICR OCTOBER EVENTS

■ **OCTOBER 1-2**

Colorado Springs, CO – Vista Grande Baptist Church
(H. Morris III, Guliuzza, Sherwin) 719.598.2139

■ **OCTOBER 1-2**

Maywood, IL – Woodside Bible Chapel (Jeanson) 708.345.6563

■ **OCTOBER 2**

Colorado Springs, CO – Austin Bluffs Evangelical Free Church (Guliuzza) 719.596.3333

■ **OCTOBER 2**

Colorado Springs, CO – Mesa Hills Bible Church (Sherwin) 719.635.3566

■ **OCTOBER 2**

Fort Collins, CO – Fort Collins Bible Church (Guliuzza) 970.221.2777

■ **OCTOBER 3**

Fort Collins, CO – Colorado State University (Guliuzza) 970.690.8831

■ **OCTOBER 5**

Emmett, ID – Foundations in Genesis of Idaho and Oregon (Guliuzza) 208.375.9592

■ **OCTOBER 6**

Boise, ID – Foundations in Genesis of Idaho and Oregon (Guliuzza) 208.375.9592

■ **OCTOBER 6-7**

Orlando, FL – Florida Association of Christian Colleges & Schools 2011 Christian Educators' Convention (Jeanson) 954.517.9500

■ **OCTOBER 6-7**

Rocklin, CA – Association of Christian Schools International Convention (B. Forlow, Sherwin) 800.367.5391

■ **OCTOBER 7**

Ontario, OR – Foundations in Genesis of Idaho and Oregon (Guliuzza) 208.375.9592

■ **OCTOBER 7-9**

Meridian, ID – Meridian First Baptist Church (H. Morris III, Guliuzza) 208.888.1109

■ **OCTOBER 14**

Greeley, CO – Aims Community College (Sherwin) 970.339.6563

■ **OCTOBER 14**

Lakewood, CO – Rocky Mountain Creation Fellowship Meeting (Sherwin) 303.250.4403

■ **OCTOBER 14-15**

Petersburg, KY – The Genesis Flood: Celebrating 50 Years (J. Morris) 877.244.3370

■ **OCTOBER 15-16**

Littleton, CO – Horizon Christian Fellowship (Sherwin) 303.347.0448

■ **OCTOBER 20-21**

Tacoma, WA – Association of Christian Schools International Convention 800.367.5391

■ **OCTOBER 21-23**

Fond du Lac, WI – Calvary Bible Church (Guliuzza, Sherwin) 920.921.0530

■ **OCTOBER 27-28**

Raleigh, NC – Association of Christian Schools International Convention 800.367.5391

■ **OCTOBER 29**

San Diego, CA – The Rock Church (Guliuzza, Jeanson) 619.226.7625

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**. For information on attending ACSI conventions, visit www.acsi.org or call 800.367.5391.



ACSI CEU Opportunity in Southern California

This October 29, ACSI teachers and administrators in the San Diego area have the opportunity to earn CEU credit by attending a special one-day ICR creation apologetics conference. Come hear ICR creation scientists Randy Guliuzza and Nathaniel Jeanson present evidence for the authority and accuracy of God's Word, and in addition obtain ACSI continuing education credit.

When:

Saturday, October 29,
beginning at 8:00 a.m.

Where:

The Rock Church
2277 Rosecrans Street
San Diego, CA 92106
619.226.7625

The full-day seminar counts as 1.0 CEU credit, which can be designated as either Educational Studies or Biblical Studies. For more information or to register, visit icr.org/soba-acsi or call **214.615.8322**.



Spreading the Creation Message through ICR Events

The Institute for Creation Research's mission to equip believers with the truth of God's creation has not changed since its founding by Dr. Henry Morris over 40 years ago. One effective way we carry out that mission is by providing teachers, pastors, and leaders with the knowledge ICR has gained through four decades of research, so that they

may then share it with their students, congregations, and the people within their spheres of influence.

ICR's Events Department sends our creation science experts to conferences and churches around the country. We'd like to introduce you to the kinds of events we participate in and the people who make it all happen.

ICR at Churches and Seminars



Chas Morse, Director of Church and Seminar Ministries

Every week, ICR receives many requests for speakers to visit churches, seminars, and Sunday schools. Director of Church and Seminar Ministries Chas Morse, assisted by Paul Rogers, works with event organizers to determine which speakers would best fit each venue.

For instance, talks about the nature of natural selection or the intricate design of the human body are normally handled by ICR's National Representative,

Dr. Randy Guliuzza, who is both a medical doctor and a professional engineer. Research Associate and Senior Lecturer Frank Sherwin is an expert on zoology and microbiology, and Science Writer Brian Thomas relays fascinating information on dinosaurs and soft tissue discoveries.

ICR also hosts conferences such as Demand the Evidence at churches. The Events staff will work directly with a ministry to host an event that fits their needs.



From left, Rexella Patterson, Paul Rogers, and Chas Morse

ICR at Conferences

The Institute for Creation Research attends various national and regional pastor and education conferences throughout the year, including the Moody Bible Institute Pastors' Conference, Association of Christian Schools International conventions, and various homeschool conferences. We often provide keynote and/or workshop speakers to these gatherings, along with our ICR booth, where participants can learn about ICR's ministry, interact with staff and volunteers, and obtain materials and resources.

Director of Conference Ministries Lalo Gunther, assisted by Michael Hansen, works with conference organizers to arrange

for these events. He often attends the conferences as well, meeting with participants at the booth and even speaking at certain workshops about youth culture and ministry. He and Chas Morse also collaborate if there are nearby churches that are interested in having speakers give presentations before returning to ICR's headquarters in Dallas, Texas.



Lalo Gunther, Director of Conference Ministries



From left, Rexella Patterson, Michael Hansen, and Lalo Gunther

Contacting ICR about Events

Each ICR event is different. The schedule, speakers, and specific arrangements depend on the venue, the audience, and many other factors. The ICR Events staff works directly with organizers to find the best fit for each occasion.

Rexella Patterson, Assistant to the Event

Directors, fields all the event requests, as well as providing assistance to both the Conference Ministries and Church and Seminar Ministries. For information about having ICR attend or host an event, contact Ms. Patterson by phone at **800.337.0375** or by email at **events@icr.org**.





Slow Death for a Tarantula: A Lesson in Arachnid Apologetics

JAMES J. S. JOHNSON, J.D., TH.D.

In 1999, this author witnessed an unforgettable “air show” in which a dive-bombing maneuver resulted in the gruesome death of an unsuspecting victim who was in the wrong place at the wrong time. It was a bizarre event, yet that air-to-ground fatality, strangely enough, teaches an important lesson in apologetics.

Military Science: Air-to-Ground Offensive Technology

Imagine the military engineering and precision implementation that are required for a dive bomber attack, such as the bombing of German military buildings during World War II. Think about the many moving parts involved, and how easily something could go wrong.¹

Or imagine the more recent computerized robotic technology used to send unmanned aircraft units into Iraqi combat zones to locate targets for subsequent air-to-ground destruction.² One such unit is described below:

The UK has ordered Honeywell RQ-16A T-Hawk micro air vehicle (MAV) systems...becoming the first foreign military customer for the backpackable UAV [unmanned aircraft vehicle]. The T-Hawk is the first ducted-fan vertical take-off and landing air vehicle to enter production....After a successful evaluation in Iraq of the MAV in the anti-IED role, the US Navy in November placed a \$65 million production contract for 90 Block 2 MAV systems, each comprising two T-Hawk air vehicles and a ruggedized laptop ground control system.³

The intelligence required to plan and implement such a craft staggers the mind.

Arthropod Science: Air-to-Ground Offensive Technology

Equally amazing is the “dive bombing” behavior of the tarantula hawk wasp (*Pepsis formosa*), an aerial arthropod that dives upon—and stabs—its victim, the tarantula *Dugesia echina*. The arachnid’s death is a lingering one, allowing a parasitic consumption of the spider’s flesh for as long it remains alive. This prey-predator relationship illustrates what could be called “arachnid apologetics,” displaying a bizarre example of God’s providential balancing of earth’s post-Eden ecology.

Yet even more bizarre are the details of how the venom-stung spider’s flesh is consumed. Two creation scientists reported observations of these tarantulas in their field study in the Chihuahuan Desert of Texas’ Big Bend National Park.

These large, hairy spiders are often employed by Hollywood in scenes to frighten an audience. The creatures do appear fearsome when one observes them. However, their bites are relatively harmless [*sic*] to man and they are not very aggressive. Often they are kept as pets and books have been written on how to take care of them.⁴

Although tarantulas are *predators* by nature, sometimes they themselves become the *prey*.

Tarantulas are carnivorous, generally preying upon smaller vertebrates and occasionally on small snakes, frogs, and birds. Catching their prey, they inject the victim with venom and suck the liquids from the body. Such an arthropod may appear to be invincible acting only as a predator, but not so. Likely, the Chihuahuan Desert tarantula’s deadliest enemy “...is a large orange and velvet blue wasp (*Pepsis formosa*) commonly known as the tarantula hawk....The ‘hawk,’ using its venomous stinger,

paralyzes its tarantula and buries it after laying an egg on the victim. When the wasp egg hatches, the young larvae feed on the paralyzed prey.”... Thus the balance in nature, maintained by an all-wise Creator, often is seen in a prey-predator relationship.⁵

In other words, the tarantula victimized by the attacking wasp serves the larval wasp as “live meat.” The doomed spider literally *hosts* the mother wasp’s “planted” child.

Tarantula “Selected” for Destruction

It was this kind of dive-bombing maneuver that I observed in the summer of 1999 beside my garage door. The tarantula hawk wasp stabbed the back of the tarantula, which struggled and shuddered, and then went limp. The mother wasp dragged the now-groggy tarantula for burial beneath a nearby bush, where the dying arachnid would “host” the implanted wasp larva until it was mature enough to emerge from the remains of the tarantula.

Some might interpret this event as “natural selection” in action, but if that were the case, who actually did the “selecting”? The physical environment “selected” nothing. The concrete pavement near my garage merely served as a color-contrasting background so that an airborne tarantula hawk wasp could easily spy the crawling, dark-colored tarantula. But the decision to dive-bomb and strike the tarantula—i.e., the choice to “select” the spider for destruction—was a decision made by the wasp, not the pavement.

As Dr. Randy Guliuzza has recently clarified, the phrase “natural selection” is a misleading oxymoron, because no one can empirically identify a mythical entity called “Nature” that somehow makes *any* intelligent choices as a “selector”: “To legitimately use the word ‘select,’ there must be a real ‘selector.’”⁶

In this case, the death-dealing selector was *not* “Mother Nature,” it was a pregnant wasp that chose to attack the tarantula.

And why? Because she was pre-programmed, as are all other arthropods, to “breed abundantly in the earth, and be fruitful, and multiply upon the earth” (Genesis 8:17).

The mother wasp is genetically and behaviorally programmed to locate and anesthetize a tarantula, and to carefully transfer her larval offspring to the arachnid’s body. Why does all of this work out the way it does in each life cycle of this particular kind of wasp? Because, *before Adam’s fall in Eden*, God cleverly and carefully planned out (consistent with His infinite foreknowledge) the innumerable details that would be needed, *after Eden*, to make this air-to-ground system operate successfully enough to propagate tarantula hawk wasp populations from one generation to the next.

The wasp did not invent herself, nor did she invent the “all-or-nothing” knowledge and skills needed to accomplish this life cycle. This wasp was purposefully engineered, as all such wasps are, with the necessary anatomy and instincts to feed her offspring in this manner so that they can survive and thrive in this cursed and “groaning” world (see Romans 8:20-22). Surely, the genius of God is

exhibited in this bizarre form of predator-prey dynamics.

A Creationist Insight from the U.S. Army’s “Unmanned” Aircraft

Note the above references to the Army’s unmanned aircraft—specifically, the Honeywell RQ-16A T-Hawk micro air vehicle. The “T-Hawk” portion of that aircraft’s name is an abbreviation for “Tarantula Hawk”; i.e., this particular military surveillance robot was named for the tarantula hawk wasp. Thus, even the dazzlingly clever inventiveness of man (who was created in the Creator’s image and thus can be creative at a finite level) points directly, in this instance, to an insect that God Himself invented—the original female “T-Hawk.”

More important, however, is the U.S. Army’s qualification in its official report on “unmanned aircraft systems” clarifying that these complicated and clever inventions are not really “unmanned”:

Army UAS [Unmanned Aircraft Systems] are the “Eyes of the Army” and support information dominance by providing the capability to quickly collect, process, and disseminate relevant information to reduce the sensor-to-shooter timeline.... A UAS is comprised of an unmanned aircraft (UA), payload, human operator, control element, display, communication architecture, life cycle logistics, and the supported soldier. The idea that the UAS are “unmanned” is a misnomer because trained and professional Soldiers operate and maintain Army UAS.²

It is the *highly intelligent and skilled soldier* who ultimately operates and maintains each of the Army’s “unmanned aircraft systems”—including the Honeywell

T-Hawk aircraft units named for the tarantula’s enemy, the tarantula hawk wasp.

Even more so, it is the *infinitely intelligent and skillful* Creator-God, who became mankind’s Redeemer as the Lord Jesus Christ (John 1:1-14), who ultimately operates and maintains each of this world’s tarantula hawk wasps. (Even wasps are not truly “unmanned.”)

Amazingly, even arachnids’ air-to-ground attackers—mother tarantula hawk wasps—provide providential proof of the divine pre-programming “selections” that were intelligently planned and, during creation week, skillfully implemented by none other than the Lord of hosts. ●

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Benjamin Lee WHORF:

An Early Supporter of Creationism

JERRY BERGMAN, P.H.D.

Introduction

Benjamin Lee Whorf (1897-1941) is best known both for documenting the importance of language in shaping our innermost thoughts and for documenting the strong connection between language and behavior.¹ Crucial to his view is the conclusion that language is *not* the result of evolutionary survival, nor is it shaped by any alleged advantage that it gave in aiding a species' survival; it is an incredibly complex designed system. He is most well-known for the Sapir-Whorf theory on linguistic relativity, which he developed with his mentor and co-worker, Yale anthropologist Edward Sapir.

Whorf is also well-known for his research demonstrating that a person's thinking skills—the conceptualization of ideas and their expressions—are heavily dependent on language, particularly vocabulary. This theory, called linguistic relativity, is also called the Whorf Hypothesis in his honor. Whorf taught that “the language one speaks shapes the world one sees.”² In other words, “specific aspects of a language provide a grid, or structure, that influences how humans categorize space, time, and other aspects of reality into a worldview.”³ We think in terms of words or other symbols, and they



are required as a precondition for a human to form an idea—or, at least, to express the idea to others. Although thinking involves mental manipulation of reality, it is heavily dependent upon words or other symbols. Without such symbols of meaning, one cannot express the thoughts for which the word (symbol) stands.

In short, language shapes not only communication, but also understanding. Our “worldview is inescapably shaped by” our language.⁴ Language clearly draws our attention to certain aspects of the world and also influences our judgment about it.

Whorf is also famous for his finding that every speech community fits the needs of its culture. The famous example is the Eskimos’ boast that they use many names for snow. A better example is how the deaf use a very different language system than the hearing population: sign language.⁵ Even the blind use symbols, including tactile, sound, and smell, for communication.⁶

Research has found that even preceptors (expert teachers) of the past, present, and future are influenced by language, including the ability to remember events in a certain timeframe.⁷ Other studies have found that the mental ability to rotate three-dimensional objects in space is influenced by language.⁸ Research by Gilbert et al determined that the way a speaker’s language distinguishes color affects how it is perceived in the right visual field.⁹ Gilbert et al and other researchers have concluded that language affects all modes of thought, as shown by patients who suffer from language disorders such as aphasia.

While some of the examples used to illustrate the Sapir-Whorf theory, such as the conclusion that the Hopi Indians and English speakers think about time in fundamentally different ways, turned out with more study to be oversimplified, the basic conclusion is valid.¹⁰ Our language does influence how we think and also what we think about. The influence of Whorf’s work (his disciples are called “whorfians”) was summarized by Chase:

Once in a blue moon a man comes along who grasps the relationship between events which have hitherto seemed quite

separate, and gives man a new dimension of knowledge. Einstein, demonstrating the relativity of space and time, was such a man. In another field and on a less cosmic level, Benjamin Lee Whorf was one, to rank someday, perhaps with such social scientists as Franz Boas and William James.¹¹

Whorf concluded that if language development is lacking or inaccurate, this fact has a major impact on a person’s thinking and mental life. Since most of our vocabulary is ancient, it carries the excess baggage of old, erroneous ideas that can cause thinking and communication problems in the present. Whorf,¹² Korzybski,¹³ and Hayakawa¹⁴ all believed that part of the solution to many mod-

Language is *not* the result of evolutionary survival; it is an incredibly complex designed system.

ern social problems lies in understanding our language according to the findings of modern science. Miscommunication and lack of communication have been implicated in human conflicts that range from marriage problems to international conflicts.

Motives for His Research

A graduate of MIT in the field of chemical engineering, Whorf also studied linguistics at Yale. His drive to study languages was partly related to his attempt to understand the Christian Scriptures. These motivations, as discussed in the introduction to an edited volume of his works, include the following:

Whorf became increasingly concerned about the supposed conflict between science and religion....He wrote a 130,000-word manuscript on the subject, described as a book of religious philosophy in the form of a novel....Completed in 1925, [it] was submitted to several publishers and as promptly rejected by them....Another, briefer manuscript prepared about this time [was]...“Why I have discarded evo-

lution.” An eminent geneticist to whom it was submitted for comment made a very courteous reply, starting with the admission that, although the manuscript at first appeared to be the work of a crank, its skill and perceptiveness soon marked it as otherwise, but continuing with a point-by-point rebuttal of Whorf’s arguments....Whorf’s reading led him to believe that the key to the apparent discrepancy between the Biblical and the scientific accounts of cosmology and evolution might lie in a penetrating linguistic exegesis of the Old Testament. For this reason, in 1924 he turned his mind to the study of Hebrew.¹⁵

Whorf’s extensive knowledge of anthropology is reflected in his many publications in the area of anthropology and language. Lavery wrote that Whorf’s “scholarly output, even though he held a full-time job, was enough to equal that of many full-time research professors.”¹⁶ Whorf published widely in the scholarly literature, not only in linguistics, but also in anthropology and archaeology. He also lectured widely and was a captivating speaker.

Whorf’s Opposition to Evolution

Unfortunately, his *Why I have Discarded Evolution* manuscript evidently has not survived. Fortunately, though, many of his other manuscripts have—and it is in these that his ideas and interests are clearly revealed. Some of his thoughts on evolution that have survived include the following:

There is no purpose in dynamic nature, or none that we can see by the eye of science without faith; there is no perfecting bettering force in evolution, as even the most sentimental evolutionist, if a scientist, will finally admit. But there is purpose in nature, and it is seen in static nature. The discontinuous and unit-wise structure of the whole universe, the concentration of its matter in foci, the absence of any gradations between its major forms [of animals], the rigid restriction of matter, to a definite small number of kinds (the chemical elements), the fixed set of properties possessed by each element, the discrete or stepwise structure of all matter of electricity, of light, even of energy—in

these and other things the universe bears those unmistakable earmarks which possessed by any article, would tell us that it was a manufactured article.¹⁷

Much of the “design argument” Whorf used to argue for creationism is similar to that still used today by intelligent design advocates. For example, the following was written by Whorf in response to James Porter,¹⁸ who:

believes that there is a conflict between evolution and religion, because...nature is full of cruelty—which fact, by the way, was well known long before any “law” of “survival of the fittest” had been announced. If he [Porter] means that the tendencies of nature should never dictate the form of human morality or law (which some evolutionists would have them do) I quite agree with him. But if he means, or if any construe him to mean, that cruelty in physical nature, that evil in general in the world, should be a bar to our conceiving of a wise Providence who created with purpose, I must take up the cudgels.¹⁹

Part of Porter’s response to Whorf’s ideas was to argue for atheistic evolution and naturalism in the following words that echo the origins debate today:

Mr. Benjamin Lee Whorf seems to me to be endeavoring to insert some artificial pieces in the mosaic picture of nature built from facts by science. He finds in static nature a number of qualities which he declares indicate purpose because they possess qualities resembling manufactured articles. Does it follow then that the rounded roof of a cave shows design because it resembles the Roman arch? Static nature, however, is only an illusion due to our inability to perceive the “dance” of the electrons. Science has not succeeded in explaining man as anything but a mechanistic contrivance. Mr. Whorf therefore turns to belief where he is unfettered by facts.²⁰

Lowrey wrote that Whorf is wrong: No Intelligent Designer created us and humans are, he argues, “nothing more than an expression of...physical tendencies, bound only by the laws of food and hunger, the attraction and repulsion of positive and negative energies

Whorf’s drive to study languages was partly related to his attempt to understand the Christian Scriptures.

and the blind desire of cells to reproduce their kind.”²¹ These responses to Whorf rely on the same line of argument used today against both creationism and intelligent design. Whorf did not come to accept creationism by rejecting science, but by embracing it. Note his stress on the critical importance of science:

Consider how the universe appears to any man, however wise...who has never heard one word of what science has discovered. To him the earth is flat; the sun is a shining object of small size that pops up daily above an eastern rim, moves through the upper air, and sinks below the western edge; obviously it spends the night somewhere underground. The sky is an inverted bowl made of some blue material...the “solar system” has no meaning...bodies do not fall because of any “law of gravitation,” but rather because there is nothing to hold them up...For him the blood does not circulate, nor the heart pump blood; he thinks it is a place where love, kindness and thoughts are kept. Cooling is not a removal of heat but an addition of “cold”; leaves are green...from a “greenness” in them.²²

Conclusions

Whorf is one of many prominent scholars who have concluded that the neo-Darwinian theory of evolution by genetic changes and natural selection is scientifically wrong. His anthropology studies, especially his study of human language, provided support for Whorf’s conclusions. Tragically, his life was cut short by cancer at the age of 44. Stuart Chase wrote that if Whorf had lived, he

might have become another Franz Boas or William James, so brilliant were his powers of projecting scientific data into fruitful generations.... He published some thirty articles in the learned journals, and might well have gone on to give the

world one of the great classics of social science.²³

Whorf’s unpublished and published papers housed at Yale University are a treasure trove that document not only his scientific studies of nature, especially botany, but also his acceptance of Genesis and of the Creator God of the Bible. This acceptance propelled him to carry out his scholarly research not only on evolution, which he rejected based on his study of the scientific evidence, but also to study language to allow him to better understand the book that he firmly believed was God’s inspired Word to humankind. ●

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Perhaps the most well-known triumph of catastrophic thinking over strict uniformity is that of Dr. J. Harlen Bretz and the “channeled scablands.” Beginning in the 1920s, Bretz studied the deep gorges of eastern Washington. He noted they were cut into hard basaltic rock and oriented in the same general direction. Small streams entering the gorges cascade over essentially dry waterfalls, accomplishing virtually no erosion.

Standard thinking insisted that moving water operating over long ages was the only agent known that could so deeply erode through hard rock. But responding to the data, Bretz felt that an unknown high-energy event of the past must have been responsible. Great boulders had also been tossed about and now lie in boulder fields and gravel bars. For decades, Bretz presented his findings and his conviction that a single but mysterious great volume of water had devastated this area rapidly. But how?

He speculated that the “scablands” must have resulted from a huge flood—not the biblical Flood (shudder), but one of biblical proportions. Eventually, evidence of a now empty lake comparable in size to today’s Lake Michigan was discovered near Missoula, Montana. An unusual deposit consisting of extensive glacial lake sediments confirmed that a huge lake had been at this spot during the Ice Age. Somehow the lake had drained away.

Bretz proposed that an enclosing dam of ice or glacial moraine had catastrophically failed, releasing torrents of water that flooded across Idaho and eastern Washington. It eroded the hard rock in its path and left deep canyons reminiscent of Grand Canyon, along with immense gravel ripples and boulder fields strewn across the landscape. When the waters were forced to temporarily pond behind ridges, they deposited extensive sedimentary layers of recently eroded material and then made their way quickly to the Pacific Ocean. Now the water is gone, with meager streams and “dry falls” entering the canyons—or “coulees,” as they are known—testifying to greater water volumes in the past.

Nothing like this happens today. No modern day “uniformitarian” counterpart can be observed on such a regional scale. Erosion happens, but it usually isn’t observed carving deeply into solid rock. However, scientists have discovered that water flowing over a rock surface at a rapid rate can erode even hard rock in a short amount of time. Water molecules moving quickly over rough surfaces form vacuum bubbles that actually “implode” with great force and fracture the adjacent rock, thereby accelerating erosion (a process called cavitation).

By 1960, Bretz had won the day and convinced geologists that, at least on this occasion, catastrophic processes had ruled. If this much damage resulted from a large but local failed lake flowing over a corner of the continent, what damage could be expected from the great Flood of Noah’s day? ●



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The Channeled Scablands

JOHN D. MORRIS, PH.D.



Dry falls and plunge pool below the 300-foot-high cliffs. Water pouring over the rim must have been at least 200 feet deep.



Water flowing across the terrace above at a depth of about 250 feet at the flood’s maximum produced a spectacular falls and an eroded canyon below.

DNA is the famous molecule of heredity that carries the code of life—an altogether remarkable biopolymer (polynucleotide). As expected, the more research that is conducted on the DNA molecule, the more complexity it divulges.¹

Decades ago, when less was known about this amazing molecule, the definition of the unit called the gene was fairly cut and dried. For example, in 1980 evolutionist David Kirk stated in his college biology text, “The units of heredity are invisible entities called genes, which specify the observable features of an organism.”²

Today, the gene is given molecular and nonmolecular labels: “In nonmolecular terms, a unit of inheritance that governs the character of a particular trait. In molecular terms, a segment of DNA containing the information for a single polypeptide or RNA molecule, including transcribed but non-coding regions.”³ Gerald Karp also stated, “Our concept of the gene has undergone a remarkable evolution as biologists have learned more and more about the nature of inheritance.”⁴

In his chapter on “the units of selection,” Mark Ridley wrote:

[American evolutionary biologist George C.] Williams defined the gene to make it almost true by definition that the gene is the unit of selection. He defined the gene as “that which segregates and recombines with appreciable frequency.”⁵

It’s hardly surprising, then, that someone has said, “What a gene is depends on who you ask.”

In the 21st century, the definition of a gene continues to become more convoluted, with the possibility that the word—like life—

So, What Is a Gene?

FRANK SHERWIN, M.A.

will remain a challenge to define (although a good description of “life” can be found on pages 11-15 of ICR’s *Origin of Life* science curriculum supplement). Confusion over what exactly a gene is has been added to by discoveries made through ongoing investigations into the genome (the total genetic material within a cell or individual).⁶

Take, for example, an amazing genetic discovery called “the Splicing Code” announced last year by computer scientists and molecular biologists.⁷ A news release at the time declared:

Researchers at the University of Toronto have discovered a fundamentally new view of how living cells use a limited number of genes to generate enormously complex organs such as the brain.⁸

This inner code has been painstakingly deciphered to the extent that molecular biologists can actually predict what happens during some phases of genetic regulation. The Human Genome Project revealed that man has but 20,000 genes that directly and indirectly regulate the system of our body,⁹ and the Splicing Code directs when and how the genes and regulatory elements are to be assembled by a communication network.

So far, scientists have found that 95 percent of our genome has this amazing alter-

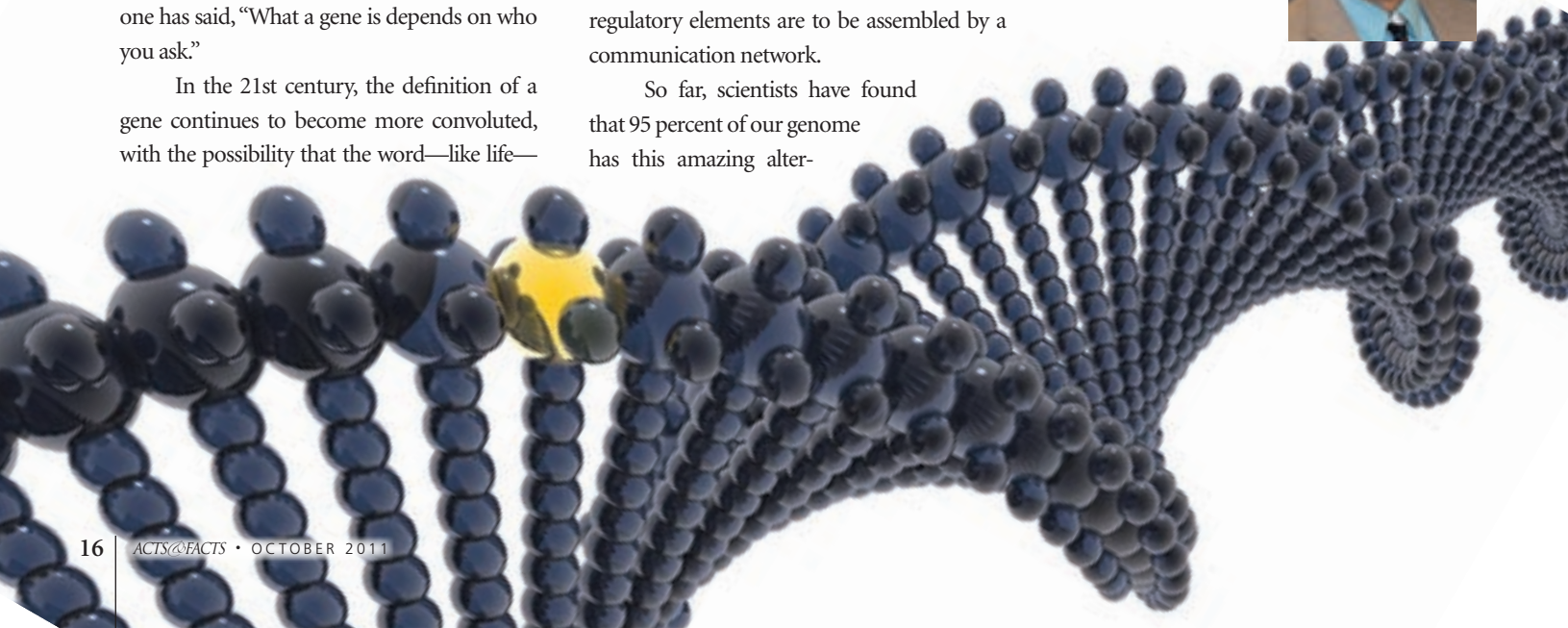
native splicing. The complexity arises when required combinations (who knows how many) must be assembled and then expressed. Is it any wonder that in addition to computer scientists and molecular biologists, cracking this Splicing Code required other researchers proficient in vector calculus, code optimization, geometry, advanced algebra, probability theory, and information theory? This is the antithesis of the time and chance required by evolutionism (which was never mentioned in a related paper in *Nature*¹⁰).

Regardless of how the gene is defined, logic shows it to be a product of planning, purpose, and special creation. With each new discovery, the complicated reality of the genome more clearly reflects the genius of its Maker. ●

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THANK GOD FOR WOOD

B R I A N T H O M A S , M . S .

Wood is a remarkable biological product that has long supplied mankind with strong construction material and fuel, as well as oxygen, enjoyable scenery, and shade. Some have suggested that wood is “simple,”¹ but in reality it is so complicated that scientists cannot reproduce its fundamental parts, let alone its overall structure. What makes wood so well-built, and could it possibly have evolved?

The microstructure of wood contains about 36 parallel cellulose strands bundled into long microfibrils that hydrogen-bond within and to one another. Flexible proteins tether these microfibrils together. Each microfibril is manufactured by suites of enzymes arranged in hexagonal rings that in turn form larger hexagonal patterns. Each cellulose manufacturing site, called a Rosette Terminal Cellulose-Synthesizing Complex, has enzymes at the back that supply the raw materials, enzymes in the middle that join those materials together according to a specific and critical chemical arrangement, proteins that anchor the assembly on the cell membrane, and enzymes in the front that arrange and crystallize the elongating string-like cellulose microfibrils that are extruded from the plant cell.

But wood is much more than cellulose! Like rebar inside concrete, cellulose cables in wood are embedded in a matrix that consists of organic polymers called lignin, cross-linking glycans, pectin, other proteins, and lipids. The cellulose and matrix proteins, and the enzymes that manufacture them, partly consist of carbon that plants obtain from atmospheric carbon dioxide. Tubular plant cells deposit multiple layers of this material in different orientations around themselves, like crisscrossing sheets of fiberglass wrapped around a pipe. Many such microstructures run the length of the plant to form a strong substance that can bend without breaking.

In short, there is no such thing as “simple” wood.

Evolutionists have speculated that wood evolved in order to lift some plants skyward and give them a survival advantage over their soft-bodied, low-lying cousins. However, the authors of a recent *Science* report suggested that it actually developed in response to a need for more carbon dioxide at a time when that gas was supposedly scarce.¹ They suggested that some plants “evolved” wood to build cellular pipelines that would speed up fluid flow enough to increase carbon dioxide uptake.

But which came first, the extra carbon dioxide required to build the woody pipelines, or the woody pipelines required to gather the extra carbon dioxide?

The study authors described the oldest occurrence of fossil wood yet discovered. They wrote that the plants’ small size argued against the skyward advantage concept, and therefore “the evolution of wood was initially

driven by hydraulic constraints [inadequate fluid flow].”¹ But neither inadequate fluid flow nor the necessity of mechanical support are sufficient causes for wood. In the real world, problems like these never produce their own solutions. Rather, solutions are always purposefully engineered by intelligent problem-solvers.

It is easier to pretend that wood evolved if its complicated structure is considered “simple.” But there is no evidence and no possibility that even one wood-making enzyme evolved. And even if it did, without complete wood production facilities, that lone enzyme would be useless.

This *Science* report shows that wood has the same form in fossils as in living plants, which makes sense since woody plants were created on Day Three of the creation week. Their occurrence as fossils, made from plants buried in water-borne sediments that later hardened into rock, is best explained by Noah’s Flood. And the cellular machinery that so efficiently manufactures the interdependent parts of wood could only have come from a Master Engineer. Thank God for wood! ●

Reference

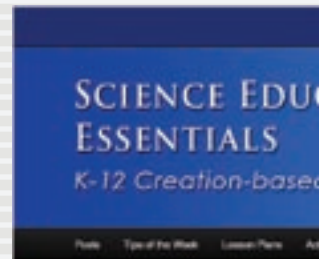
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INTRODUCING THE SCIENCE



The Beginning of School

Posted on August 24, 2011

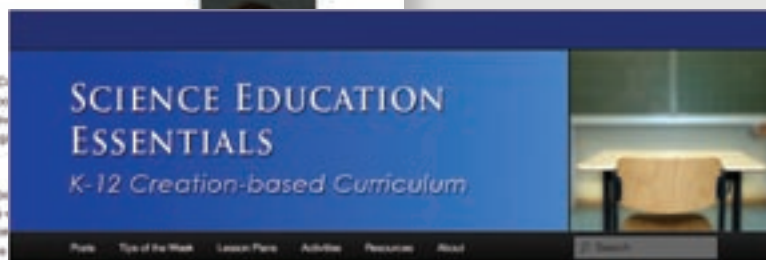
The beginning of the school year is such a wonderful time! It's a time of excitement as children's faces as they wait for buses or cars to take them to school. For parents, the beginning of school can also be a time of stress and being hurried.

In Matthew 11:28, Jesus said, "Come unto me, all ye that labour and I will give you rest." That means even during those times of stress and being hurried, or when feeling those heavy-lifting pressures, I know how easy it is to become stressed and feel lost as well.

But who better to give you "one more thing to do" than Jesus? He is the one who can help you feel overwhelmed or feel like crying "Stop," take a breath, and find a quiet spot to be with Him, if even for a short time during the busy school year. And I promise, just as His Word tells me, I am praying for you during this school year.

Always in every prayer of mine for you all making request will be in the gospel from the first day until now. Being confident of this which hath begun a good work in you will perform it until the day of Christ (Philippians 1:4-6)

Posted in Home



Origin of Life Lesson 1

Posted on August 26, 2011

Introduction: Alive or Not Alive (K-2)

Lesson Time: 45-60 minutes

Objective:

Students will learn that the Bible is accurate and true, and therefore that life was created by God and did not evolve.

Bible References:

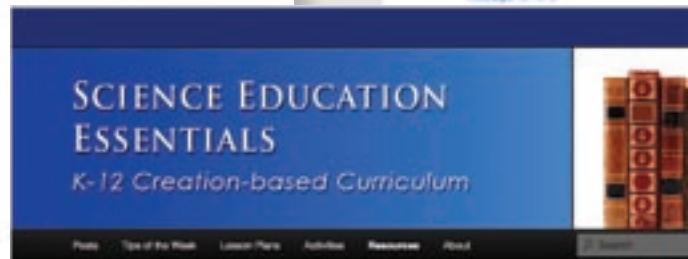
Genesis 1-2, particularly 1:26-27 and 2:7

Content:

There is no clear picture of who created man and woman than in the above verses found in God's Word. However, many scientists, some of whom are self-proclaimed Christians, after God's Word by saying this account is not true, that it is just a myth—or, in children's terms, a fairy tale. It is important during your lessons for young children to define the differences between a myth, a fairy tale, and truth. Children should learn from you, the teacher, that the Bible is God's Word. It was spoken and inspired by Him, and everything in it is true, accurate, and reliable. Science is not used to fully verify God's Word regarding what it says about the world and things in it, including humans.



Click here for the full **Alive or Not Alive K-2** lesson plan.



Resources

1. The new *Defender's Study Bible* is an online study Bible offering the defense of the biblical Christian faith from the perspective of those preservation and absolute biblical authority. Verses found in the search results have been linked to the Hebrew and Greek definitions from Strong's Concordance. The search feature also includes the study notes from *The New Defender's Study Bible* by ICR founder Dr. Henry Morris. http://www.icr.org/defenders_studybible/
2. *Evidence for Creation: Spots* offers an ever-increasing list of reasons why creation is the best explanation for our intricately designed and precisely balanced universe. <http://www.icr.org/evidence/>
3. Dr. John Morris' *Frequently Asked Questions* provides an abundance of small, easy-to-read, yet powerful articles written to answer particular questions regarding creation. <http://www.answersingeness.org/modules/article.php?id=SEARCH&type=Q&id=1>
4. *Educational Poster: Complexity and Design in Cells*
5. *Thinking God's Thoughts After Him* by Christine Das explores the life and accomplishments of the founding fathers of science who also were devoted followers of God. <http://www.icr.org/briefings.asp?number=5743001>
6. *Creation Cells—Are you learning?* is a scenic music video using footage from Disney's *Planet Earth* coupled with Brian Gosselin's song "Creation Cells." This is excellent to use as a beginning to a lesson, or to give topics in your classroom regarding creation. <http://www.youtube.com/watch?v=LuGuf0e300>
7. *Unleash Faces 101: The Human Body* by Rob Perry, available for purchase online, offers a 15-minute countdown filled with trivia and fun facts about the human body. <http://www.demonstrations.com/product/9888/rob-unleash-faces-101-human-body>
8. *Science Education Essentials (vols. 1-8)* is a series of science-teaching supplements written by ICR faculty and staff. Each includes a CD-ROM filled with hundreds of teacher and student resources for grades K-12 on the topics of Origin of Life, Structure of Matter, Human Heredity, Genetic Diversity, and Geologic Processes. <http://store.icr.org/products.asp?page=18>

Click here for a list of frequently asked questions about ICR's Science Education Essentials curriculum supplement series.



Dr. Mary Anne Jackson is an associate professor at the University of North Carolina at Charlotte. She has a Ph.D. in biology and has published numerous articles in scientific journals and has mentored students for a number of years.

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EDUCATION ESSENTIALS BLOG



The Institute for Creation Research seeks to equip Christian teachers with evidence of the accuracy and authority of Scripture. To that end, ICR has focused on developing K-12 materials for Christian school teachers and homeschool parents. Over the past two years, we have published five Science Education Essentials teaching supplements with information and activities that can be used in the classroom or home to provide solid answers to tough questions about science and origins.

We are pleased to announce the launch of our new Science Education Essentials blog, which will extend ICR's educational reach as far as the Internet can take us. Hosted by ICR Education Specialist Rhonda Forlow, this blog is especially geared to provide teachers and parents with resources and teaching aids that are up to date, accurate, and biblically sound.

ICR's Science Education Essentials blog features:

- Regular postings by ICR Education Specialist Rhonda Forlow
- Student activities uploaded each week
- Creation-based science lesson plans for grades K-2, 3-5, 6-8, and 9-12
- Tips of the Week
- Resources and further materials to help teachers present the creation message

Be sure to check out ICR's new educational website at www.science-essentials.org



Dr. Rhonda Forlow holds three earned degrees: a Bachelor of Science in Psychology and Special Education, a Master of Education in Educational Leadership and Policy Analysis, and a Doctor of Education in Educational Leadership—Public School Superintendency. Dr. Forlow has over 17 years of experience working in public school education as a teacher and an administrator, as well as a private consultant for parents and K-12 Christian schools. Dr. Forlow joined the staff of the Institute for Creation Research in Dallas, Texas, in January 2011 as Education Specialist. She is currently leading initiatives for K-12 education in the area of creation-based science education curriculum.

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LETTERS TO THE EDITOR



Thank you for your recent issue, September 2011, and the very informative articles, as always.

Mr. Thomas' article on the inherent capability of yeast to adapt to salty environments ("Yeast: Single Cells That Fit and Fill") has the simple and concise data to speak to the "evolution/mutation" conversations I frequently have. This topic, the built-in ability to adapt given at creation, has been the basis of my comments to the curious and doubtful. The pointed and brief article is very helpful and backed by research that is the qualifier for the skeptics.

Thank you again, Mr. Thomas and ICR.

— A.V.R.

I just wanted to let you know what a pleasure it was to hear Dr. Nathaniel Jeanson speak in May at the Homeschool Book Fair here in Arlington. Despite an overly crowded room and technical difficulties, he did a great job and gave a clear presentation. Within the homeschool community there is controversy regarding a new "Christian evolutionary" curriculum and Dr. Jeanson provided an excellent response to that and great reasons why we as believers can continue to defend God's Word as literal and true from the very first verse of Genesis. May God continue to bless your ministry.

— G.T.

I was having a discussion with my dad about evidence for a young earth. I was trying to recall some geological studies Dr. John Morris had done and, lo and behold, what arrived in the mail? It was the August issue of *Acts & Facts*! Contained therein was an article by Dr. Larry Vardiman entitled "Both Argon and Helium Diffusion Rates Indicate a Young Earth" with the necessary evidence. When he later remarked that it was funny, I said that it wasn't an accident.

— M.A.P.

I am writing to you to say thank you for all that you do and for everyone involved—please don't stop or give up because what you are doing is so vital to every believer and even more so to those who continue to be blinded by the god of this age. It is so important to have your magazines here to help with revealing God's truth to my family. We love the work everyone has put in to this ministry and we will be

helping financially too! God bless you now and, more importantly, in the future as the devil continues to try to shut your voice up—may our Lord keep you shining like a light on the hill as a beacon of hope and truth!!

— S.M., Canada

Thank you for your ministry. It is interesting to see how science can prove the Bible! Our church receives the *Acts & Facts* publication and we enjoy reading the articles. The attendance to the [Creation Expo] VBS in Dallas was breath-taking—7,000 children. We trust that many children received Jesus as Savior. Again, thank you for all that you do!

— L.O.V.

How fitting it was to receive the [*Days of Praise*] devotional "Brutish Fools" the day my AP Biology training began. There are many people who believe in God in this class of 24 high school biology teachers, yet everyone (except me) has sold out and believes evolution has "been proven in so many ways." A difficult year it will be as I teach AP Biology for the first time and refute evolution in a public school. Thanks for everything you presented at Visalia Evangelical Free Church in Visalia in February. You provided me with new material that I now use in my public refutation of evolution (with permission from my administration).

— T.Z.

My nephew got saved two months ago at our tent revival. He is one year from his bachelor's degree. He faces the creation/evolution debate every day and the Lord has put that ministry on his heart. I have been giving him all my back issues of *Acts & Facts* and he is soaking it all in. After he gets his bachelor's, he plans on getting his master's in a Christian college and majoring in a branch of science from a creation point of view. He feels called in that area and your ministry is a huge help.

— J.R.

Have a comment? Email us at editor@icr.org.

Or write to Editor

P. O. Box 59029

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Acceptable Gifts of Power

H E N R Y M . M O R R I S I V

Some years ago, a dear Christian lady began preparations to send a box of goods and supplies to missionaries from her church. A neighborhood child heard of her project and desired to help. But being only a small child, she had very little that would be useful to the missionaries. The child did have a penny, however—a gift from a favorite uncle—which she cheerfully presented to the dear lady to help her friends on the mission field.

Touched by the child's heartfelt generosity and not wanting to offend her in spite of her small gift, the lady graciously accepted the penny. But the child's gift was too small to purchase supplies and the lady was uncertain how she could put it to good use. Then an idea occurred to her, and she used the child's penny to purchase a single gospel tract.

On the day when all the necessary supplies had been gathered, the lady asked the child to help her prepare the box for shipment. One by one, the lady and the child packed the items, being careful to include the gospel tract purchased with the child's penny. The box was finally sealed and addressed, and together the lady and the small child took it to the post

office to be shipped to their friends halfway around the world.

Some weeks later, the box reached the missionaries, who joyously unpacked it. The supplies it held brought sweet relief to their modest circumstances. Near the bottom of the box, the missionaries discovered the gospel tract, which they soon gave to one of the local people.

The tract was passed among the people, eventually reaching a great chief who lived in a nearby region. Intrigued by its message, but unsure of its meaning, the chief called for the missionaries to come and explain the teachings. They came and began to share the gospel, and in time the chief accepted Christ as his personal Savior and Lord. The chief told the story of his conversion to his people, many of whom also believed. Eventually a church was established and over fifteen hundred people were brought to a saving knowledge of Jesus.

This remarkable story, started by a gift of a child's penny that culminated in the salvation of many souls, marvelously demonstrates the power our gifts can have on the work of the Kingdom. To be truly acceptable to God, however—and thus receive His greatest bless-

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(Galatians 6:9-10)

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ing—our gifts should be given for the right reasons and with the proper attitude.

As the apostle Paul relates in 2 Corinthians, acceptable gifts should be given willingly and within our means (8:12), and should not be offered reluctantly or given out of necessity (“under compulsion,” 9:7). Most importantly, the offering most loved by God is one that is cheerfully given (from the Greek *hilaros*, the root of the English term “hilarious”). Thus, truly effective and acceptable Christian giving lies not in the amount given, but rather in the spirit and attitude of the heart that gives it.

We may never know, this side of heaven, what impact our gifts have on the cause of Christ. But as our story shows, no gift, willingly and cheerfully given, is too small for God to use in a mighty and miraculous way. ●

Mr. Morris is Director of Donor Relations at the Institute for Creation Research.



Ed Creek: ICR Volunteer

ERIC LATAS
AND
CHRISTINE DAO



The Institute for Creation Research has a small but dedicated events staff committed to planning, directing, and staffing the various conferences and outreach events that ICR hosts and attends throughout the United States.

In meeting the needs of the ministry, the team relies on the selfless contributions of a dedicated volunteer force, which fills a variety of roles from preparing promotional materials to manning the ICR booth at events and answering questions from attendees who want to know more about ICR's work. The Events Department would not be as effective without these volunteers.

One such individual is Ed Creek, who has supported ICR for a number of years and more recently started helping out at events and at the ministry's headquarters in Dallas, Texas.

Mr. Creek worked as a CPA for over 20 years and then as an executive recruiter, locating job placements in financial and accounting positions. He retired this past year, as well as celebrated thirty years of marriage to his wife, Janice. Throughout his life, he has been dedicated to serving the Lord through various means, and he has committed to personally sharing the gospel since taking an Evangelism Explosion course in the early 1980s.

Around the same time, he became interested in creation science while writing a research paper as a part-time student at Criswell College. He realized that the

Bible's statements about creation should be taken at face value. An avid reader, Mr. Creek became a fan of the writings of Dr. Henry Morris, the founder of ICR, and he even purchased copies of Dr. Morris' books to donate to the Christian school his

daughter attended at the time.

Mr. Creek began volunteering officially with ICR in March 2010 by assisting and leading a group of fellow volunteers in preparing promotional materials for distribution at conferences. He saved the ministry nearly \$10,000 on one event by packing and taking books, DVDS, and nearly 8,000 leadership packets from ICR's headquarters to the Southern Baptist Convention's 2010 national pastors' conference in Orlando, Florida. For an organization that depends almost exclusively on individual financial contributions, this was a crucial blessing in optimizing the use of those resources with which God has blessed us.

In the summer of 2010, Mr. Creek suffered a stroke and a heart attack after undergoing triple-bypass surgery. By the grace of God, his life was spared, but the stroke affected his ability to speak and he had to spend four months in speech rehabilitation. He has made significant strides in his recovery since then.

In December, Mr. Creek returned to his work as a volunteer at ICR. He took on the responsibility of updating the massive magnetic events calendar board, which tracks all scheduled ICR events. The events board allows the staff to track which events our speakers are participating in and where they will be traveling, and this helps prevent scheduling errors. By Mr. Creek maintaining the board, the events team has more time to plan and participate in the actual events, further expanding the reach and ministry of ICR.

Rather than allow his age or health challenges to deter him, Ed Creek has chosen to continue to play an active role in advancing the cause of creation science for God's Kingdom. ICR is very grateful for his work and the efforts of all our volunteers. Their contributions are clearly felt throughout the Events Department and, by extension, the organization as a whole. ●

Mr. Latas is an ICR volunteer and Ms. Dao is Assistant Editor at the Institute for Creation Research.

THE GENESIS FLOOD

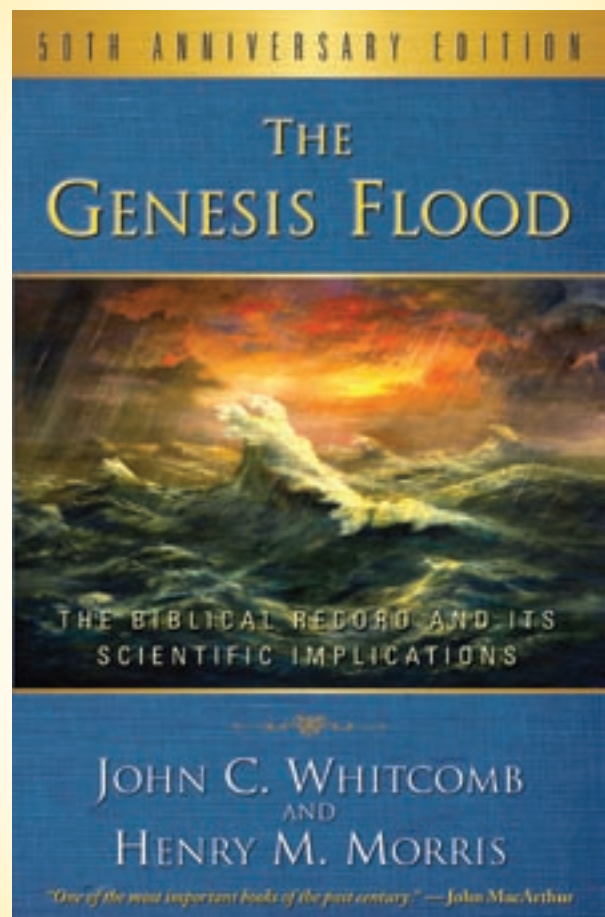
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“The Genesis Flood is as timely, thought-provoking, and helpful as ever. A tour de force and a must-read resource for pastors, teachers, scientists, and anyone who is troubled by the conflict between the biblical account of creation and the ever-changing claims of modern evolutionary theory.”
— John MacArthur, Grace Community Church, Sun Valley, California

Over 50 years ago, Henry Morris and John Whitcomb joined together to write a controversial book that sparked dialogue and debate on Darwin and Jesus, science and the Bible, evolution and creation—culminating in what would later be called the birth of the modern creation science movement.

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