

Discover Creation DVD Series Study Guide & Notes

Written by Dave & Mary Jo Nutting



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Thanks!

We are grateful for the dedicated staff and volunteers of AOI who worked long hours to bring this project to completion. To the speakers on the DVD series, Dave & Mary Jo Nutting, Dr. Dan Korow, and Richard Stepanek, thanks for a great job.

The driving force behind this DVD series and the writers of this study guide are Dave and Mary Jo Nutting. We appreciate their heart for this project and the 25 plus years that they have been imparting the Creation message to audiences in this country and in many parts of this world. We also appreciate their willingness to share so freely what they have learned. Their investment into the lives of others is clearly seen even in the presentations of other speakers on this series.

In addition, we thank Mark Sonmor for his excellent production and graphics work not only for the DVD series, but also in the cartoons, visuals, and layout of this study guide.

We also wish to thank Steve Austin, Barbara Baker, Lanny Johnson, Glenn Pearson, Gail Tompkins, Walter (Dub) Warren, and others who spent many hours proofreading and providing valuable input into this study guide.

For all the individuals who have supported the ministry of AOI and for those who gave to this important project specifically, we thank you. Your prayers and financial support are greatly appreciated.

May this project produce much good fruit!

– Board of Directors, AOI

Acknowledgments

On behalf of all the speakers on this DVD series, we wish to recognize those who have gone before us. In our presentations, and in this study guide, we have tried to acknowledge original sources where we knew them. However, over the years, we have gleaned from many sources, processing, “digesting” and repackaging in ways that made sense to us. Thus, we gratefully acknowledge the faithful men and women who have “passed on” to us what they have learned, both verbally, visually, and in writing. Many thanks goes to the Institute for Creation Research, Answers in Genesis, our colleagues at Alpha Omega Institute, and others too numerous to name. They have enriched our lives by sharing what they have learned. **Likewise, we hope you will take what you have learned from each of us, combine it with what you have learned from others, and pass it on to others to do the same.** *“And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also.”* (II Tim 2:2 NKJV)

– Dave and Mary Jo Nutting, Founders/Directors, Alpha Omega Institute

Running the Race –Dodging the Bombs

A special note from Dave Nutting, Director, Alpha Omega Institute

The starting gun fires and the race begins! The cross-country runners face steep hills, narrow valleys and dense forests. However, this isn't an ordinary race. Snipers on the ridges are shooting at the runners. Minefields and snares are in the forest. Hurdles have coiled razor wire on top, and overhead, squadrons of airplanes are bombing the runners.

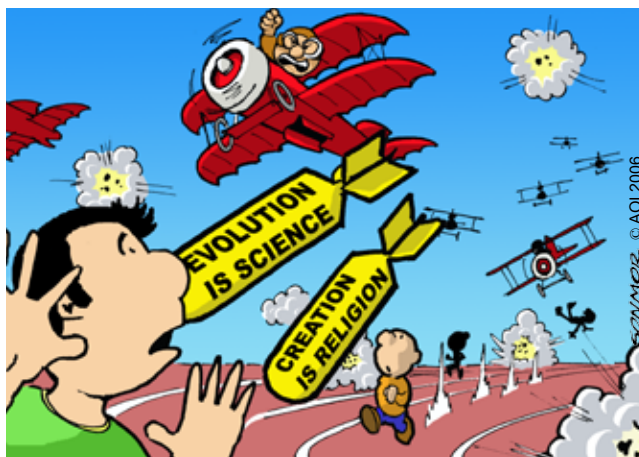
This is the race Christians want to win – to get to the finish line! The Apostle Paul said, *“I have fought the good fight, I have finished the race, I have kept the faith.”* (II Tim 4:7 – NKJV) The bombs dropped on Paul were persecutions, torture, stoning, and lashings. Today's “bombs” are not usually physical, but are still deadly for the spiritual life.

Watch out for the sniper on the ridge shooting fiery darts: “Evolution is a fact.” “You can't trust the Bible.” Boom! A runner falls! Take cover! Bombs drop from the airplanes: “Evolution is science. Creation is religion!” KAVOOOOOM – another bunch of already shell-shocked students are taken out.

The razors on the wire are “Tolerance!,” “Truth is Relative.” “Legalism!” Some runners are cut and bleeding. Others are hanging upside down from trees caught by snares that read: “If evolution is true, who cares what we do?” “Anything goes,” – drugs, sex, alcohol. The few who make it to the finish line are wounded and limping. Only a handful finish well, running strong.

Is this case overstated? Maybe not. Noted youth evangelist, Mark Cahill, says, “Evolution is the number one reason students give for rejecting the Gospel.” Others report that 85-90% of public school students (from evangelical church homes!) leave their faith by the time they graduate from college. In this evolution-saturated, “religiously-neutral” environment, students are taught to laugh at the Bible, to be “tolerant” of all views (except Christianity), and to conform. They rarely hear the Christian side since Christian teachers' hands are tied – captive to a misapplication of “separation of church and state.” Meanwhile, opponents of Christianity hammer away, dropping the bombs, firing the darts, and setting the snares, with little Christian voice to oppose.

This series will give you both scientific and Biblical ammunition to fight this battle. The speakers will help you defuse the big bombs of evolution so you can stand firmly on the Word of God. We hope you will share what you learn and impact others rather than watch them get torn up in this race. **You** can make a difference.



Speaker Information



Dave Nutting is the Co-founder and Director of Alpha Omega Institute. Dave has been conducting Creation seminars at churches, universities and public and private schools for over 25 years. Dave is a former evolutionist who “evolved” into a creationist after studying the scientific evidence. Before establishing AOI, Dave taught in high schools and several colleges. Dave holds MS degrees in both mathematics and geology. His presentations are noted for quality visuals and for his practical, easy to follow, approach.



Mary Jo Nutting is the Co-founder and Assistant Director of Alpha Omega Institute. Together with her husband, Dave, she has traveled and taught Creation for over 25 years. Mary Jo has an M.S. degree in biology, with a heavy concentration in science education and has taught at the high school and college levels. She loves to integrate the Bible with a proper understanding of science and is an excellent communicator.



Richard Stepanek was taught evolution in school and in church. He believed it until God opened his eyes to Creation at an AOI Creation seminar. After extensive personal research on the subject, Rich became firmly convinced that the facts support the literal account of Creation found in the Bible. Rich joined Alpha Omega Institute as a full time speaker in 1997. His family often travels with him. Rich is noted for his “down to earth,” quality presentations.



Dr. Dan Korow is a gifted teacher and excellent communicator. He earned a B.S. degree in Biology and a Doctorate in Veterinary Medicine. He had a small animal practice in Akron, Ohio, before he realized God’s call on his life to share the love of his Creator. Dan combines his medical background and his love for God’s Word with his love to share the Creation message.



SONMOR © AOI 2007

1 Creation or Evolution? A Battle of Beliefs!

Overview of This Unit

We are in a battle of worldviews – a battle of ideas; and ideas have consequences. Now, we are not suggesting throwing desks out the window, but if evolution is true and we are nothing but animals, then why not? Who should care what we do? Who should care how we act? What would be wrong with abortion, euthanasia, or throwing around desks?

In case you haven't experienced this fierce battle of worldviews, be prepared. We hear many war stories, such as the teacher who told an 8th grade girl that he would have her crying by the end of the semester because of her beliefs in Creation. Another teacher had a one-on-one debate with a 7th grade creationist student in front of the whole class. (The student won the debate!) College students have been threatened with failing grades if they refused to bow to evolution. These are not just isolated cases. It really is a battle out there. Are you prepared? This unit exposes the battle, shows why this topic is so important, gives a sneak preview of what you can expect in this series and begins to give some "ammunition" to prepare you and your family for this battle.

Unit 1: Creation or Evolution? A Battle of Beliefs!

Study Guide Notes

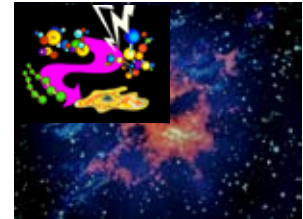
(Speakers: Dave & Mary Jo Nutting)



Biblical Christianity vs. Humanism/Naturalism

■ Humanism

- ▶ Based on naturalism, Big Bang, and evolution
 - Naturalism – Everything in universe arose with no supernatural involvement.
 - Evolution – All life arose from goo to you, by way of the zoo.
- ▶ Supreme Court acknowledged Humanism as a religion – 1961 (Torcaso vs. Watkins).
- ▶ 3 Tenets (Humanist Manifesto)
 - The universe is self-existing, not created.
 - Man has emerged as the result of a continuous process (evolution).
 - No deity will save us – we must save ourselves.
- ▶ Frontal attack on Biblical Christianity
 - Dunphy quote: “The battle for [humanism] must be waged and won in the public school classroom . . .” (See Notes & Quotes section.)



■ Humanist smokescreen: “separation of church and state”

- ▶ False claim: “Evolution is science, Creation is religion.”
 - Truth: Both evolution and Creation are philosophies; both require faith.
 - Science is based on observation and evidence.
 - Neither can be “proven” scientifically.
 - Dawkins quote: “We don’t need evidence, we know it to be true.”
 - Wald quote: “...I do not want to believe in God. Therefore, I choose to believe in that which is scientifically impossible.” (See Notes & Quotes section)



Struggle is not over data, but over interpretation of data

- Evolution is taught as fact in schools, museums, national parks, media, etc.
- Most students never hear the other side.

- ▶ Mary Jo Nutting’s story
 - Grew up in church and attended public school
 - Was taught evolution in high school/college



- Was taught Theistic Evolution in church college
- “Evolved” into a creationist after examining evidence

Creation/Evolution issue impacts 3 key areas:

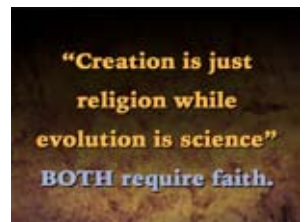
■ Social

- ▶ View of origins impacts how we view issues in society
- ▶ Evolutionary base
 - Survival of the fittest leads to relative morality
 - No standards for right and wrong
- ▶ Ideas have consequences
 - Blond-haired student says you determine what’s right or wrong by majority rule – Class voted to throw her in the river.
 - Hitler – Jews and blacks lost the vote.
 - Rwanda – millions were killed – one tribe thought it was more evolved.
 - Australian aborigines were massacred because of evolutionary bias.



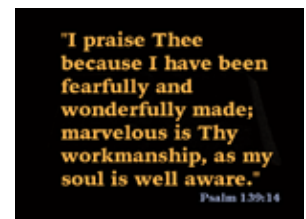
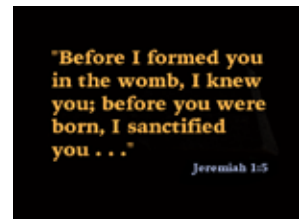
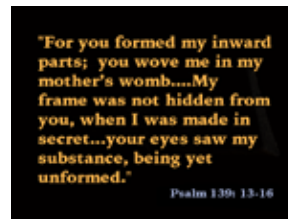
■ Spiritual

- ▶ Evolution is a major reason students reject the gospel or drop out of church.
- ▶ Student’s faith is sunk by two bombs:
 - “Evolution is science”
 - “Creation is religion or myth.”
 - In reality, both are philosophies.



■ Personal

- ▶ Evolution: We are merely animals. (Neil Bell quote)
 - Based on randomness, chance, accidents
 - Gives no purpose, meaning, or value for life.
- ▶ Biblical view of life gives meaning, purpose, *and* value.
 - Ps 139:13-16: For You formed my inward parts; You wove me in my mother’s womb . . .
 - Jer 1:5: Before I formed you in the womb, I knew you . . .
 - Eph 2:10: “We are His workmanship” (Greek word for workmanship -- poiema – means poetry)
 - Ps 147: 3,4: “He heals the brokenhearted and binds up their wounds. He counts the number of the stars; He calls them all by name.”
 - Ps 139:14: “I praise Thee because I have been fearfully and wonderfully made . . .



Conclusion:

- Stand firm on the Word of God!

Unit 1: A Battle of Beliefs

Digging Deeper

Concepts to Remember

1. You are in a battle for your mind and heart.
2. Humanism is a religion – an attack on Biblical Christianity.
3. Separation of church and state is a smokescreen.
4. FALSE premise: Evolution is science. Creation is religion.
5. Both Creation and evolution are philosophies; both require faith.
6. Struggle is not over the data, but over the interpretation of the data.
7. Ideas have consequences. This issue impacts social, spiritual, and personal aspects of life.

Points to Review

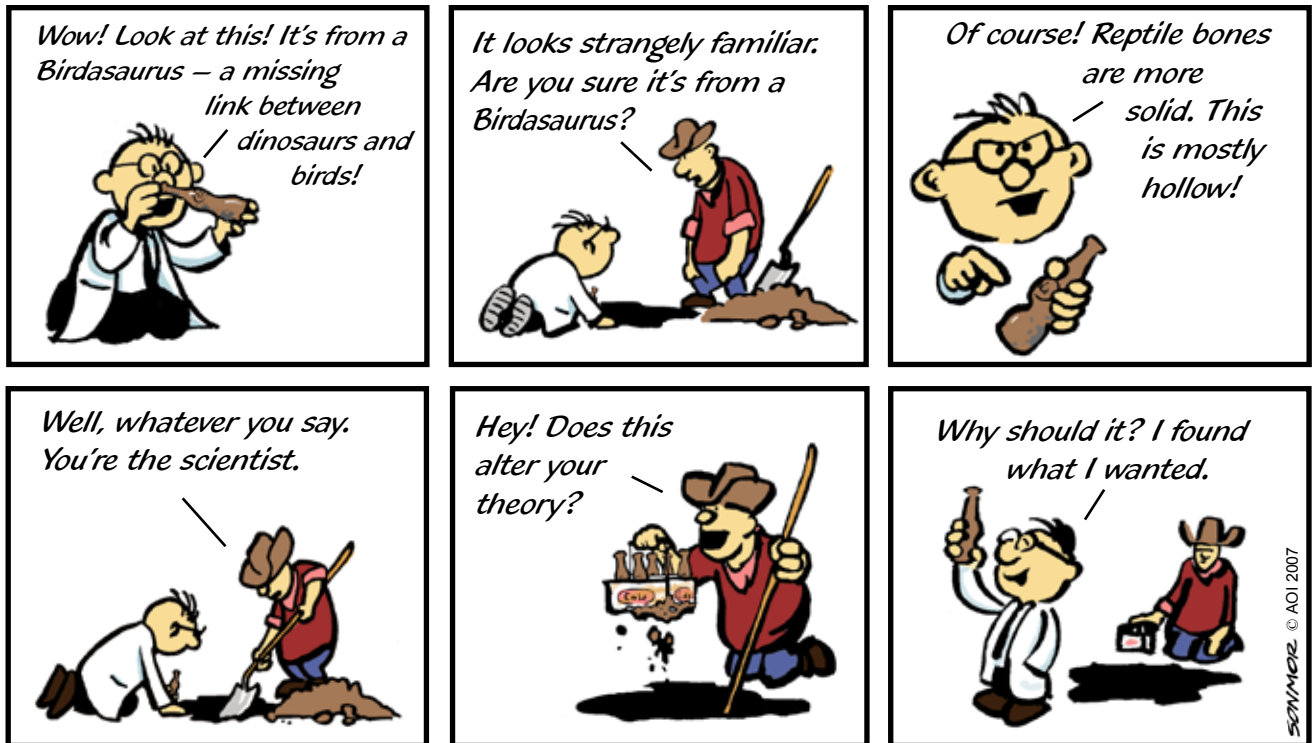
1. Name the 3 major tenets of humanism. Discuss how they are in opposition to the Bible.
2. Explain the statement: Both Creation and evolution are philosophies.
3. Explain the sentence: “The struggle is not over the data, but over the interpretation of the data.”
4. How do the quotes by Dunphy, Dawkins, and Wald indicate the true nature of the battle?
(These quotes are included in the Notes & Quotes section.)
5. Name the 3 key areas impacted by the Creation / evolution issue. Give examples of each.

Ideas to Discuss

1. Give 3 examples, other than those discussed in the DVD, to illustrate that “ideas have consequences.”
2. How has naturalistic, humanistic teaching impacted **your** life? Give examples.
3. How would you respond to someone who says: Evolution can be taught in public schools, but Creation can't, because evolution is science, while Creation is religion.

Projects to Do (Choose one or more.)

1. Interview several people this week. Ask them if they think Creation / intelligent design should be taught in the public schools. Ask them why or why not. Record their responses.
2. Interview several people this week. Ask them what difference it makes if you believe in evolution or Creation. Record their responses.
3. Watch the media this week for references to the Creation (intelligent design) / evolution issue. Summarize what is said and try to identify the worldview of the speaker.
4. Be prepared to briefly share in (1 minute) some results of this project or what you have learned from this unit with the rest of the study group.



2

Fossils and Cavemen

Great Artwork! What's the Evidence?

Overview of This Unit

All too often, scientists try to convince us that they have discovered a new fossil proving evolution. Unfortunately we frequently take the word of the “scientist” instead of asking penetrating questions.

As I write this, I am thinking about recent fossil “discoveries” that are being promoted as missing links. A new “missing link” bird fossil just hit the news. Interestingly, all the descriptions sound very much like a modern shorebird. The skeptic in the cartoon above might correctly say, “It is surprising how long birds have looked like birds!”

A new missing link in human evolution was announced in 2004. Found on an island in Indonesia, it was nicknamed “The Hobbit.” It was believed to be an important link in the evolutionary development of humans. However, in 2006, researchers began to think that “The Hobbit” is not a link, but merely a disabled and diseased individual.

At the end of this unit, we hope that you, like our inquisitive cartoon character, will ask those necessary, penetrating questions, such as, “What’s the evidence?” and “Can they really tell that from the evidence?” Generally, it is not the evidence that convinces people of evolution, but what the “scientists” say about the evidence and consequently how the artist illustrates the reconstruction.

Unit 2: Fossils and Cavemen

Study Guide Notes

(Speaker: Dave Nutting)

Worldviews and Bias

- Worldviews are like looking through different colored glasses.
- Dave Nutting's story
 - ▶ Dave taught evolution on a special TV program while in 4th grade.
 - ▶ He was biased toward evolution; ignored evidence that didn't fit bias.
 - Arrowhead in dinosaur bone - Dave ignored it.
 - Evolutionary-colored glasses screened out important evidence.
 - ▶ Dave evolved into a creationist after studying the evidence.

Predictions About the Fossil Record

- Evolution predicts:
 - ▶ Fossils should demonstrate unlimited change.
 - ▶ We should find abundant transitions ("missing links") between types.
 - ▶ We should see a simple to complex progression.
- Bible predicts:
 - ▶ Complexity will be everywhere in the layers.
 - ▶ We should see a lot of stasis (staying put), not major change.
 - ▶ Distinct kinds should be found – not one kind changing into another kind.

3 Reasons the Fossils Provide Good Evidence of Creation and Offer Devastating Evidence Against Evolution

- Complexity is everywhere, even in lowest layers.
 - ▶ Trilobite eyes
 - Very complex eyes in this supposedly "early" life form
 - ▶ Cambrian explosion
 - Extreme complexity in life forms suddenly arises.
 - Nothing has been found leading up to this complexity.
 - Fish were found in the Cambrian layers with gills, scales, and eyes.
- Stasis is common.
 - ▶ Many cases are noted where fossil forms and living specimens are virtually the same.
 - ▶ There is too little change over the supposed millions of years of evolution.
 - ▶ Examples: seashells, Ginkgo leaf, dragonfly



■ **Distinct kinds are observed.**

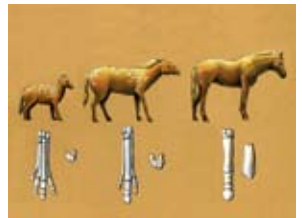
- ▶ “Missing links are still missing!”
 - Paleontologists should find hundreds of thousands of transitions.
 - Quotes: Kitts, White, Gould, Berlinsky (See Notes & Quotes section.)
- ▶ Evidence fits with the Genesis account
 - “After their kind” occurs 10 times in Genesis 1.



Artwork Often Convinces People that Evolution is True.

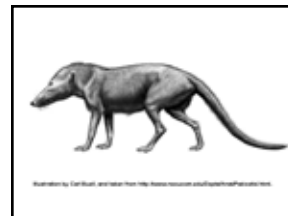
■ **Horse series**

- ▶ The technical, scientific term for drawings like this is “artwork.”
- ▶ What do you know about spots from a fossil?
- ▶ Problems with horse series
 - Clear transitions in tooth structure not found
 - Variation in number of ribs from one “horse” to another
 - Modern horse found in layers lower than its ancestors
Problem: “You can’t be your own grandmother!”
 - Eohippus: hyracotherium (hyrax), not a horse



■ **Whale evolution**

- ▶ Pakicetus
 - “Great artwork! What’s the evidence?”
 - Fragmentary skull evidence only, yet article in *Science* says, “Bones prove whale walked.”
 - New view of Pakicetus – which one is correct?
- ▶ Whale evolution from a dog-like creature (Denver Museum exhibit)
 - Fragmentary evidence – 2 pieces of jaw
 - Imagination is not observation. Therefore it is not science.



■ **Lobe-finned fish turning into amphibian**

- ▶ “Great artwork! What’s the evidence?”
 - Nothing was found at the time book was written. It was all speculation. Discoveries found later have many problems.
 - Book says, “Missing links show how the process took place.”
 - How can something missing show anything?



■ **Bird evolution**

- ▶ Feathered dinosaurs – supposed evolutionary transitional forms
- ▶ Problems exposed: Quotes (Feducci, Storrs-Olson)
(See Notes & Quotes section)



□ ■ **Platypus – interesting mosaic of traits – shows problem with lineups.**

- ▶ Lays eggs but has fur like a mammal
- ▶ Feeds young with milk
- ▶ Has a reptilian style shoulder girdle
- ▶ Has a poisonous spur on its back leg
- ▶ Has a highly specialized duck bill, which is an electrical sensing device



■ **Human Evolution**

▶ Java man (Denver Museum)

- Only the portion of skull that is dark in color was found. Artwork convinces people of evolution.



▶ Neanderthal

- Based on bones of diseased individuals
- Suffered from rickets, arthritis, vitamin deficiency and old age

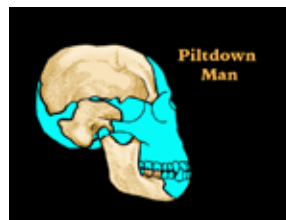
▶ Nebraska Man

- Based completely on one tooth (later shown to be a pig's tooth)



▶ Piltdown Man

- Nothing but a hoax
- Based on the altered jaw of an ape and skull cap of a modern man

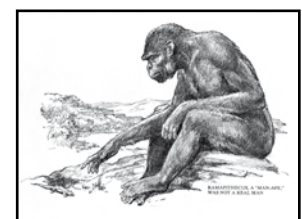


▶ Ramapithecus

- Pictures in kids' book based on only 2 small shreds of jaw

▶ Lucy – A composite picture

- Knee-bone was found approximately 2 miles from rest of skeleton.
- The head was found 1 mile away in a different direction.
- Demonstrates composites are made from several individuals.
- Problem: composite pictures are based on evolutionary mindset.
- Many experts (after years of study) consider Lucy was just an ape.



▶ Other examples of composites

- Toe bone found 10 miles away from rest of skeleton – Time Magazine
- Tim White's composite skull – made from "several" individuals



Conclusion

- Lining things up in a sequence doesn't prove they evolved that way.
- Ask the question: "What's the evidence?"
- Remember, science is always changing.
- Stand firmly on the Word of God. It never changes.



Unit 2: Fossils & Cavemen

Digging Deeper

Concepts to Remember

1. “Different colored glasses.” Worldview and bias impact the interpretation of data.
2. Ask the right questions.
3. “Artwork” convinces many people of evolution.
4. Ask, “What’s the evidence?”
5. Evidence shows complexity everywhere, stasis, not change, distinct kinds.
6. “The missing links are still missing.”
7. “Stand firmly on the Word! “

Points to Review

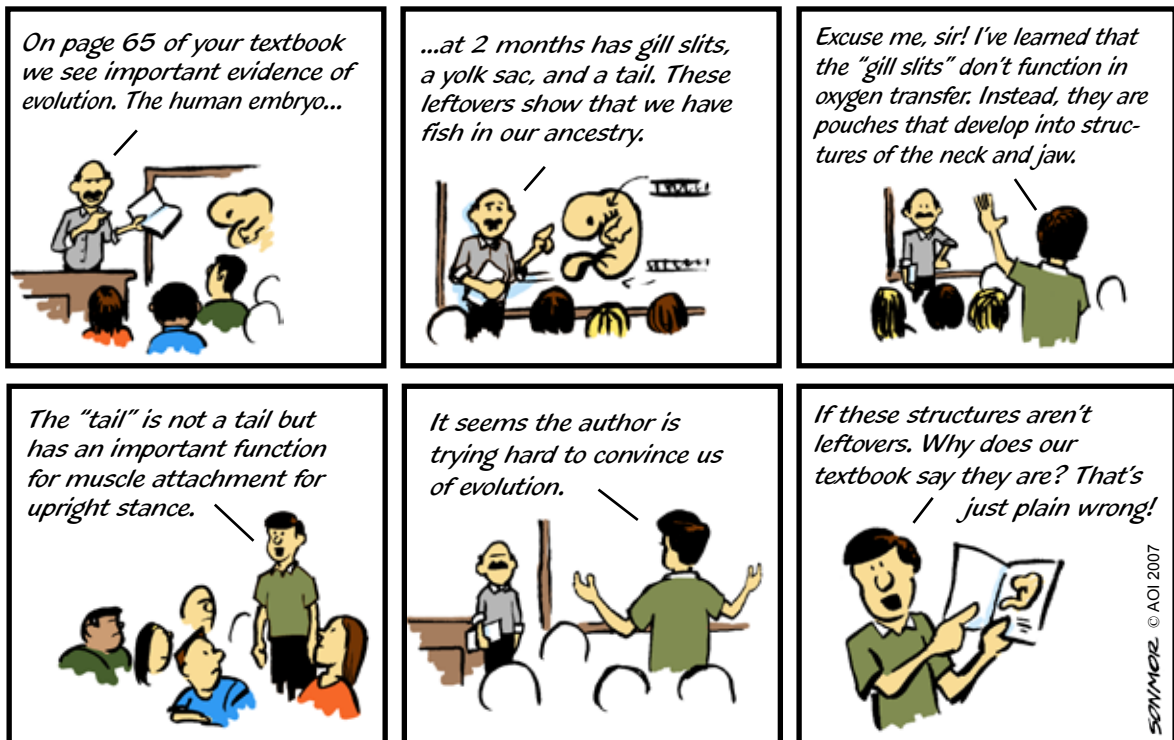
1. What is bias? How does it impact interpretation of evidence?
2. Name 3 predictions of the evolution model regarding the fossil record.
3. Name 3 predictions of the Biblical model regarding the fossil record.
4. Which model does the speaker believe fits the facts best? Why?
5. Discuss the role of artwork in convincing people of the truth of evolution. Use examples.
6. What question should you ask when you see artistic renditions of evolutionary transitions?

Ideas to Discuss

1. How can you detect someone’s worldview or bias? Give examples.
2. Give examples of evolutionary bias you have seen in textbooks, museums, TV shows, etc.
3. Give an example of where your own worldview or bias affected the way you look at things.

Projects to Do (Choose one or more.)

1. Look for examples in which someone’s worldview or bias impacts their thoughts, words, or actions.
2. Watch newspapers or TV for “new” fossil finds. Look for artwork. Ask, “What’s the evidence?”
3. Interview 5 people to see if they know and recognize their own worldview and biases?



3 So-called Proofs of Evolution Can You Trust the Textbooks?

Overview of This Unit

For the Cartoon above, choose the common teacher response:

- A: Wow, thank you for telling us that! I will check that out and get back to the class.
- B: You must be some kind of religious fanatic. This is a science class. Evolution is a fact.
- C: Sorry, I can't teach you the truth in this class because of the misunderstanding of separation of church and state by our school system. So, your comments are valuable.

Unfortunately, "B" is the common response. This section will show you why many of the common "proofs" of evolution do not stand up to scientific scrutiny. Learn them well, so that you are prepared with the true facts of science. If you are a student, your comments could be appreciated by teachers as in "A" and "C" situations above. You can make a difference to the rest of your class! Just remember to be respectful and treat your teacher as you would like to be treated.

Unit 3: So-Called Proofs of Evolution

Study Guide Notes

(Speaker: Dr. Dan Korow)

Ultimate Academic Mystery

- How do two scientists who look at the same data get entirely different interpretations?
- The struggle is not over the data, but over interpretation of the data.
- Answer: It's like looking through different colored glasses.

Change

- **Darwin's finches – variation in beak size and structure**
 - ▶ Assumptions:
 - All the Galapagos finches came from an original pair.
 - Variations in beak structure gave advantage in certain environments.
 - ▶ Start with finches – end up with finches
 - Variation within a kind, not evolution (Genetic diversity programmed by God into DNA from beginning)
 - Lots more variation in dog kind, but we don't call that evolution
 - Microevolution (small changes) vs. macroevolution (big changes between kinds)
 - ▶ Genetic diversity – Yes! Evolution – NO!
- **Antibiotic resistance**
 - ▶ Start with bacteria -- end up with bacteria
 - ▶ Genetic diversity – Yes! Evolution – NO!
- **Peppered moths**
 - ▶ Start with light and dark moths -- end up with light and dark moths
 - ▶ Genetic diversity – Yes! Evolution – NO!
- **Mutations**
 - ▶ Said to be a primary mechanism of evolution
 - ▶ Mutations are normally bad.
 - ▶ If mutations drive evolution, they need to add lots of information to DNA.
 - Not observed to be true
- **Conclusion: The kind of change we see comes from genetic diversity, not evolution.**

Similarity

- **Claim: Similarity represents common ancestry.**



■ Ontogeny Recapitulates Phylogeny (ORP)

- ▶ Claim: Development of baby is an accelerated repeat of evolution.
- ▶ Haeckel's drawings emphasize similarity to prove common ancestry.
- ▶ Supposed gill slits, yolk sac, tail are said to prove common ancestry. These structures don't have these functions.
- ▶ ORP was proven wrong, but is still in the textbooks. (See Notes & Quotes.)
- ▶ Fish are fish, dogs are dogs, cats are cats, and humans are human. ORP is false.

■ Structural Homology (Similarities)

- ▶ Two interpretations: **Common ancestry or common Designer**
- ▶ If evolution is true, we "should" see:
 - Common gene encoding for common structures
 - Development through a common embryological pathway
- ▶ Many contradictions to what we "should" see

■ Conclusion: Similarities in the present do not prove past origin.

Sequence

- Human evolution line-up: Much is based on artistic imagination.
- What do line-ups prove? It's easy to construct sequences.
 - ▶ Example: origin of utensils / evolution of the fork / link is the "spork"

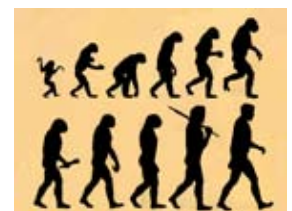
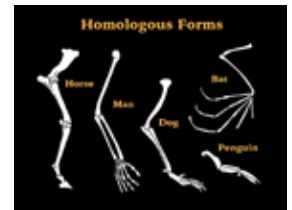
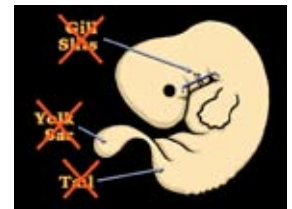
Junk

- Vestigial Organs (useless, functionless parts)
- Functions now known for most so-called "vestigial organs"
 - ▶ Appendix: immunity
 - ▶ Wisdom teeth: chewing
 - ▶ Tonsils: immunity
 - ▶ Pituitary gland: master gland of body
 - ▶ Pineal gland: production of melatonin
- Points to keep in mind

- ▶ We can't scientifically say something does **not have** a function.
- ▶ The best we can say is we don't know a function.
- ▶ Just because an organism can live without a particular organ, doesn't mean it's functionless.
- ▶ Evolution needs to explain how things are getting better, not losing function.

Conclusion

- Look at the big picture. Things aren't always as they appear.
 - ▶ Story: "This van is being driven by a blind man."
- Evidence shows evolution doesn't work, Creation does.



Unit 3: So-Called Proofs of Evolution

Digging Deeper

Concepts to Remember

1. Ultimate academic mystery: two scientists, same data, different interpretations
2. Finches are still finches; bacteria are still bacteria; moths are still moths.
3. Change – yes! Genetic diversity – yes! Evolution – no!
4. Evolution needs lots of good new genetic information. Mutations are generally bad and frequently lose information.
5. Similarity: Data from genetics and embryology point to common design, not common ancestry.
6. Sequence: Just because you can line things up, doesn't mean they evolved.
7. Junk: Function is now known for most so-called vestigial organs.

Points to Review

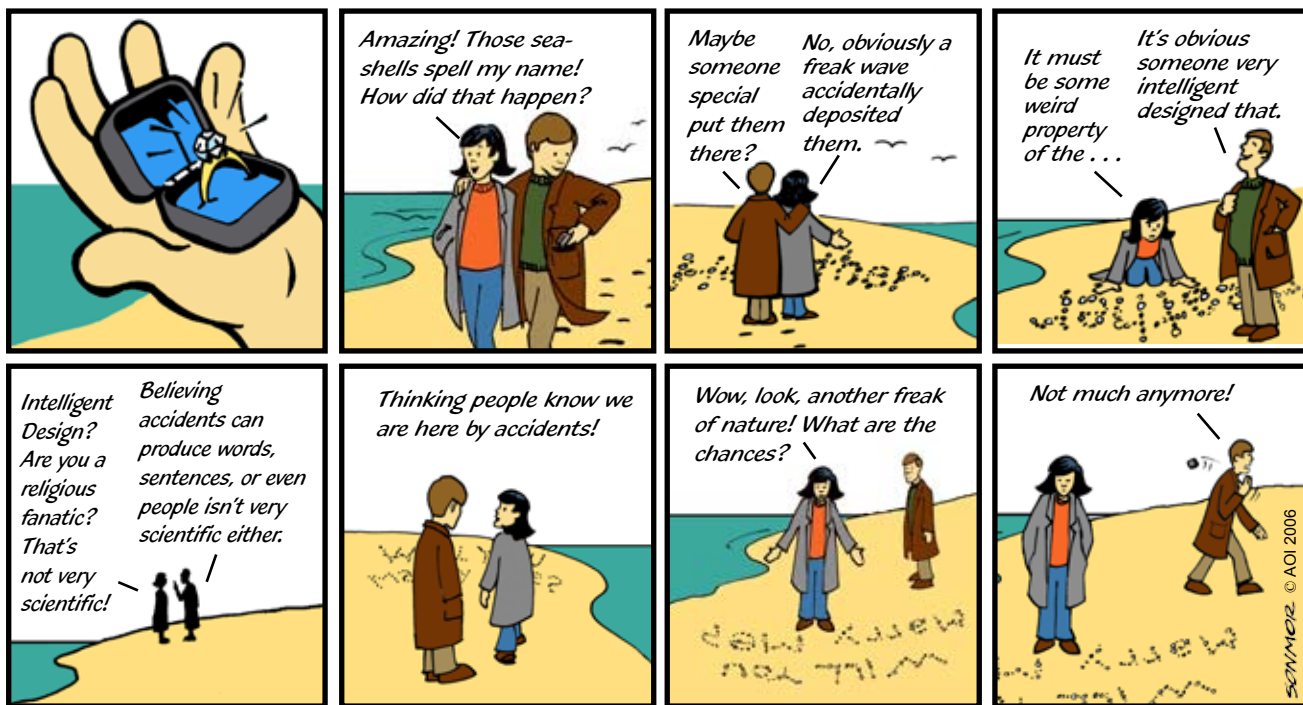
1. Explain why the kind of change seen in the finches, bacteria, and peppered moths does not really support evolution. Explain a Creation alternative.
2. According to evolution, what is the source of new genetic information? Does the actual data support this claim? Explain.
3. Explain two varying interpretations for superficial similarities. Do data from genetics and embryology support the idea of common ancestry? Explain.
4. What was Dr. Korow's main point about the sequence argument?
5. Give a Creation alternative to the idea of "junk."

Ideas to Discuss

1. Have you seen these kinds of "evidences" used in textbooks, museums, TV, etc.? Was there usually an alternative given or was evolution the only interpretation given?
2. Discuss the options for the teacher's response in the introduction of this section.
3. Have you been in a class where these kinds of "evidence" were taught? Was there an alternative interpretation offered by the instructor? Did any of the students give an alternative? If so, how did the instructor respond?
4. A good portion of the DNA molecule is now called "junk DNA." Based on what you learned in this lesson, what would you predict further research will reveal about this "junk?"

Projects to Do (Choose one or more.)

1. Interview several people this week. Ask them what they think are the best evidences of evolution. Ask them if they know a Creation interpretation of the same evidence. Record their responses.
2. Look at several biology textbooks to see if these "evidences" of evolution are used. What other evidences are used?
3. Visit a science or natural history museum. Are any of these evidences presented as "proof" of evolution? What other evidences are presented?



4 Grand Design or Blind Chance? Amazing Evidence from Nature

Overview of This Unit:

Dr. Scott Todd: *“Even if all the data point to an intelligent designer, such an hypothesis is excluded from science because it is not naturalistic.”* (Nature, 9/30/1999)

Now hold on! Who said all scientific explanations have to be naturalistic? It’s because **science has been recently re-defined to include only naturalistic explanations** of physical phenomenon – a clear expression of the worldview of naturalism (no God involved). With the “new” definition, only naturalistic evolution is defined as science. Intelligent design is classified “religion” and banned from the classroom since it implies a designer. **Sneaky trick!** This explains the uproar when school boards tried to remove the words “only naturalistic” from state science standards. It’s not really a battle over science but over worldviews.

On the surface, this “naturalistic” definition of science seems OK since the goal of science is to understand the physical properties at work in this *natural* world. But what if there **really is** no “natural” explanation of something? What if there **really is** a supernatural explanation? A more accurate “scientific” interpretation of the data should include intelligent design **if the data seem to point that direction.**

Observing a pattern of seashells on a beach in the form of “Heather, I love you,” would obviously lead one to conclude the presence of an intelligent author. Such a conclusion is based on an experiential understanding of patterns that are “imposed” unnaturally upon natural materials. By seeking only natural explanations, we miss the mark.

The key point is we should not **limit** our search to only naturalistic causes. This approach makes for better science – that is *if* we desire the truth more than our worldview! Is there evidence of a Grand Intelligent Design by a Creator God? You be the judge!

Unit 4: Grand Design or Blind Chance?

Study Guide Notes

(Speaker: Dave Nutting)

Applying Observation, Rational Thinking, and Logic to Recognize Intelligent Design

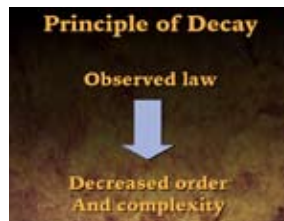
Things don't make themselves.

- Arrowheads demonstrate order imposed on natural substance.
- Paintings: Oil and canvas don't naturally line up.
- Barns indicate a barn-builder (Heb 3:4).



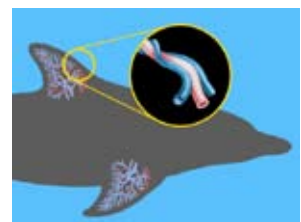
Things Aren't Getting Better – Principle of Decay

- Observation: Things tend toward a decrease in order and complexity.
 - ▶ Examples: Unmaintained barn; Bedroom needing cleaning
- Evolution requires increase in order and complexity.
 - ▶ Goes against observable evidence
 - ▶ Evolutionary answer? Add energy.
 - Problem: Raw energy is destructive.
 - Example: Sunlight or TNT will not turn building materials into a house.
 - A plan and an energy converter are needed.



Things Appear Too Complex and Too Planned to Happen by Chance.

- Complex interrelationship of parts
- Structure and function going hand in hand
- Examples of living systems which appear to be engineered
 - ▶ Living systems are better than man-made counterparts – implies both are designed.
 - The eye is better than a video camera.
 - The brain is better than a computer.
 - ▶ Dolphins
 - Blubber is very efficient for insulation.
 - The dorsal fin acts like radiator to get rid of excess heat.
 - Special diving physiology allows them to dive to great depths.



- Echo location (“sonar”) can distinguish between objects.
- Specialized jaw bone is involved in hearing.
- Eyesight is designed for both monocular and binocular vision.
- How do we recognize design in dolphins?
 - It looks like an engineered system.
 - There is a complex interrelationship of parts.
 - Structure (dorsal fin) and function (cooling) go hand in hand.



► Giraffe

- Its big heart (2-1/2 feet long) is needed to pump blood all the way to brain.
- Muscles in its neck act like valves to slow the flow of blood when giraffe takes a drink.
- Spongy material around the brain absorbs the last flow of blood.
- Muscles release to open blood vessels when head is raised.
- Blood cells/vessels are specially designed for high-pressure blood system.



► Bombardier Beetle

- Special (engineered) system includes chemicals, storage chambers, mixing chamber, and valves.
- Shoots out gases and liquids at 212° F. (like a machine gun)
- Evolving a bomb inside of body by accidents produces dead beetles.
- All parts are needed – all work together at the same time.



► Sea Anemones

- Tentacles are equipped with a poisoned dart missile system.
- Missiles don't happen by accident!



► Sea Slug (Nudibranch) eats anemone

- Missile system doesn't fire (special chemicals).
- It digests the whole anemone except the missile system.
- Poison dart capsules are transported to the end of its own tentacles.
- This is a creature that pirates another's missile system!
- This demonstrates a complex interrelationships between creatures.



► Woodpecker

- “Living Jack-hammer”
- Strong beak, film to protect eyes, strong neck muscles
- Extra long, sticky tongue
- Special storage system for tongue

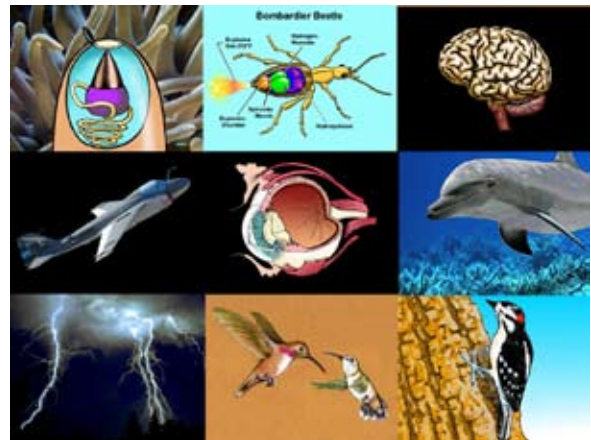


- ▶ Birds – designed for flight; problems with idea of evolution from reptiles
 - Bones – hollow, part of respiratory system – different from reptiles
 - Flight – wings and special muscle system with “pulley,” different from reptiles
 - Continuous flow respiratory system – different than all other vertebrates. Allows for constant flow of oxygen for high energy needs
- ▶ Flight of hummingbirds and dragonflies – better than airplanes – implies design
 - Conclusion: They, too, were designed.



■ **Conclusion from these examples: God thought of it first. Man observes nature to get ideas for inventions. If the copy is designed, the original must be too.**

- ▶ Missiles (sea anemone dart)
- ▶ Bombs (bombardier beetle)
- ▶ Computers (brain)
- ▶ Airplanes (birds, insects)
- ▶ Cameras (eye)
- ▶ Sonar (dolphin)
- ▶ Lights (electrical like lightning, bio-luminescence, nuclear)
- ▶ Jackhammer (woodpecker)

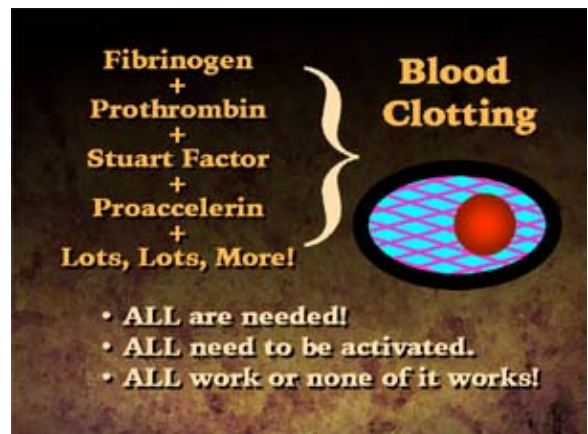


Irreducible Complexity (“Mousetrap Systems”)
– Evidence of Design

- ALL parts are needed or none of it works
- Can’t eliminate any one part and still have a working system
- Can’t be produced by mutations and natural selection since “simpler” systems don’t even work
- Blood clotting system



- ▶ Example of a living “mousetrap” or irreducibly complex system
- ▶ Substances exist in inactive form. All need to be activated.
 - Fibrinogen becomes fibrin.
 - Prothrombin becomes thrombin, etc.
- ▶ Remarkably complex – all parts are needed at the same time or none of it works.



■ Other Examples of Irreducibly Complex Systems

- ▶ Biochemical pathways
- ▶ Glycolysis
- ▶ Immune system
- ▶ Conclusion: It is a real stretch to believe these systems happened by accidents. (See Michael Behe's book, **Darwin's Black Box** for details.)

Probability – Argument for Design

■ Evolutionary explanation for the origin of complexity

- ▶ Chemicals were converted to living cells by natural processes.
 - It takes faith to believe life came into existence by accidents.
- ▶ Probability factors demonstrate big problems for evolution.

■ Probability of forming one simple protein by chance: 1 chance in 10 to the 260th power

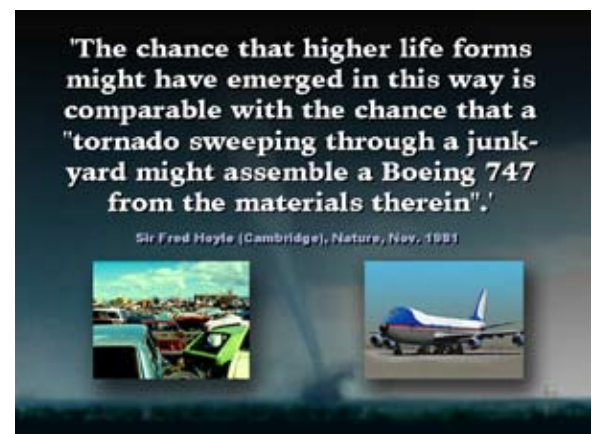
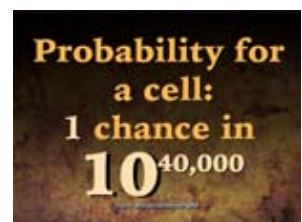
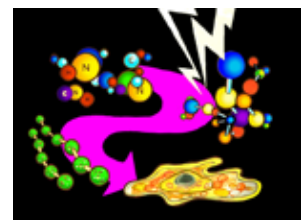
- ▶ Comparison: Only 10 to the 84th power marbles will fit in the entire known universe.
 - Fill universe with marbles. Hide one special marble. Mix it up.
 - Blindfolded, find special marble 3 times in a row by chance.
 - That is 100 million times easier than forming even 1 simple protein by chance.
 - In statistics, this chance is called zero.

■ Probability of forming a living cell by chance:

- ▶ Calculated by atheist and agnostic (Hoyle and Wickramasinghe)
 - One chance in 10 to the 40,000th power
 - More likely for a tornado to sweep through a junkyard and produce a jet airplane
 - Their conclusion: "There must be a God."

Beauty – Argument for Design and Conclusion

All through the universe, from distant galaxies to microorganisms in droplets of water, we see intense beauty and order. The closer you look, the better it gets. God's signature is evident all over. The evidence is crying out – screaming out – created with a design!



Unit 4: Grand Design or Blind Chance?

Digging Deeper

Concepts to Remember

1. Observation and logic tell us “It couldn’t just happen!” “There must be a God!”
2. Things don’t build themselves.
3. Things aren’t getting better.
4. Things are just too complex, too planned to happen by chance.
5. Complex interrelationships of parts and irreducible complexity are abundant.
6. Structure and function go hand-in-hand.
7. Probability tells us life couldn’t happen by accident.

Points to Review

1. Dave gave 3 major ways to recognize design. What are they? Give an example of each.
2. Describe 3 creatures that demonstrate how structure and function go hand in hand.
3. Give an example of an irreducibly complex system. Explain.
4. Explain how the laws of probability show that life “couldn’t just happen.”
5. Dave talked about the fact that man studies “nature” to make better airplanes, etc., and used the argument that if the copy is designed, the original must be too. Give several examples.

Ideas to Discuss

1. Dave made the statement that “It takes a lot of faith to believe that life could come about by accidents.” What did he mean? Do you agree or disagree? Why?
2. Think of several other examples that illustrate the idea that “God thought of it first.”
3. Based on today’s lesson, what do you think of the statement that says, “Evolution is science; Creation is religion.”

Projects to Do (Choose one or more.)

1. Look for 3 other examples of animals or plants that show evidence of design (complex inter-relationship of parts, structure and function going hand-in-hand, irreducible complexity, etc.).
2. Interview several people. Ask them if they agree or disagree with the statement: “It takes more faith to believe in evolution than Creation.” Ask them why they answer the way they do.
3. Draw a labeled diagram of a plant or animal that exhibits several specialized design features.



5 A Flood of Evidence *Lots of Water or Lots of Time?*

Overview of This Unit:

Young Geologist: “There is evidence here in eastern Washington of a huge mass of water which carved a whole system of canyons in this area! Huge boulders larger than cars were strewn for miles downstream. The water flowing toward us at Dry Falls would have been hundreds of feet deep stretching across the horizon.”

The Establishment: “Ha, Ha! This guy is crazy!” “What is he – a religious fanatic? Sounds too much like something we heard in Sunday School.” “You can’t get this monster canyon carved quickly! It took millions of years to carve it!”

Young Geologist: “Check out the evidence!”

The Establishment: “Why bother? Obviously the guy is religiously motivated.”

Conversations like this occurred in the 1920’s through the 1940’s. J. Harlan Bretz, the “young geologist,” was scoffed at for many years. He continued his research and slowly gained converts. Today, the scientific “establishment” has found he wasn’t crazy! The evidence is now overwhelming that the entire region was carved by the great Missoula Flood. A lake 2000 feet deep containing 500 cubic miles of water was dammed up by a glacial ice dam. The ice dam suddenly gave way, sending a huge wall of water downstream, carving out an immense system of deep canyons. Some are up to 22 miles long, 6 miles wide, 400-900 feet deep. They were produced in as little as 24-48 hours. The prevailing scientific establishment isn’t always right!

This unit shows that it doesn’t take eons of time to form geologic features. There is also evidence that a Flood even bigger than the Missoula Flood deposited the geologic layers and shaped the earth we see today.

Unit 5: A Flood of Evidence

Study Guide Notes

(Speaker: Dave Nutting)

Introduction: Is “Time” the Hero of the Plot?

■ Looking at the evidence through different colored glasses

- ▶ Example: Canyon formation can be explained two ways.
 - Little Water – Lot of Time **OR** Lot of Water – Little Time?



Geologic Formations Showing Rapid Formation

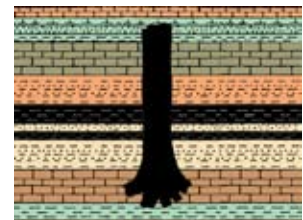
■ Cave Formations / Stalactites and Stalagmites formed quickly.

- ▶ Carlsbad Caverns – bat preserved in stalagmite
- ▶ Milwaukee Public Museum – 6 foot stalactites in 10 years
 - At 1 inch/100 years rate: 7200 years old!



■ Petrification doesn't take millions of years.

- ▶ Specimen of wood petrified in moments
- ▶ Polystrate tree – Did it grow for 100 million years as the sediment slowly buried it? No!
 - Evidence indicates it and others were buried quickly.
- ▶ When you see lots of mud, think Flood!



The Flood: Fact or Fiction?

■ Bias against Flood

- ▶ We are taught to scoff at the Word of God.
- ▶ Uniformitarian thinking prevails: “The present is the key to the past.”

■ Historical / anthropological evidence

- ▶ Flood legends are found around the world.
 - Most have a vessel of safety, animals & humans saved.
- ▶ Evidence of Flood is indicated in the Chinese character for “boat” – eight mouths in a vessel.

■ Global Flood not a local flood!

- ▶ The Biblical language indicates a global Flood.
- ▶ The tallest mountains were covered with water.



Geologic Effects of a Catastrophic Flood

■ Huge currents, tidal waves, catastrophic erosion and deposition

■ Evidence of catastrophic burial of fossils

- ▶ Polystrate trees – cutting through “millions of years” of layers
- ▶ Mass mortality / Mass Burial



- Millions of clams buried whole (Paluxy Limestone, TX)
- Whole ridge of ammonites (Ammonite Hill, Israel)
- Millions of Nautiloids in Redwall Limestone (Grand Canyon and extended region)
- Perfectly preserved fossil fish (Kemmerer, WY)
- Dinosaurs torn apart and massed together (Dinosaur National Monument, UT)



■ Evidence of catastrophic formation of rock layers

- ▶ Split Mountain, Anza Borrego Desert, CA
 - 600-foot tall ridge made of huge water-worn boulders
 - Layer forcing its way between previously deposited layers
 - Repeated or banded layers of water-worn material
 - Indicates pulsating or drifting currents (a.k.a. Nutting's "Hula Model")

Example of Catastrophic Geologic Event: Mt. St. Helens

■ Events involved:

- ▶ Smoking, crater formation, bulging, landslide, eruption blast, pyroclastic flows, mud flows, ash falls, flooding, layer formation, erosion, secondary steam blasts



■ Lessons learned from Mt. St. Helens

- ▶ Layers can be formed quickly by catastrophic flow.
 - 140 foot ridge with fine layering only took parts of 3 days to form.
- ▶ Badlands topography developed mostly in one day.
 - Thought to take eons of time
 - Rapid erosion of steam pits following secondary steam blasts
- ▶ Rapid canyon formation
 - 8-mile long canyon cut mostly in one day



Objection to Flood Model

■ Some ask: If there really was a global Flood, where did all the water go? After all, we don't have enough water to cover Everest, do we?

- ▶ Psalm 104: The mountains rose up, the valleys sank down (NASB).
 - Likely happened during and just after the Flood
- ▶ Many mountains including Everest have water-laid sedimentary layers containing fossils at the top of the summit.
- ▶ If you smoothed out the earth – it would be covered with 1.5 miles of water.

Catastrophic Erosion After the Flood

■ Initial sheet erosion produces broad, flat plains.

■ Channelized erosion produces canyons.

- ▶ Most of world's river valleys contain "under-fit" streams.
 - Today's river unable to explain huge river channel.
 - Geo-morphologist, Dury says 95% of world's rivers are underfit.
 - Conclusion: A huge amount of water flowed in the rivers in the past!

■ Inland lakes and seas were formed by uplift and blocked river drainages.

■ Overtopping or breaching of natural dams would cause catastrophic flooding.

- ▶ Lake Bonneville (UT-ID) and features downstream
 - Original shoreline of lake was 1000 feet above current level of the Great Salt Lake.
 - Huge Snake River Canyon was cut within 1 month, including large waterfalls.
- ▶ Lake Missoula (MT) and features downstream
 - Original shoreline of ancient lake was 900 feet above the city of Missoula, MT.
 - 500 cubic miles of water were dammed up by a glacial ice dam in ID and MT.
 - Entire lake suddenly drained downstream.
 - 3-story high ripple marks were produced.
 - System of big canyons each up to 22 miles long, 6 miles wide, 400-900 feet deep were produced downstream in days. (Dry Falls/Grand Coulee in WA)
 - Cavitation process was involved, as happened at Glen Canyon Dam.
 - Columbia River Gorge was deepened and 400 foot waterfalls were left as remnants.
 - Portland, OR, was flooded to depth of 400 feet by this flood.
- ▶ Similar (if not larger) event occurred in Siberia.
- ▶ Wave Rock in Australia – 7-1/2 miles wide, is now bone dry.

■ Grand Canyon: Little water – lots of time OR lots of water – little time?

- ▶ Was there a huge inland sea upstream which collapsed?
- ▶ Catastrophic draining after the Flood could have formed the Grand Canyon in days or weeks.



Conclusion

■ Scientists say there was a flood on Mars.

A canyon deeper than Grand Canyon and twice as long was formed in months. Ironically, there is no free water on Mars. There is good evidence for a worldwide Flood and its aftermaths all over the world and there is plenty of water on Earth. Why can scientists accept a flood on Mars but not on earth? Bias against the Bible?

Unit 5: A Flood of Evidence!

Digging Deeper

Concepts to Remember

1. Scientists look at the evidence through different colored glasses.
2. There is lots of evidence of catastrophic formation of fossils.
3. There is lots of evidence of catastrophic formation of layers and other geologic formations.
4. There is lots of evidence of catastrophic erosion and canyon formation.
5. Was it little water, with lots of time OR lots of water with little time?
6. Is time the hero of the plot? No, conditions are.
7. When you see a lot of mud, "Think Flood!"

Points to Review

1. Explain how bias enters into evaluating evidence for a Flood.
2. Give several examples of geological formations that were formed rapidly.
3. Give several examples of rapid fossil formation.
4. Describe several lessons learned from Mt. St. Helens.
5. Describe the effects caused by the catastrophic draining of Lake Missoula.

Ideas to Discuss

1. How does worldview affect the way people look at evidence for the Flood?
2. Through what colored glasses have you been viewing the geologic evidence? Will this presentation help you look at it through "different colored glasses?" Explain.
3. What do you think would happen if a student brought up the idea of a global Flood in a typical geology class?

Projects to Do (Choose one or more.)

1. Watch your textbooks and the media this week for examples of bias relating to this issue. Record your observations.
2. Interview several people. Ask them if they believe in a worldwide Flood? Ask them why or why not. Record their answers. Also, record their reactions if you say you do.
3. Look for flood evidences in geological features in your area.



6

It's About Time!

Dating Methods and the Age of the Earth

Overview of This Unit

Suppose you want to “scientifically” determine the age of your grandmother, since she will not tell anyone her age and has hidden her birth certificate so that nosy people like you won’t find out. You can’t ask her parents or contemporaries since she has outlived them all. To determine her age, you might count the wrinkles, but that could be rather suspect since she always appeared too young to be a grandma. Perhaps you could sneak in the room while she is sleeping and measure the amount of wear on her teeth, but in order to use that information you need to know how tooth-wear relates to age. Unfortunately, that is based on eyewitness or historical record of people of known age. Besides that, you might find “her” teeth are in a jar next to the bed! If you go on height, then you’re in big trouble since you might find out she is shrinking and scientifically determine she was 16 feet tall only 50 years ago. It is not recommended to cut her in half to count the growth rings! I guess you’re stuck. The only way to know her true age is through a reliable historical record (like an official birth certificate) or eyewitness reports.

Scientists attempting to date the earth encounter similar problems. The only entirely accurate source of information on dating the earth would be revelation by the Creator Who was there from the beginning. It is our opinion that the Bible gives this revealed information and that true scientific research will agree. It is important to realize that dating methods rely on unprovable and often faulty assumptions. This section will expose problems with radioactive decay dating methods and show that they are not accurate on rocks of known age. Therefore why should we rely on them to give accurate results on rocks of unknown age? We will also show that things used to “prove” ancient ages often can and do happen quickly.

Why haven’t you heard some of what this unit brings out? Could it be because evolutionists require vast ages to explain the diversity and intricate design of life?

Unit 6: It's About Time!

Study Guide Notes

(Speaker: Dave Nutting)

Q: How old is the earth? A: How old do you want it to be?

- Evolution / naturalism requires vast amounts of time.
- Naturalism is committed to an ancient age of the earth.
- Dating methods rely on assumptions.
 - ▶ Example: How long did it take the man to dig the hole?
 - Answer varies: Equipment? Same rate of digging? Meteor?
 - ▶ We need eyewitness reports.

Radioactive Decay Dating Methods

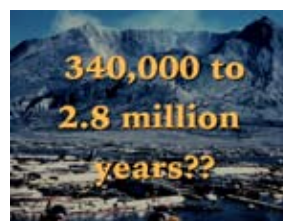
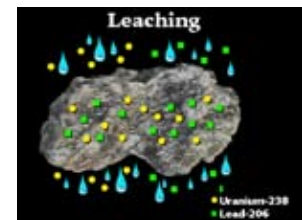
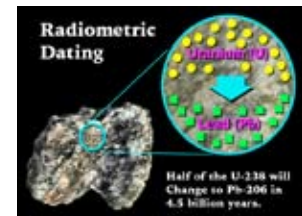
- Assumptions needed for the methods to work
 - ▶ There was a constant rate of decay of radioactive elements .
 - Not always!
 - ▶ Once rock formed, there was a closed system – nothing entering or leaving it.
 - Wrong – rocks are not rock solid.
 - Groundwater brings some minerals in, leaches others out.
 - ▶ Initial conditions – This assumes we know the constituency of the rock when formed.
 - Really is a big guess
 - Assumes all “daughter” element came from “parent” element
- Problem: There is frequently an uneven distribution of elements in rock samples – various sample sites would give different ages.

Accuracy

- ▶ Dating rocks of known age gives bad results.
 - Mt. St. Helens Lava Dome: Formed since 1982; dated at 340,000 – 2.8 million years
 - Recent lava flows in Hawaii: Dated at 3 million – 1 billion years
 - Recent lava flow in Grand Canyon: Dated same or older than layers underlying canyon
- ▶ If these methods are not accurate on things of **known** age, how can they be trusted on things of **unknown** age?

Carbon-14 (Radiocarbon) Dating

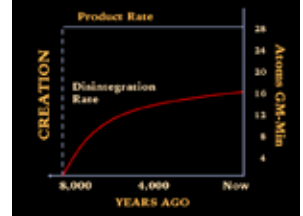
- ▶ Assumption: The amount of C-14 in the atmosphere is the same now as it was in the past.
 - Actual data shows that production of C-14 is greater than its disintegration. Using the current figures it would indicate there was no C-14 in our atmosphere only 8000 years ago.



- Evolutionary answer is “Everyone knows the atmosphere is ancient. Therefore the amounts of C-14 is cyclic.”
- This is circular reasoning.
- If it is cyclic, we can't date anything.

▶ Not so Accurate!

- Living clams have been dated thousands of years old.
- Fur on living fur seals dated 20,000 years.
- Mammoth hair dated 26,000 years but peaty soil it's buried in dated only 5,600 years. Which date do you take?



Answers to Common Old Age Arguments

■ Claim: “It takes billions of years for light from distant stars to reach the earth.”

- ▶ Assumption: Speed of light is constant.
- ▶ If the speed of light was faster in the past, light from distant stars could get here much faster.
- ▶ Evidence implies speed of light has decreased substantially.
- ▶ Different cosmologies (models) give totally different results.
- ▶ Conclusion: Light could have reached us very quickly in past.



■ Claim: El Capitan Reef corals would take millions of years to accumulate.

- ▶ Assumption: It was originally an active coral reef.
- ▶ Evidence: It is made of broken pieces of washed-in coral.
- ▶ Conclusion: It was not a reef growing in that location.



■ Claim: Coal and oil take millions of years to form.

- ▶ Both have been produced in lab in short time.
- ▶ Young oil being formed today at Guaymas Basin.

■ Claim: Accumulation of sodium in oceans would take 260 million years.

- ▶ Likely some sodium was originally created to sustain life.
- ▶ Other substances in the ocean yield much younger ages:
 - Calcium: 1 million years
 - Aluminum: 100 years
 - Iron: 145 years
- ▶ There is a big bias concerning what is taught in the classroom.

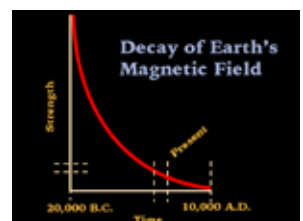
Methods Giving Much Younger Ages

■ Active coral growth in reefs

- ▶ It would take 10,000 years or less to form any of today's reefs.

■ Steady decrease of the earth's magnetic field observed

- ▶ There would have been too much magnetic field a short time ago.



■ **Our sun is shrinking sun too fast.**

- ▶ Even conservative figures yield younger ages.

■ **Spiral-armed galaxies indicate youthfulness.**

- ▶ Galaxies should be tightly wound if universe is old.

■ **Comets constantly lose material.**

- ▶ Should not be so many if solar system is old

■ **Detectable levels of Carbon-14 are found n dinosaur bones and coal.**

- ▶ Should be gone if earth is very old
- ▶ Give dates of only thousands of years



It Doesn't Take That Long! Geologic Features Happen Quickly.

■ **Rapidly formed cave formations**

- ▶ Stalactites (Example: Milwaukee Public Museum)
- ▶ Selenite crystals the size of telephone poles (Chihuahua, MX)
 - Formed in as little as 30-100 years



■ **Rapid petrification**

- ▶ Rapidly formed petrified wood
- ▶ Petrified cow bones
- ▶ Polystrate trees (trees extending through many geologic layers)



■ **Rapid layers and geologic features at Mt. St. Helens**

- ▶ Hundreds of feet of layers were formed in a few days.
- ▶ “Badlands” topography was formed as the result of steam blasts.
- ▶ Large canyons, 8 miles long, were formed overnight.



■ **Rapid Canyon Formation**

- ▶ **Large canyons were instantly carved** due to erosion by catastrophic water flows.
 - Dry Falls and canyons were formed by the Lake Missoula Flood(s) within days when a glacial ice dam(s) collapsed.
 - Snake River Canyon is now thought to be mostly carved within a month by the Lake Bonneville Flood.
 - Could similar floods produce Grand Canyon?



Conclusion

- **Time is not the hero of the plot – conditions are more important.**
- **How old is the earth? Ask: What age do you want it to be?**
- **Worldview influences what you will accept.**
- **Evolutionary naturalism needs LOTS of time.**
- **God's Word claims to be the Word of the One Who was there. It indicates a young age.**

Unit 6: It's About Time! – Dating Methods and the Age of the Earth

Digging Deeper

Concepts to Remember

1. Dating methods depend upon assumptions.
2. Radiometric decay methods are not accurate on recent events.
3. “Scientific” methods give widely varying dates.
4. The only accurate method is eyewitness report by a reliable witness.
5. Worldview influences what you will accept.
6. “Were you there?” “How do you know that?”
7. “How old do you want it to be?”

Points to Review

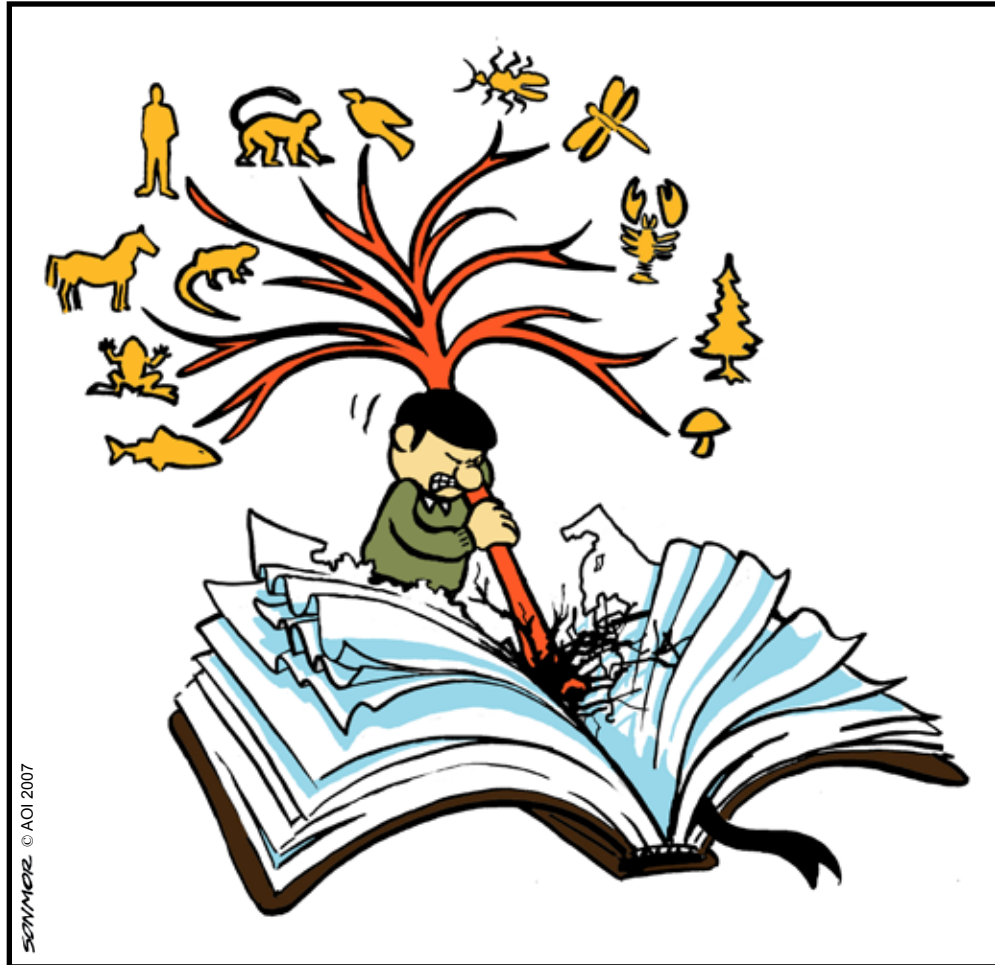
1. Name the 3 major assumptions of any dating method. Are they reasonable?
2. Are radioactive decay methods accurate? How do you know?
3. What is the major assumption that throws C-14 dating into question?
4. Name the major assumption about the “light from distant stars” challenge to a young universe.
5. Describe several methods that indicate a relatively young age for the earth and universe.

Ideas to Discuss

1. How does worldview affect the way people look at the “age” issue?
2. Do you recognize your own worldview and how it impacts the way you look at this issue?
3. What is the prevailing worldview taught in schools and the media? Give examples.

Projects to Do (Choose one or more.)

1. Watch your textbooks and the media this week for examples of bias relating to this issue. Record your observations.
2. Interview several people. Ask them how old they think the earth is and how they know. Record their answers. Also, record their reactions if you say you think it is young.
3. Visit a park, zoo, museum, or geologic feature. How do they deal with this issue?



7

Evolution and John 3:16

How Darwinism Affects the Gospel of Christ

Overview of This Unit:

Many well-meaning Christians, thinking that evolution is a proven fact, try to combine the message of the Bible with atheistic evolution to come up with an idea termed “Theistic Evolution.” Both Mary Jo and I tried to do that for several years. But what happens when you try to force evolution into the pages of the Bible?

In this unit, Dr. Dan Korow contrasts the good news of the Bible with the bad news of Charles Darwin. Dr. Korow makes it clear that “Theistic Evolution” doesn’t hold up Biblically. In other units, the speakers show that evolution doesn’t hold up to scientific scrutiny. Therefore, why do Christians need evolution, and why compromise the integrity of the Scripture in the first place?

Unit 7: Evolution and John 3:16

Study Guide Notes

(Speaker: Dr. Dan Korow)

If Evolution Is True, What Does It Do to the:

- Gospel Message
- Existence and character of God
- Origin, nature and character of mankind
- Person and work of Jesus Christ



The Good News of Jesus Christ & Bad News of Charles Darwin

■ Problem with adding evolution to the Word of God

- ▶ Ideas have consequences!
- ▶ Authority of Scripture is at stake.
 - Can we trust the whole Bible?

■ Jesus believed Genesis

- ▶ Luke 24:27: "And beginning at Moses and all the prophets, He expounded to them in all the scriptures the things concerning Himself." (NKJV)
- ▶ John 5:46-47 "For if you believed Moses, you would believe me: for he wrote about me. But, if you do not believe his writings, how will you believe my words?" (NKJV)

■ This unit uses John 3:16 as an outline to contrast the Bible and evolution:

- ▶ Who is God?
- ▶ Who is Man (the "world")?
- ▶ Who is Jesus?
- ▶ What is the origin and nature of death?

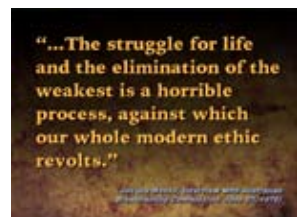
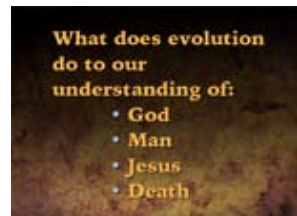
Nature of God: Who Is God According to:

■ Atheistic Evolution

- ▶ God doesn't exist.
- ▶ Everything is the result of chance and accidents.
- ▶ Man is the measure of all things.
- ▶ "Truth" is relative – There are no Biblical absolutes.

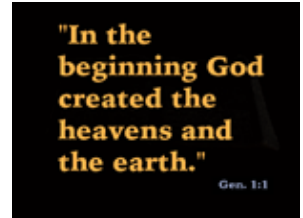
■ Theistic Evolution

- ▶ Impersonal god
- ▶ Distant, indifferent, uncaring god
- ▶ Doesn't know everything – makes mistakes
- ▶ Not all powerful
- ▶ Cruel (uses death, mutation, natural selection to create)



■ **Biblical Christianity**

- ▶ Creator of everything
- ▶ Separate and distinct from Creation, but present everywhere
- ▶ Sovereign – superior to all others, supreme in power, rank, wisdom, authority
- ▶ Knows everything – doesn't need to rely on luck and accidents
- ▶ Holy – untainted by sin and evil
- ▶ Loving, merciful
- ▶ Unchanging

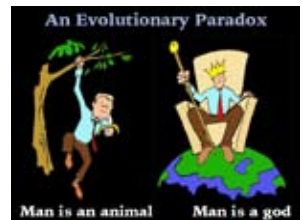


■ **Conclusion: The God of the Bible is not the same as the god of evolution. Evolution either denies the existence of God or distorts His character.**

Nature of Man: Who Is Man According to:

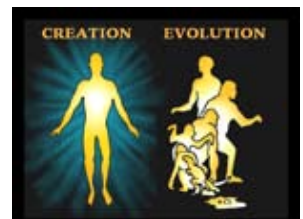
■ **Evolution: a curious paradox for mankind:**

- ▶ Are we our own god or just an animal?
- ▶ “God complex” – Do what is right in your own eyes!
 - Determines what is right or wrong (upon what standard?)
 - Accountable to no higher authority
 - Moral relativism
- ▶ Just “evolved animals”
 - Natural – not spiritual
 - Primary objective in life – survival, reproduction, self-gratification
 - Competing for limited resources
 - Man lives by animal instincts
 - Man’s problems are biologically caused (not sin).
 - People substitute counseling, medication, for Savior.
 - Robs man of divine origin, dignity, eternal destiny



■ **Biblical Christianity: Man made in the image of God**

- ▶ Precious – His handiwork – purposefully made – value and worth
- ▶ Privileged – created for personal relationship with God
- ▶ Peculiar – different from animals – Spirit of God dwells in us
- ▶ Personally accountable



■ **Conclusion: According to the bad news of Darwin**

- ▶ Mankind is de-valued.
- ▶ His life is not precious.
- ▶ His purpose is merely biological.
- ▶ His destiny excludes eternal life.



Nature of Jesus: Who is Jesus According to:

■ **Evolution:** Just a man produced by billions of years of evolution
Maybe a great philosopher, religious leader, but not Savior or God

■ **Biblical Christianity:**

- ▶ Jesus asked, “Who do men say that I am?”
 - Angel: “Emmanuel, God with us”
 - John the Baptist: “Lamb of God, who takes away the sins of the world.”
 - Peter: “The Christ, the Son of the living God.”
 - Thomas: “My Lord and my God”
 - Paul: “God, manifest in the flesh, justified in the Spirit. King of the angels, priest sent to the Gentiles, believed on in the world, received up into glory”
 - Heavenly Father: “My beloved Son, in Whom I am well pleased”
 - Jesus: “I am the way, the truth and the life.”
- ▶ Jesus is 100 percent God / 100 percent man.
- ▶ Jesus is Creator (Col 1:16-20).



Origin and Significance of Death According to:

- **Evolution:** Death and struggle and pain are heroes of evolution.
- **Biblical Christianity:** Death came by Adam’s sin (Romans 5:12).

Ideas Have Consequences!

■ **Slippery slope of evolution – erosion of faith and doctrine:**

- ▶ Starts with claim that the Bible isn’t infallible
- ▶ Says that man is just an animal – not made in the image of God
- ▶ Denies miracles – naturalism – no supernatural – no God
- ▶ Denies virgin birth and deity of Christ
- ▶ Denies atonement for sin and fact of sin (just biology)
- ▶ Denies resurrection and afterlife
- ▶ Ends in agnosticism and atheism

■ **Battle illustrated – castles (From Ken Ham)**

- ▶ Humanism based on evolution – shooting at Christian foundation of Creation
- ▶ Christians shooting at issues – need to deal with foundation of evolution



Conclusion:

- It really does matter if you try to combine evolution and Creation.
- Think: John 3:16 – What does evolution do to our understanding of God, man, Jesus, or death?
- Bottom line: You can trust the Bible because the Author is trustworthy.

Unit 7: Evolution and John 3:16

Digging Deeper

Concepts to Remember

1. Remember the Good News of Jesus Christ vs. the Bad News of Charles Darwin.
2. Evolution is not compatible with Biblical Christianity.
3. Evolution undermines the Biblical understanding of the character and nature of God.
4. Evolution undermines the origin, dignity, purpose, and destiny of man.
5. Evolution undermines the nature, character, and work of Jesus.
6. Evolution undermines the Biblical understanding of sin, death, and the Gospel message.
7. Ideas have consequences. Bad ideas have bad consequences. Evolution is a bad idea.

Points to Review

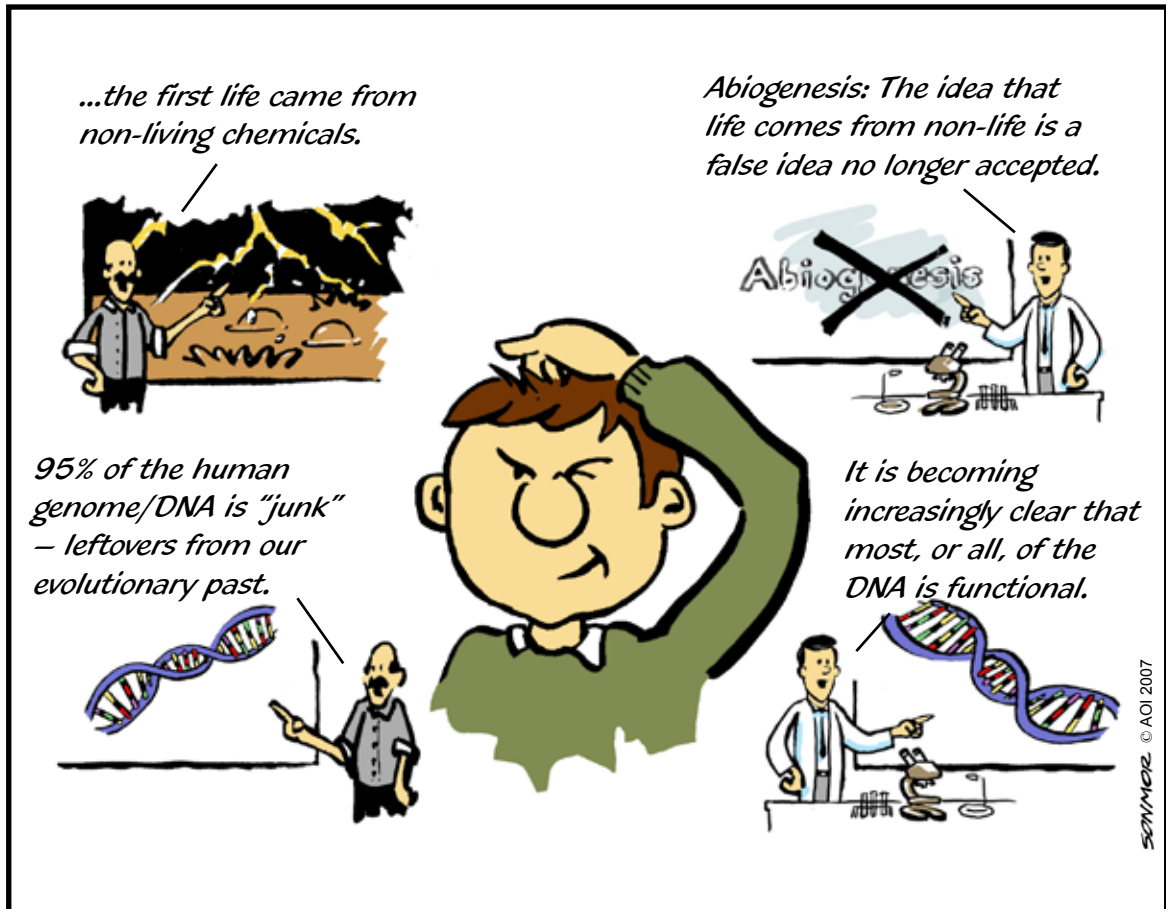
1. Explain how evolution undermines Biblical teaching about the character and nature of God.
2. Explain how evolution undermines Biblical teaching about the origin, dignity, purpose, and destiny of man.
3. Explain how evolution undermines Biblical teaching about the nature, character, and work of Jesus.
4. Explain how evolution undermines Biblical teaching about sin, death, and the Gospel message.
5. Explain the main points of the “castle diagram.”

Ideas to Discuss

1. Give examples of the impact of evolutionary teaching on people you know.
2. Discuss how various issues facing our society today relate to evolutionary, humanistic teaching. Show how they can be resolved with a Biblical foundation of Creation.
3. How would you answer someone who says that it doesn't matter if you combine evolution and the Bible?

Projects to Do (Choose one or more)

1. Watch the media for examples displaying a view of God, man, Jesus, or death based upon evolution.
2. Interview several people. Ask them if they think that evolution and the Bible fit together. Have them explain their answer.
3. Write a song or short skit illustrating the main concepts of this lesson.



8 The Amazing Human Body Astounding Evidence for a Loving Creator

Overview of This Unit:

It is understandable if we are confused by this topic of evolution versus Creation. Many researchers see the impossibility of evolution to explain the tremendous design features. Educators, however, who are locked into having to teach evolution, make factual-sounding evolutionary assertions which are plainly false. Some do it because they are sold out to evolution. Others do it because they have to keep their jobs. Some just have never heard the problems with evolution.

In this unit we focus on our amazing human body. We are frequently taught that the complex systems found in our bodies, including the inner working of a cell, just happened by accidents of nature with no God involved. Dr. Dan Korow clearly shows that the amazing human machine overwhelmingly demonstrates that we are the product of an awesome Creator God.

Unit 8: The Amazing Human Body

Study Guide Notes

(Speaker: Dr. Dan Korow)

Introduction:

■ Three Evidences of Design

- ▶ Complexity – multiple, interrelated, integrated, essential components
- ▶ Purposefulness – form and function go hand in hand
- ▶ Planning – foreknowledge and engineering

Human Body

- Most magnificent, most amazing, most marvelous masterpiece in the universe
- Most complex bit of matter in the universe
- Nothing comes close to human beings – made in the image of God

The Miracle of Life: Strong Evidence for a Life-Giver

■ Even evolutionists call life a miracle!

- ▶ Miracles don't happen by themselves!

■ Evolutionary origin of life scenarios are based on speculation and faith.

■ No evidence exists for the origin of life by natural processes.

- ▶ Origin of life experiments failed to produce life.
- ▶ Abiogenesis (Webster): "The generation of living from non-living matter. Spontaneous generation. A former theory now rejected."
- ▶ Abiogenesis – This is still taught as fact!
- ▶ Researchers recognize the problems. (See Notes & Quotes.)
 - Francis Crick calls origin of life "almost a miracle."
 - Research has demonstrated the immensity of the problem, with no solution.
- ▶ Origin of life remains unknown.

■ Life is evidence of a life-giving Creator.

■ Law of biogenesis

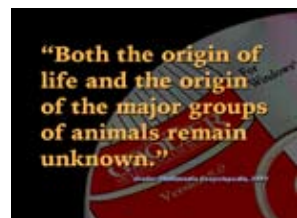
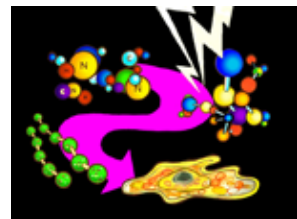
- ▶ "Life comes only from pre-existing life."

Embryonic Development – Superb Evidence for Creation

■ Fertilization: your personal genetic blueprint (23 chromosomes from mom, 23 from dad)

■ Cells divide and differentiate into trillions of specialized cells.

- ▶ Need a blueprint from the beginning to direct this process (See Notes & Quotes)
- ▶ Trial and error won't work to explain this!



■ **Intelligent planning is evident in all stages of human development.**

- ▶ By one month after conception: heart beating
- ▶ By 5-6 weeks: hands and face, reproductive cells developing, brain waves
- ▶ By 8 weeks: fingerprints
- ▶ By 12 weeks: body systems
- ▶ By 4 months: growing so fast that if not regulated would weigh 14 tons at birth
- ▶ By 6 months: hearing; response to music
- ▶ By 7 months: memory



■ **The reproductive system is a precisely programmed demonstration of foreknowledge and deliberate, purposeful planning!**

- ▶ A program requires a Programmer.
- ▶ God is that Programmer – Psalm 139: 15-17.



Complexity of Cell

■ **There is no such thing as a “simple” cell.**

- ▶ God is concerned about details – the closer we look, the better it gets.
- ▶ Each cell is like a city – with many parts working together.
 - Quote regarding the cell “Supreme technology and bewildering complexity ... beyond our creative capacities” (Denton, See Notes & Quotes section)



■ **Cells are complex protein factories.**

- ▶ DNA tells each cell what to do, when to do it.
- ▶ Genes are switched on or off depending upon what type of cell it is.

■ **Feedback mechanisms appear well-engineered.**

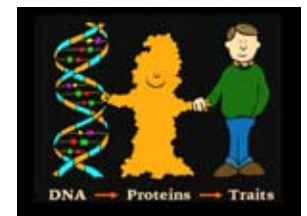
- ▶ Control production of proteins by cells
- ▶ Evidence of foreknowledge and planning at the cellular level
- ▶ Precisely programmed demonstration of foreknowledge and deliberate purposeful planning

DNA: The Blueprint

■ **DNA made up of genes – produces proteins that give us our physical traits**

■ **Structure of DNA**

- ▶ It is a double helix (like a twisted ladder or spiral staircase).
- ▶ Rungs of the ladder are made up of 4 chemicals.
- ▶ The order of these 4 chemicals determines protein structure.



■ **Extreme complexity (see Notes & Quote section)**

■ **Need communication system between information storage and cell**

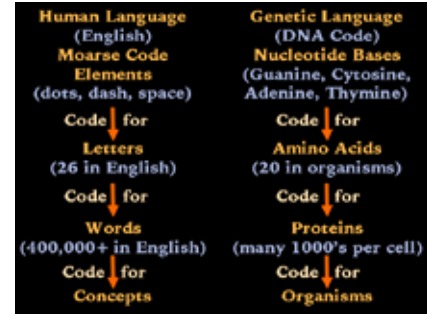
■ **DNA is a phenomenal information storage system!**

- ▶ Lots of information in a very small package



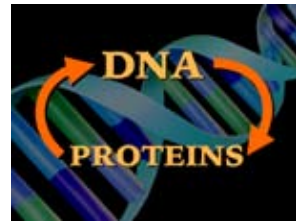
■ **DNA is a language system.**

- ▶ It communicates information like Morse Code or English language.
- ▶ What is the origin of language and storage systems?
 - Information doesn't arise naturally – information implies intelligence.
 - Information and cellular communication show pre-existing language.
 - Language requires sender, receiver, meaningful message.



■ **“Chicken or the egg” analogy – which came first?**

- ▶ It takes DNA to make proteins, but it takes 70 different proteins to make DNA.
- ▶ God is the first cause – He started everything.



Miracle of Sight

- **Both eyes and brain must work together in an intimate relationship.**
- **Evolution would need to make the eye by blind chance and the brain without intelligence.**
- **Sight is a phenomenal process!**

- ▶ Light passes through cornea, focused by lens, hits retina and causes a chemical reaction.
- ▶ Message is then transmitted electrically to brain and processed as sight.



■ **Eye tremors – This is a great example of fantastic design.**

- ▶ Six muscles are attached to the eye for movement.
- ▶ Eye tremors (30-70 times/minutes) are critical for viewing stationary objects.
- ▶ It takes time for retina to “re-set” after light hits it.
- ▶ Light from moving objects hits different parts of retina.
- ▶ Light from stationary objects would temporarily “wear out” the chemicals.
- ▶ God designed the eye and muscles with ability to look at moving and non-moving objects.



God Does It Best!

- **A prosthetic device is never as good as the one God designed in the first place.**
- **If man can't design something as good as the original, then original was also designed.**

Summary

- **The human body gives evidence of design, not chance.**
- **Multiple essential inter-related parts working together implies a Designer.**
- **Evidence of purposeful design: Form and function go together.**
- **Evidence of planning, foreknowledge and superb engineering is abundant.**



Conclusion: The Greatest Wonder of All

- **The almighty, all-knowing Creator** loved us so much that He took on His own design. Becoming a man, He walked this earth, brought sight to the blind, gave hearing to the deaf, and caused the lame to walk. He took on human flesh so He could die on a cross to redeem us from our sin. The greatest decision we can make is to respond to Him and trust Him as Savior.



Unit 8: Design of the Human Body

Digging Deeper

Concepts to Remember

1. Three evidences of design are complexity, purpose, and planning.
2. Design requires a Designer.
3. Life itself is evidence of design. Life comes only from life. Life requires a Life-Giver.
4. The human body is the most magnificent, most amazing, most marvelous masterpiece in the universe .
5. There is no such thing as a “simple cell.”
6. DNA is a complex language system. Information requires an Information-Giver.
7. The greatest wonder of all is that the Creator became a man.

Points to Review

1. Name and explain the three main evidences of design.
2. Explain why life itself is a powerful evidence for a Life-Giver.
3. Give 3 examples of design in the human body that Dan discussed. Explain how they illustrate design.
4. What are feed-back mechanisms? How do they provide evidence of design?
5. What did Dan say is the greatest wonder of all? Explain what he meant.

Ideas to Discuss

1. Think about some other systems in the human body that provide good evidence of design. (Try to include 2 or more of the three ways to recognize design as discussed in the program.)
2. Have you been in a class where these kinds of “evidence” were taught? Was there an alternative interpretation offered by the instructor? Did any of the students give an alternative? If so, how did the instructor respond?
3. A good portion of the DNA molecule is now called “junk DNA.” Based on what you learned in this lesson, what would you predict further research will reveal about this “junk?”

Projects to Do

1. Look for evidences of “design” language in evolutionary textbooks or media. (e.g., “design,” “miracle,” “purpose,” etc.)
2. Interview several people this week. Ask them if they think the human body could have evolved by chance and accidents. Share with them some of the evidences for design that you have learned. Record their responses.
3. Look at a biology textbook. See if you can “re-interpret” some of the evolutionary explanations regarding human development or human body systems.
4. Talk with a doctor or surgeon about the complexity of the human body and the evidences of design. Record your findings.



9

Dinosaurs, Dragons, and Man *Solving the Great Dinosaur Mystery*

Overview of This Unit:

The commonly taught evolutionary view is that dinosaurs became extinct millions of years before people evolved. Look carefully at the pictures of ancient artwork shown in this unit which are apparently depicting dinosaurs. What were people basing their art upon if dinosaurs really became extinct 65 million years before man? Also ponder these questions: If dinosaurs really died out millions of years ago, how could there still be remains of un-fossilized dinosaur bone, and why do they find soft tissue and red blood cells in dinosaur bone?

In this unit, Richard Stepanek questions the traditional understanding of dinosaurs and gives a different view that you usually don't hear about. This view is fully compatible with the Bible.

Unit 9: Dinosaurs, Dragons, and Man

Study Guide Notes

(Speaker: Richard Stepanek)

Two Theories for the Origin of Dinosaurs

■ Evolution

- ▶ Dinosaurs began to evolve about 225 million years ago.
- ▶ Dinosaurs became extinct 65 million years ago.
- ▶ Man evolved much later, so dinosaurs and man never existed together.
- ▶ Some dinosaurs were always carnivores.
- ▶ Some dinosaurs evolved into birds.

■ Creation

- ▶ Both man and land animals (dinosaurs) were created on day 6 of Creation week.
- ▶ Marine and flying creatures were created on day 5. This includes marine reptiles and flying reptiles.
- ▶ Man and dinosaurs existed together.
- ▶ Creatures were made “after their own kind.”
 - Dinosaurs didn’t evolve into birds.
- ▶ All animals (including dinosaurs) originally were vegetarians before the Fall.

Separating Fact from Fiction: Which Theory is True?

■ Is there evidence of transitional forms between dinosaurs and birds?

- ▶ Much “evidence” of dinosaurs is based on imagination and artwork.
- ▶ Some “transitional forms” are frauds.
- ▶ Some “transitional forms” are misinterpretation of the evidence.
- ▶ Fossils of true birds are found below dinosaur fossils.
- ▶ Fossil evidence of “soft parts” shows dinosaurs and birds are different.

Is There Really Evidence of Man and Dinosaurs Living at the Same Time?

■ Are dinosaurs mentioned in the Bible?

- ▶ The word dinosaur was not coined until the mid 1800’s.
- ▶ Behemoth (Job 40:15-19)
 - “Behold now Behemoth which I made **with you**” – existed with man
 - “Moves his tail like a cedar” – large, tree-like tail, not like tail of elephant or hippo
 - “Chief of the ways of God” – huge body – largest of land animals



- Fits description of a dinosaur – Apatosaurus or Seismosaurus?

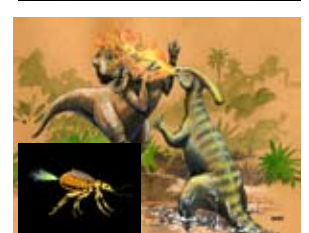
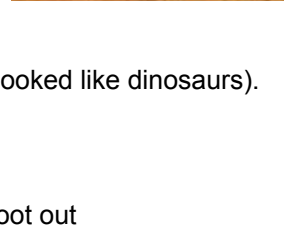
■ Recent art depicting dinosaurs

- ▶ Roman mosaic – two creatures look like dinosaurs.
- ▶ South America – stone etchings (Triceratops, T-Rex, Spinosaurus, more). Genuine? Some experts say yes.
- ▶ United States – rock art (Apatosaurus?)
- ▶ Mexico – clay figurines
- ▶ Even mammoths have been found living today.



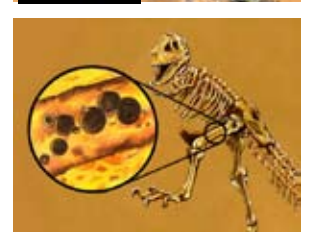
■ Accounts of Dinosaurs or Dragons with people

- ▶ Western USA – There are reports of sightings of huge flying reptiles by cowboys and Indians.
- ▶ Ancient Chinese and other records speak of raising dragons.
- ▶ There are stories of knights killing dragons (pictures looked like dinosaurs).
- ▶ Leviathan (Job 41) (See Notes & Quotes)
 - Text indicates it may have breathed out fire.
 - Mythology? Bombardier Beetles are known to shoot out boiling hot materials.
 - Are openings in Parasaurolophus skulls chemical mixing chambers?



■ Other evidence for recent existence of dinosaurs

- ▶ Russia – dinosaur footprints beside human footprints in same rock layer
- ▶ Partially un-fossilized Hadrosaurus leg bone
- ▶ Alaska – fresh dinosaur bone with soft tissue
- ▶ Upper leg bone of T-Rex with intact blood cells
- ▶ Reported sightings of dinosaur-like creature in Africa
- ▶ Picture of a Plesiosaur drawn by Australian natives
- ▶ Reported sightings of strange sea creatures by ship captains
- ▶ Reported sightings of a Plesiosaur-like creature in Lake Champagne and other places



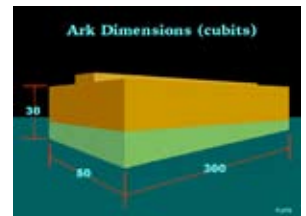
■ Many other creatures thought to have been extinct have been discovered living.

- ▶ Coelocanth
- ▶ Komodo Dragon (1912)
- ▶ Mega-mouth Shark (1976)
- ▶ Gorillas (1901)



Did Dinosaurs Fit on the Ark?

- Dinosaur eggs were small.
 - ▶ Maximum length of eggs is 3 feet.
 - ▶ Hatchlings and young dinosaurs were small.
- Noah probably took small or young individuals on board the Ark – 2 of each “kind.”
- (What about the Unicorn? – Sidenote)
 - ▶ Job 39 describes a strong, wild, one-horned creature.
 - ▶ Maybe it’s a type of dinosaur or extinct mammal.
- The Ark was plenty big for all the animals.
 - ▶ At least 450’ long, 75’ wide, 45’ high
 - ▶ 1.5 football fields long
 - ▶ Three decks inside
 - ▶ Average size of land animal about the size of a sheep
 - ▶ All creatures needed to go on the Ark could fit on only one deck leaving plenty of room for food and people.
- There was only one door to enter the Ark of safety.
 - ▶ Today there is only one way to be saved (Jesus Christ).
- Other ancient civilizations wrote about the Flood and a vessel of safety.



What Happened to the Dinosaurs?

- Asteroid theory?
 - ▶ Doesn't hold up to investigation
- Evidence shows most dinosaur fossils are buried in sedimentary rock.
 - ▶ Evidence of lots of water, lots of mud is prevalent in the rock layers.
 - ▶ The evidence is consistent with the Flood.
- A catastrophic Biblical Flood, followed by climate change (Ice Age) and hunting pressure by man could have led to the extinction.

Conclusion:

- Evidence fits with the Biblical account. True science and Scripture go hand-in-hand.

Unit 9: Dinosaurs, Dragons, and Man

Digging Deeper

Concepts to Remember

1. Empirical science is based on observation and evidence.
2. Scientists have made many mistakes in interpreting dinosaur evidence.
3. The Bible describes creatures that appear to be dinosaurs.
4. There is much evidence from other cultures indicating that dinosaurs and man lived together.
5. There is evidence from science indicating that dinosaurs have existed in the recent past.
6. There is only one door to the Ark and only one way to salvation (Jesus Christ).
7. True science and Scripture go hand-in-hand.

Points to Review

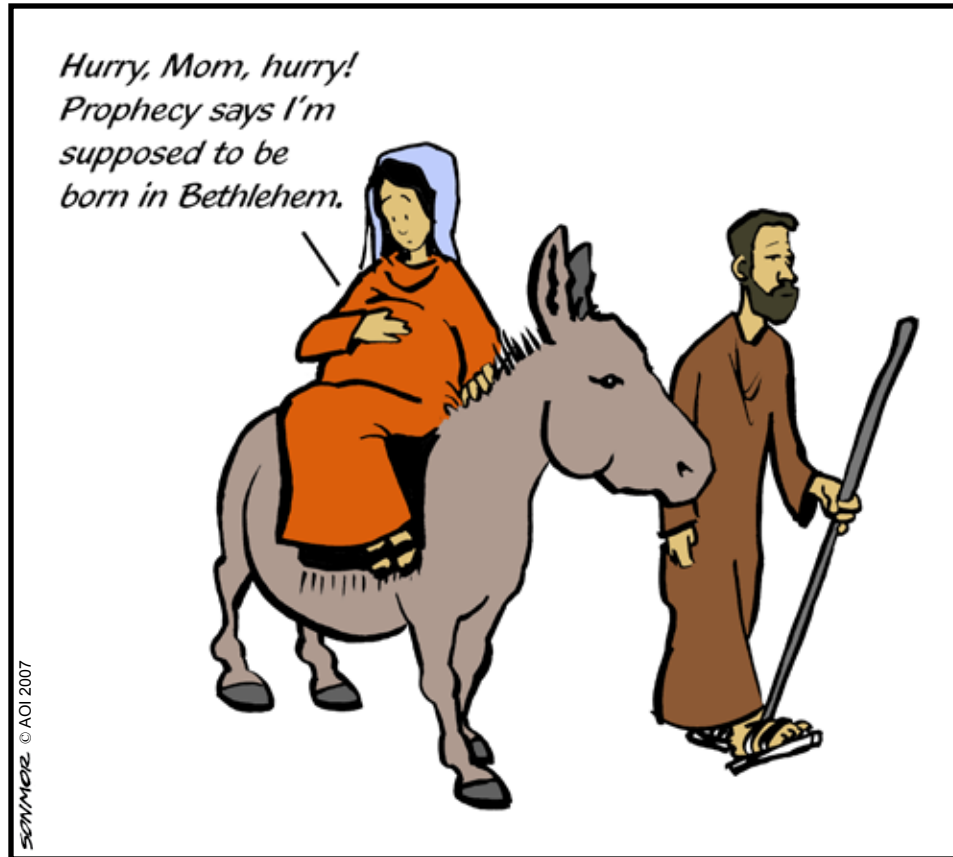
1. Describe the two main theories about dinosaurs.
2. Give several examples of evidence showing that dinosaurs and man have lived together.
3. Give examples of possible descriptions of dinosaurs in the Bible.
4. Was the Ark big enough for dinosaurs? Explain.
5. Give a short overview of how dinosaurs can be understood within a Biblical time framework.

Ideas to Discuss

1. What did you learn from this presentation? What did you find to be particularly interesting? Did it change your ideas about dinosaurs? Discuss.
2. Discuss how dinosaurs are usually portrayed in textbooks, museums, and the media. What theory of origins is usually promoted?
3. Discuss the following statement: "Dinosaurs are the first way in which young children are conditioned to a belief in evolution." Do you agree or disagree? Why?

Projects to Do (Choose one or more.)

1. Interview several people this week. Ask them what they think happened to the dinosaurs. Share a Biblical Creation model and get their reactions.
2. Go to a dinosaur museum or a museum of natural history. Take photos or make notes about what they say about dinosaurs. Pay special attention to whether statements can be verified by science or history.
3. Watch the media or review textbooks this week for references to dinosaurs. Are the ideas being objectively evaluated, or are they promoting a particular worldview?



10 **Archaeology, Science, & Scripture** ***Affirming the Reliability of the Word of God***

Overview of This Unit

In our seminars, we frequently encounter individuals who ask questions like: If Creation is true, then which god of the multitude of “so-called gods” is the Creator? Is there one true God? If so, is He the God of the Bible? What about the writings of the other religions of the world?

In this unit, Richard Stepanek shows that the Bible stands above the other writings. Citing archaeological and written historical records, he shows the Bible to be very reliable. It's uniqueness and accuracy is also attested to by its own internal consistency and by the many and detailed prophecies that were completely fulfilled. Some of the prophecies concerned events in the life of Jesus over which Jesus had absolutely no human control (as depicted in the cartoon above). Considering all these diverse evidences, Richard concludes that the Author of the Bible is also the Creator of the universe.

Unit 10: Archaeology, Science, & Scripture

Study Guide Notes

(Speaker: Richard Stepanek)

Questions Regarding the Accuracy of the Biblical Account from the Viewpoint of:

- Historical Accuracy
- Archaeology
- Prophecy & Internal Consistency of Scripture
- Science and Scripture

Historical Accuracy

Can we take Adam and Eve and the serpent as truth?

■ Account of the Garden of Eden – Adam (Man)

- ▶ Man made from dust (elements) of the earth – science agrees.
- ▶ Common father to all humans – studies on Y chromosome support this.

■ Account of the Garden of Eden – Serpent

- ▶ Serpent told it would eat dust.
 - Snakes “eat” much dust with their food .
 - Jacobsen’s Organ is a special structure on roof of mouth to “smell or taste” the dust .
 - Snakes literally eats the dust.
- ▶ Serpent was cursed to crawl on ground.
 - Some snakes must have had legs in the past.
 - Some snakes in Boa family have remnants of hips and legs.

■ Account of the Garden of Eden – Eve

- ▶ Created from Adam’s side (flesh and bone) (see Notes & Quotes)
 - Genetically a “close relative” of Adam – confirmed by genetic studies
 - Mother of all living – confirmed by studies of mitochondrial DNA

If all people came from Adam and Eve, where did Cain get his wife?

- Gen 5:4 – Adam had other sons and daughters – Cain married sister or niece.
- God’s Creation perfect (very good) – no mutations or birth defects

If all people came from Adam and Eve, how do we get all the skin colors?

- Melanin is the main pigment for skin color. The more melanin, the darker the color. (Other pigments give varying tones.)



- Various skin colors are possible in one generation (starting with right combination of genes).
 - ▶ Adam and Eve probably had medium brown skin.
- Dispersion after Tower of Babel explains distribution of people with various skin colors.
 - ▶ Dispersion was probably by family groupings.
 - ▶ Smaller gene pool, isolation, interbreeding – lead to predominate skin colors.



Was the Tower of Babel fact or myth?

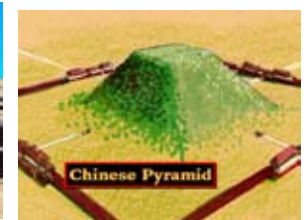
- Saddam Hussein believed in ancient Babel – He was planning to rebuild Babylon and the Tower of Babel.
- Ancient clay tablets found in the region predict the rebuilding of Babylon and the Tower of Babel.
 - ▶ Iraq is modern day Babylon.



Archaeology

If all civilizations came from Babel, are ancient civilizations similar?

- Archaeology demonstrates similar building structures (pyramids).
 - ▶ Ziggurat at Ur of Chaldeans with Statue of Nimrod
 - ▶ Pyramids of Egypt, Mexico, South America, Cambodia, Indonesia, China, Europe, even Native Americans of USA – All similar
- Similar pagan religions – worship of sun, moon, stars and host of heaven
 - ▶ Temples on tops of pyramids
 - ▶ Accurate “calendars” to track movement of heavenly bodies (Stonehenge etc.)
- Similar accounts of Creation and Flood
 - ▶ 270 flood legends documented
 - ▶ Evidence of Creation and the Flood in the characters of the Chinese language



Archaeology Gives Evidence for the Accuracy of the Bible.

- Similarities of pyramids and temples
- Statues of Nimrod
- Clay bullae of Jeremiah
- Clay tablets with King David’s name
- Evidence of Sodom and Gomorrah
- Evidence of Israelites in Egypt and Red Sea crossing
- ■ Bible is very accurate when it comes to history (See Notes & Quotes).
- ■ Technology and Intelligence of Ancient Man
 - ▶ Evolution assumes man is increasing in technology and knowledge.



- If Man evolved from ape-like creatures – then early man was “primitive.”
- According to evolution, ape-like creatures evolved from goo; Goo is not very intelligent.

▶ Creation assumes God created man was created in God’s image.

- He was intelligent and capable of incredible feats.
- Deterioration is a result of the Fall and Flood.

▶ Advanced technology in ancient cultures

- Batteries, electro-plating, mirrors, and model planes in ancient Egypt
- Advanced building techniques in South America, Egypt, Middle East
- Type of “computer” used
- Medical: Plastic surgery, eye surgery, dentistry, brain surgery
- Advanced, extremely accurate calendars (Mayans)



▶ Conclusion: Man was very intelligent in the past, not primitive as evolution teaches.

Prophecy and Internal Consistency of Scripture

Internal Consistency of Scripture Gives Evidence for the Accuracy of the Bible.

- Written by over 40 authors from all walks of life over time span of 1500 years
- Contains 3 languages, spans 3 continents, many different settings
- Complete harmony of message
- God is the Master Author of the Bible, writing through human instruments

Fulfilled Prophecy Gives Evidence for the Accuracy of the Bible.

- God is outside of time and knows the end from the beginning (Is 46:9-10).
- Fulfilled prophecy gives evidence that God wrote the Bible.
- Examples of fulfilled prophecy

- ▶ Israel becoming a nation again – one nation, in its ancient homeland
- ▶ Jesus Christ – More evidence of His life than Napoleon’s or Julius Caesar’s
 - Jesus fulfilled 60 major specific prophecies.
 - Jesus fulfilled 270 prophecies over which He had no control.
 - Probability of fulfilling just 8 prophecies: 1 out of 10 to the 17th power (Like covering Texas 2 feet deep with silver dollars – find the only red one while blindfolded)
- ▶ Coming into Jerusalem on Palm Sunday
 - Zechariah 9:9 prophesied He would come on a donkey.
 - Jesus fulfilled Daniel’s prophecy to the very day!



■ Prophecy in the New Testament being fulfilled today

- ▶ Euphrates River will go dry: There is now a dam on the Euphrates River. River flow can be shut off.
- ▶ Earthquakes will occur in diverse places.

- ▶ Philosophy in place at time of second coming – (II Peter 3)
 - Verse 4: Uniformitarianism and doubt regarding the second coming of Christ
 - Verse 10: Big Bang
 - Verse 5: Reject God's Creation
 - Verse 6: Reject God's judgement by the Flood
- ▶ Signs of times – second coming is near!

Science and Scripture

Science and Scripture Give Evidence for the Accuracy of the Bible.

- God wrote the Bible before “modern” science was around.
- Earth is round (Is 40:22, Prov 8:27).
- Earth is suspended in space (Job 26:7).
- Ocean currents are mentioned (Ps. 8:8).
- Blood sustains life (Lev 17:11).
- Hand-washing for sanitation is mentioned several times.
- Stars produce sound (Job 38:7).
- Stars cannot be numbered (Gen 15:5, 22:17).
- Stars are all different from each other (I Cor 15:41).
- Conclusion:
 - ▶ The Creator of science/universe is the same as the Author of the Bible.
 - ▶ Science is always changing, but God's Word is true.
 - ▶ Put your faith in Jesus Christ!



A 7-day Week Gives Evidence for the Accuracy of the Bible.

- Where do we get that idea?
- Day comes from Earth rotating on its axis.
- Month comes roughly from the moon orbiting the earth.
- Year comes from the earth orbiting the sun.
- Week comes only from Scripture (Genesis and Exodus 20:11).
 - ▶ The weekly Sabbath is a reminder of Creation.
 - ▶ The Sabbath starts in Genesis and is reiterated in the 10 Commandments.
 - ▶ French Revolution – tried to go to 10 day week. It didn't work.
 - ▶ Communist Russia – tried to go to 5 day week. It didn't work.
 - ▶ Our internal clocks seem to work on a 24 hour day, 7-day rotation.
 - ▶ Scripture says this is a perpetual covenant.



Conclusion:

- The Bible is ACCURATE.
- There is no excuse for being an atheist – Nature gives evidence that God exists.
- There is no excuse for not knowing the one true God – Jesus Christ .

Unit 10: Archaeology, Science, & Scripture

Digging Deeper

Concepts to Remember

1. Evidence confirms that the Bible is historically accurate.
2. Archaeology confirms the accuracy of the Bible.
3. Ancient man had advanced knowledge and technology – he was not “primitive.”
4. Fulfilled prophecy demonstrates the truth of the Bible.
5. The Bible has many accurate references to concepts discovered by “modern” science.
6. Only the Bible explains the true origin of the seven-day week.
7. The God of the Bible is also the Creator of the universe.

Points to Review

1. Give several examples demonstrating the historical accuracy of the Bible.
2. Give several examples of how archaeology confirms the Bible.
3. Give several examples of advanced technology known by ancient man.
4. Give several examples of how fulfilled prophecy confirms the Bible.
5. Give several examples of scientific facts given in the Bible before they were discovered by “modern” science.

Ideas to Discuss

1. You usually don't hear very often about the historical and scientific accuracy of the Bible in school, in textbooks, or in the media. Why do you think this is true?
2. How would you answer a friend who says that the Bible is just an interesting collection of myths and legends, but it has no relevance for today?
3. Have you heard this kind of defense of the accuracy of the Bible before? Did you find it interesting? Would you like to know more?

Projects to Do (Choose one or more.)

1. Interview several people this week. Ask them if they think that the Bible is historically and scientifically accurate. Ask them why or why not. Record their responses. Share some of the things you have learned from this lesson if they give you the opportunity.
2. Look for more evidences confirming the accuracy of the Bible from history, archaeology, fulfilled prophecy, or science. Write down what you find.
3. Watch the media this week for articles relating to this topic. Summarize what is said and try to identify the worldview of the speaker.



11 The Bible, Science, and Earth History

God's Word and God's World Agree!

Overview of This Unit

During high school, Mary Jo Nutting drew a big line right down the middle of her life. At church she was taught about God and the Bible, but at school she was taught a conflicting picture. She was taught that evolution was science, whereas Creation was nothing more than religious myth.

Many students, like Mary Jo, are led to believe that the Bible and the "facts" of science contradict one another. This causes serious confusion as to what they really believe. In this unit, Mary Jo shows that the Bible is not only an accurate history book, but also, stands up well to scientific scrutiny. She also gives us the big picture of how the Bible, science, and Earth history fit together. It is not necessary to draw that big line down the center of our being as Mary Jo did.

Unit 11: The Bible, Science, and Earth History

Study Guide Notes

(Speaker: Mary Jo Nutting)

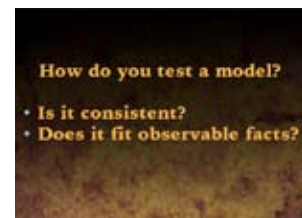
What Is Science?

- **Webster:** Science is “systematized knowledge derived from observation, study and experimentation.”
- **There are two kinds of science.**
 - ▶ Empirical science: deals with observable present
 - Observation, experimentation, statistical studies
 - ▶ Historical science: deals with the unobservable past
 - Circumstantial evidence, written documents, eyewitness reports, logical inference
- **Evolution or Creation: Science vs. religion? No!**
 - ▶ Both are religious / philosophies. Both require faith.
 - ▶ Both can be used to interpret scientific data.
 - ▶ Struggle is not over the data, but over the interpretation of the data.



How Does Science Relate to the Bible?

- **Creationists are not anti-science.**
- **Science is a powerful tool to help us:**
 - ▶ Learn about our world
 - ▶ Make our lives easier
 - ▶ Help us fulfill our God-given stewardship mandate
 - ▶ Learn lessons for life
 - ▶ Appreciate our Creator more.
- **Creationists are not anti-Bible.**
 - ▶ The Bible gives information we would not otherwise know.
 - ▶ It provides historical documentation and eyewitness reports.
 - ▶ It gives framework for interpreting scientific data.
 - ▶ The Bible gives clues for fruitful research.
 - ▶ It gives guidance for this life and critical information about the future.
- **Testing a scientific model**
 - ▶ Is it consistent?
 - ▶ Does it fit with the observable facts?
- **Evidence and faith**
 - ▶ Biblical faith fits the evidence; it fits with truth and reality.
 - ▶ We are never asked to believe something that isn't true.
 - ▶ Faith trusts God even when we don't have all the evidence.



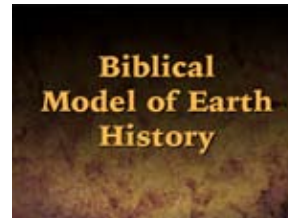
- ▶ God is not opposed to evidence.
 - God often gives evidence, but expects us to believe and act upon it.
 - Examples: Pharaoh, Jesus' signs and miracles, Thomas
- ▶ Bible gives information about the beginning of the world and early earth history.
- ▶ The Bible claims to be the Word of God – the testimony of the One who was there.



What Is the Biblical Framework for Earth's History?

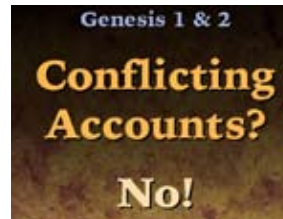
■ Creation (Genesis 1 and 2)

- ▶ When did God create?
 - In the beginning (Gen 1:1-3)
 - Space, time, and matter were created; energized by the Spirit
 - Fits well with observable laws of science
 - Matter not created nor destroyed, but converted
 - Evolution contradicts basic laws of science – 1st and 2nd laws of thermodynamics
- ▶ How did God create?
 - By His Word, from nothing (Gen 1; Heb 11:3)
- ▶ How long did it take Him to create?
 - God created in a specific time period – six days, rested on seventh (Gen 1; Ex 20:11).
 - This contradicts evolutionary idea of millions and millions of years.
 - Many lines of scientific evidence indicate a young age of earth and universe.
 - Many “old age” methods are better explained in Biblical, young age framework.
- ▶ Why did God create the earth?
 - To be inhabited / home for man (Is 45:18)
- ▶ God had a purpose; The earth, universe, and life are not just an accident!
 - Created man for fellowship
- ▶ How did God create animals and plants?
 - “After their own kind” (Stated 10 times in Genesis 1)
 - Goes against evolution from one kind into another
 - Fits with evidence from fossil and living world
 - With genetic diversity and ability to change within kind for survival in changing world
- ▶ What was world like after Creation?
 - “Very good” (Gen 1:31)
 - Complex; orderly; balanced; functional
 - Bountiful provision for man and animals; vegetarian diet; no death
 - “Natural” laws of chemistry, physics in operation; heavenly bodies for signs & seasons



► Are there two conflicting Creation accounts? No!

- Genesis 1: Chronological overview (like a daily log)
- Genesis 2: Emphasis on creation of mankind (focal point of God's Creation)
- The two accounts are complimentary, not contradictory.



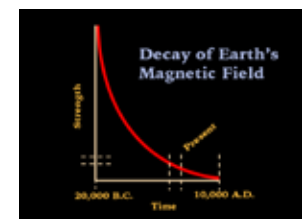
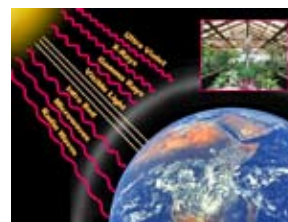
■ Fall (Entrance of sin and death, Genesis 3)

- Adam's sin brought curse on the earth – thorns and thistles, struggle, death.
- Fits evidence in real world – mutations, deformities, disease, death
- Affected all of Creation – Rom 8:20-22
- We see hints of former glory, but the fall left Creation “marred and scarred.”
 - Similar to a beautiful car that becomes horribly vandalized



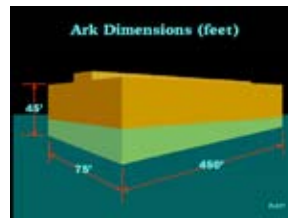
■ Fall to Flood (Pre-Flood world, Genesis 4-5)

- Evidence from fossils seems to indicate world was different back then.
 - Lush vegetation; more plants and animals; some animals grew to great sizes.
- Biblical record tells of people living to 900 plus years.
- What caused these conditions?
 - Perhaps a water vapor canopy?
 - Stronger magnetic field blocked radiation?
- Violence filled the earth (Gen 6:5).



■ Flood (Genesis 6-8)

- Noah believed and obeyed God.
- The Ark was not small, but very large.
- The Flood was a very catastrophic event.
 - Fountains of the deep broke open.
 - Windows of heaven opened – It rained 40 days and nights.
- Biblical language indicates a global event.
 - Water covered the whole earth, even the tallest mountains.
- Geologic evidence confirms a global Flood.
 - Millions of fossils were buried in mud, sand, silt, and gravel all over the world.
- Possible break-up of super-continent (Pangaea) occurred during or just after the Flood.

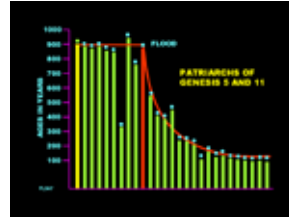


■ Post-Flood period (Genesis 9-11)

- Ps. 104:8, Mountains rose up, valleys sank down.
- Water rushed off causing great amounts of erosion.
- Geologic evidence – rock layers with mass burials of fossils were laid down by the water. Massive erosion from Flood and aftermaths is evident.



- ▶ Rainbow is a sign of God’s covenant never to destroy the world by water again.
- ▶ Conditions on earth became harsher after the Flood causing ages of people to decline.
- ▶ God gave permission to eat meat after the Flood.
- ▶ Evidence seems to indicate conditions were right for an Ice Age following the Flood.
- ▶ Sea levels were lower due to water locked in glaciers and inland seas.
 - Land bridges facilitated travel between continents for man and animal.
 - Catastrophic erosion occurred when these inland seas and glacier-dammed lakes burst out.
- ▶ God told people to multiply, fill the earth; they stayed in Babel. God confused the languages.
 - Led to origin of languages, people groups, “races,” nations, etc.
- ▶ Coming of Jesus Christ resulted in spiritual change not geologic.



■ Present

- ▶ We live in the present. All we can really touch scientifically is:
 - Circumstantial evidence from the past (rock layers, fossils, erosion, etc.)
 - Observable evidence in the present (thorns and thistles, death, beauty, design).

■ Future

- ▶ The Bible tells of a time of restoration (wolf will lie down with lamb).
- ▶ The Bible also tells of coming judgment by fire, followed by new heavens and new earth.
- ▶ Jesus Christ is our “Ark” of salvation through the coming judgment.



■ There is no need to compromise.

- ▶ Genesis explains human condition well.
- ▶ Genesis fits well with observable facts of science.
- ▶ Genesis gives information about origins we would have no other way of knowing:

Life	Cultures	Governments
Marriage	Languages	Religions
Families	Nations	



Conclusion

■ Worldviews color our interpretation of the data.

■ Understanding Genesis gives us a basis for understanding science and the world we live in

- ▶ We need to take into account the Creation, Fall, Flood, and dispersion for true understanding.
- ▶ Understanding Genesis is like coming in at the beginning of a movie.
- ▶ Trying to understand science without Genesis is like coming in the middle of the movie.

■ God’s Word and God’s World agree!

Unit 11: The Bible, Science, and Earth History

Digging Deeper

Concepts to Remember

1. There are two kinds of science: empirical and historical.
2. When rightly understood, science and the Bible are not in conflict.
3. When rightly understood, faith and evidence go hand-in-hand.
4. The struggle is not over the data, but over the interpretation of the data.
5. The Biblical model of science and earth history fit well with observable evidence.
6. Biblical timeline: Creation, Fall, Flood, Babel, Cross, Present, Future
7. There is no need to compromise. Genesis account fits the facts.

Points to Review

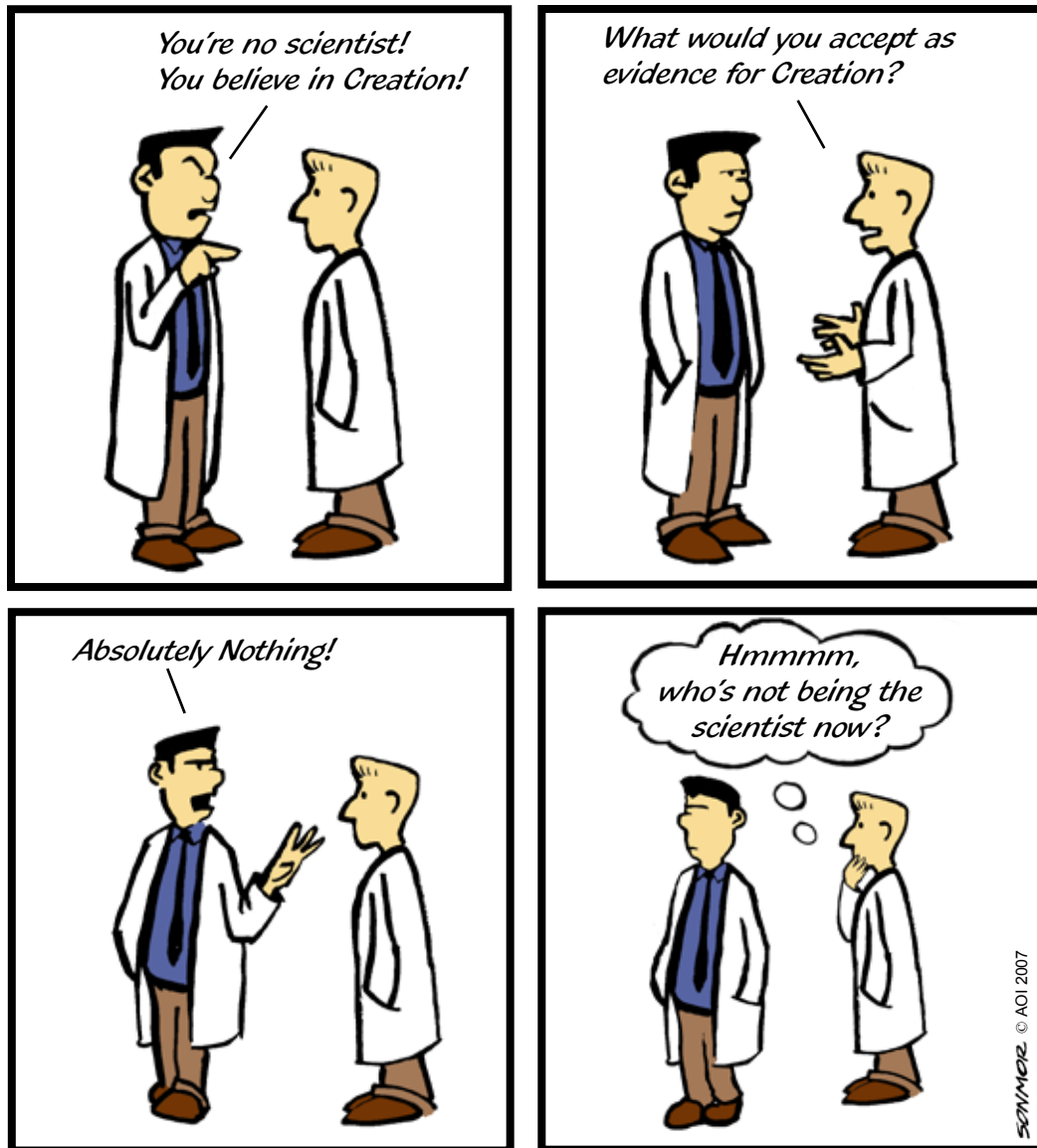
1. Name and describe the two kinds of science. Explain how they relate to the Creation / evolution debate.
2. Explain how science and the Bible can both be used to gain information about our world and life.
3. Explain the relationship between faith and evidence. Give Biblical examples.
4. Give a Biblical overview of earth history. Give examples that show how scientific observations fit well with the Biblical model.
5. Explain several Biblical problems with the evolutionary, long-age scenarios of earth history.

Ideas to Discuss

1. Have you ever had difficulties understanding how science and the Bible fit together? Explain.
2. Give several examples from modern day life showing why it is important to understand the place of faith and evidence in a person's life.
3. How does the pre-Flood and post-Flood scenario, which was presented here, compare with what is taught in the classroom?

Projects to Do (Choose one or more.)

1. Interview several people this week. Ask them if they believe in the literal, 6-day, young age account as given in the Bible. Find out why or why not. Record their responses.
2. Write down more evidences of faith and evidence from the Bible.
3. Draw and label a Biblical timeline. Indicate how it can be used to interpret scientific observations (e.g. evidences of design, rock strata, fossils, Ice Age, etc.)



12

Stand Firm! No Need to Compromise

Overview of This Unit

In this series we have given a lot of evidence for Creation and many problems with evolution. Like so many people, we solidly believed in evolution. However, we allowed ourselves to consider that there might be problems with evolution. Eventually we “evolved” into creationists – and it didn’t take millions of years!

This unit shows us that we do not need to compromise our faith and also gives a strategy for times when we don’t know the answer.

Unit 12: Stand Firm

Study Guide Notes

(Speakers: Dave & Mary Jo Nutting)

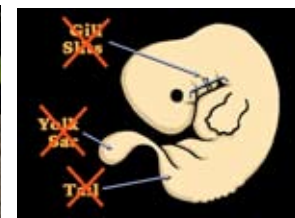
Review of Evidences for Creation, Fall and Flood

- Design is evident!
 - ▶ (Woodpecker, Bombardier Beetle, Dolphins, Human Body, Blood Clotting)
- Dinosaurs, cavemen, and Ice Age fit nicely within Biblical context.
- Geologic evidence doesn't demand ancient ages of the earth.
- The Creator appears to be the God of the Bible.



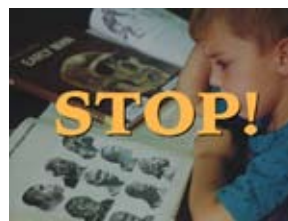
Review of a Creation interpretation of the "Best Evidences" for Evolution

- Variations within a created kind
 - ▶ Peppered moths, antibiotic resistant bacteria, Darwin's finches, skin colors – No evolution!
- Evolutionary "leftovers" (vestigial organs) are not leftovers.
- Fossil record supports Creation.
 - ▶ Missing links are still missing. Watch for **Great Artwork!**



Battle of Worldviews

- Col 2:8 – See to it no one takes you captive!
- What to do if you don't have an answer to evidence that seems to contradict the Bible?
 - ▶ STOP!
 - S = Stand Firm (I Cor 16:13)
 - T = Trust the Lord (Prov 3:5; Is 55:8-9)
 - O = Observe Options (Is there another way to interpret this evidence?)
 - P = Pray with Patience
 - ▶ Example: Argument from Imperfection (Design of Eye): If eye is wired as proposed by evolutionary curriculum, then a person would be blind after going outside in sun.
- The struggle is not over the data, but over the interpretation of the data.
- Mary Jo's story



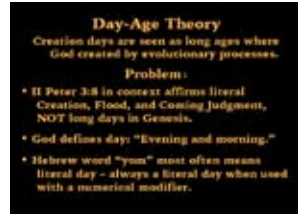
Christian Compromises / Theistic Evolution and Long Ages

- Order of evolution is different from Genesis
 - There are many contradictions.

Evolution	Genesis
Sun and stars before earth	Opposite
Land before ocean	Opposite
Sun was Earth's first light	Light before sun
Marine life before land plants	Opposite
Sun before plants	Opposite

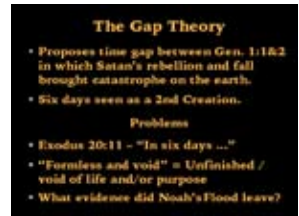
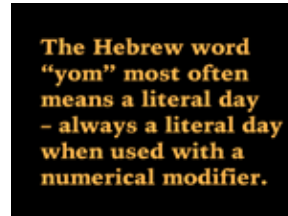
■ Day-Age Theory

- ▶ Proposes that days were periods of time millions of years long
- ▶ II Peter 3:8 in context supports literal Genesis account, not long ages
- ▶ God definition of “day” – evening and morning
- ▶ Hebrew word for day (yom), most often means literal day



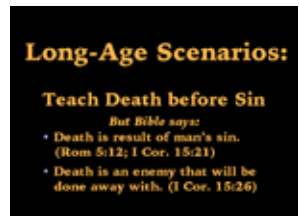
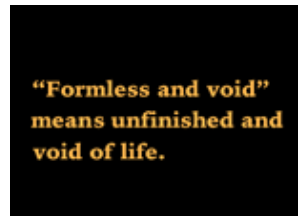
■ Gap Theory

- ▶ Proposes gap in time between Gen 1:1 and Gen 1:2
- ▶ Ex 20:11: God created everything in 6 days.
- ▶ Wording “formless and void” does not imply destroyed.
 - Means unformed, unfilled, not yet complete
 - A lump of clay on a potter’s wheel is “formless and void” until the potter has completed the vase.



■ Other Problems with Theistic Evolution, Progressive Creation, and Other Long Age Models

- ▶ All involve death before sin.
 - Bible says death came by Adam’s sin (Rom 5:12, I Cor 15:21).
 - Bible says death is an enemy (I Cor 15:26).
- ▶ They undermine Gospel message.
 - If there is no real Adam and no real Fall, why do we need a real Savior?
 - Jesus is called the last Adam (I Cor 15:45).
- ▶ They are not consistent with God’s character.
 - God is a God of order, love, and mercy.
 - Evolution is a cruel, wasteful, random, trial and error process based on death.
- ▶ Creation was complete and very good whereas evolution continues.
 - God is a Master Artist, looking with satisfaction at His Creation.



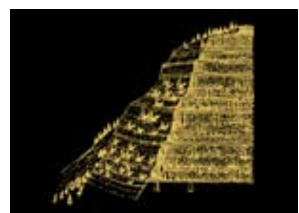
■ No need to compromise.

- ▶ Genesis explains human condition well.
- ▶ Genesis fits well with the observable facts of science.
- ▶ Genesis gives information about origins we would have no other way of knowing.



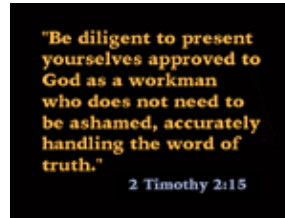
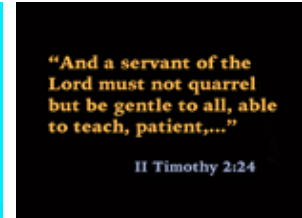
What Difference Does It Make?

- Mark Cahill: Evolution is the #1 reason students give for rejecting the gospel.”
- Evolution is a chief reason why young people leave the church
 - ▶ Example: Ronald Numbers rejected his faith after being taught that petrified trees in Yellowstone National Park proved ancient ages of the earth. (see Number’s quote in Notes & Quotes section.)
 - Observations don’t fit with old age view.
 - Mt. St. Helens gives a different interpretation of same evidence – a young age view.
 - Ronald Numbers should have “STOPped.”



Conclusion

- God's Word and God's World agree.
- Science is always changing – The Bible doesn't need to.
- Stand Firm on the Word!
- Use the II Timothy 2:23-26 approach – be gentle and respectful.
- Study hard and be prepared (II Tim 2:15).
- Stand firm even in the face of persecution (II Tim. 3:12, I John 4:4).
 - ▶ Example of 8th grade girl being ridiculed by teacher
 - ▶ Example of 7th grade boy debating teacher
- Stand firm! Stand on the Rock – Jesus Christ!



The Ball is Now in Your Court

As you have seen in this unit and others, the scientific evidence supports Creation, and speaks volumes **against** the theory of evolution. However, keep in mind that our faith does not rest on the "current scientific evidence," but on the unchanging Word of God. When someone hits you with something that seems contradictory to the Bible, remember to **STOP: Stand Firm – Trust in the Lord – Observe Options – Pray**. Science is always changing; God's Word remains the same.

Now . . . what are **you** going to do with this information?

We pray that you have been encouraged to stand firmly on God's Word yourself. We also pray that you will be willing to **make a difference** and "**pass on**" what you have **learned**. **You** can encourage others so they are not destroyed in this battle.

As you do, remember to use a Christ-like approach. II Timothy 2:24-25 says, "And a servant of the Lord must not quarrel but be gentle to all, able to teach, patient, in all humility correcting those who are in opposition, if God perhaps will grant them repentance, so that they may know the truth." (NKJV)

This battle of worldviews is not going to be won in our own strength or by our arguments and intellect. Only God can change a person's heart. Our part, as His servants, is to pray and share the truth, faithfully and boldly, but with patience, gentleness and humility, trusting Him to bring the victory.

Unit 12: Stand Firm

Digging Deeper

Concepts to Remember

1. There is abundant evidence for the Creation, Fall, and Flood.
2. There are good interpretations for the “best evidences” of evolution.
3. When you don’t have an answer, **STOP!**
4. Evolution keeps many students from faith and destroys the faith of many others.
5. Science is always changing; God’s Word never changes.
6. God’s Word and God’s World agree.
7. Stand Firm on the Word!

Points to Review

1. Give 3 good evidences of Creation, Fall, or Flood.
2. Give a Creation interpretation for 3 of the “best evidences” of evolution.
3. What should you do if you don’t have an answer? Explain each step.
4. Discuss the example of Ronald Numbers and the petrified trees at Yellowstone. What was the main point of this example?
5. What approach does Dave Nutting recommend when talking with evolutionary teachers? Give examples and Scriptures.

Ideas to Discuss

1. Have you had any experiences in school or elsewhere where you have had to defend your faith in the Bible? How did you feel? What did you do? What were the results?
2. What are the consequences when churches or church schools compromise on the issue of Creation? Discuss any examples you know of.
3. What will you do with the new information you have gained from this series of classes?
4. What difference does it make if you take a literal view of the Bible as opposed to taking a theistic evolution, progressive creation, or other long-age view? How does it impact your view of the rest of Scripture and life? Explain.

Projects to Do

1. Keep studying this material.
 - a. Build your own “Creation library.” Check out the resources listed on our website.
 - b. Come to one of AOL’s Creation Family Mountain Adventures or Creation Training Weeks.
2. Commit to doing *something* with what you have learned. Some ideas include:
 - a. Share these DVD’s with your friends, Sunday school class, home Bible study, or kids’ groups.
 - b. Write a research paper or do a speech on Creation for a school assignment.
 - c. Write a letter to the editor, or give a speech for your youth group, church, or civic club.

An Important Message for You

Our goal for this series has been to give you scientific and Biblical ammunition to help you stand firm in this battle of worldviews. We hope the “bombs” of evolutionary indoctrination have been destroyed, and that you are now able to stand more firmly on the whole Word of God. We have given plenty of scientific evidence that supports Creation and shows why evolution doesn’t work. However, this issue goes much deeper than merely a scientific discussion.

Why did God create anything in the first place? The Bible tells us that God created the earth to be inhabited (Isaiah 45:18), and He created human beings to have a love relationship with Himself and others. It must have been wonderful for Adam and Eve to walk with God in the Garden – until they blew it (sin)! Just like Adam and Eve, we all have “blown it.” That destroys the fellowship with God.

However, God went into action with a plan to restore that fellowship. We read in Genesis 3 that He provided a temporary covering for Adam and Eve. Beyond that, He promised to provide a permanent solution for sin – a coming Redeemer to defeat the Devil and put an end to the sin and death that began in the Garden. That permanent solution was Jesus Christ who died on a cross for us, defeated death, and rose from the grave.

Since God longs for us to live in relationship with Him for now and eternity, He has made it clear what we must do: Acknowledge (confess) that we have “blown it,” turn away (repent) from our own sin and selfish desires, trust in Jesus Christ and His sacrifice for us, and allow Him to rule in our lives each day. When we do, we discover the exciting purpose for which we were created – to love Him, to love others, and to walk in daily fellowship with our great and loving Creator. We encourage YOU to do this today!

Some good verses to read about these promises from God are: Romans 3:23, Romans 6:23, I Corinthians 15:3-4, John 3:16-17, Acts 16:31, Romans 10:9-13, and Ephesians 2:1-10. After you have read these, make it a practice to read the rest of the Bible to learn more.

If you are watching this series in a class setting, ask your leader to explain more about this. If not, seek out a Bible-believing and teaching church to help you grow in your relationship with the Living God.



Notes & Quotes – Unit 1

1. John Dunphy: "I am convinced, that the battle for humankind's future, must be waged and won in the public school classroom by teachers who correctly perceive their role as proselytizers of a new faith [Humanism]. . . . These teachers must embody the same self-less dedication as the most rabid fundamentalist preachers. For they will be ministers of another sort utilizing a classroom, instead of a pulpit, to convey humanist values in whatever subject they teach regardless of the educational level—preschool daycare, or large state university. The classroom must and will become an arena of conflict between the old and the new, the rotting corpse of Christianity, together with all its adjacent evils and misery and the new faith of Humanism—resplendent in its promise of a world in which the never realized Christian ideal of 'love thy neighbor' will finally be achieved." ("A Religion for a New Age," *The Humanist*, Jan/Feb 1983, p.26)
2. Richard Dawkins, a prominent spokesman for evolution was asked, "What is the evidence for human evolution?" His reply was, "We don't need evidence. We know it to be true." (Quoted by *World*, March 22, 1997)
3. George Wald: "There are only two possible explanations as to how life arose, spontaneous generation arising to evolution or a supernatural creative act of God. There is no other possibility. Spontaneous generation was scientifically disproved 120 years ago by Louis Pasteur, and others. But that, leaves us with only one other possibility - that life came as a supernatural act and creation of God. But, I can't accept that philosophy because I do not want to believe in God. Therefore, I choose to believe in that which is scientifically impossible. Spontaneous generation leading to evolution." (Wald won a Nobel Prize in biology in 1971. "The Origin of Life," *Scientific American*, Vol 190, pp. 46-50)
4. Mark Cahill: "The number one reason students give for rejecting the Gospel, is evolution." (personal communication)
5. Neil Bell: "We humans are just as much animals as any worm, toad or pig." (*Only Human*. p. 9)

Notes & Quotes – Unit 2

1. "One of the most difficult problems in evolutionary paleontology has been the almost abrupt appearance of the major animal groups --classes and phyla - in full-fledged form, in the Cambrian and Ordovician periods. This must reflect a sudden acquisition of skeletons by the various groups, in itself a problem." (Grollier Multimedia Encyclopedia, 2005)
2. "Despite the bright promise that paleontology provides a means of seeing evolution, it has presented some nasty difficulties for evolutionists. The most notorious of which is the presence of gaps in the fossil record. Evolution requires intermediate forms between species and paleontology does not provide them!" (David Kitts, evolutionist, writing in *Evolution*, Vol. 28, pp. 456-472)
3. "The extreme rarity of transitional forms in the fossil record persists as the trade secret of paleontology. The evolutionary trees that adorn our textbooks have data only at the tips and nodes of their branches; the rest is inference, however reasonable, not the evidence of fossils. (S. J. Gould, *Natural History*, 86(5):13, 1977.)
4. But whatever ideas authorities may have on the subject, the lungfishes, like every other major group of fishes that I know, have their origins firmly based in nothing. . . . I have often thought how little I should like to have to prove organic evolution in a court of law." (Errol White, *Proceedings of the Linnaean Society of London*, Vol. 177, p. 8) [It even got worse with the discovery of fish in the Cambrian!]
5. "...there are gaps in the fossil graveyard, places where there should be intermediate forms but where there is nothing whatsoever instead. No paleontologist writing in English (R. Carroll, 1988), French (J.Chaline, 1983), or German (V.Fahlbusch, 1983), denies that this is so. It is simply a fact. Darwin's theory and the fossil record are in conflict." (*D. Berlinski, Commentary Sept. 1996 p.28*)
6. "When they put that feathered dinosaur on the cover last year, I threw 30 years' worth of magazines out of my house. National Geographic's journalism is a joke." "...the hairlike filaments that accompany some fossils come from beneath the skin. I can duplicate the effect by skinning the tail of a modern lizard." (Allen Feducia, *The Report Magazine*, Dec. 6, 1999)
7. "He[Storrs Olson - National Museum of Natural History.] accused the magazine of engaging in "sensationalistic, unsubstantiated, tabloid" journalism. "Clearly," he wrote, "[the magazine] is not receiving competent consultation in certain scientific matters." He is especially galled" by the society's assertions that a wide variety of dinosaurs definitely wore feathers. "This is just a [*@#&!] lie," he says. "There is not one undisputed example of a dinosaur with feathers. None. The public deserves to know this." (*The Report Magazine*, Dec. 6, 1999)

Notes & Quotes – Unit 3

1. Dr. Gary Parker: [Mutations are] "damaging, disfiguring, disabling, disease causing, and deadly. Other than that they're wonderful."
2. "Several years ago, though, biologists discovered that many of the drawings were fraudulent and that the true resemblances were not nearly so striking. Nevertheless, some textbooks still contain them. One of the texts that includes the faulty drawings is the third edition of *Molecular Biology of the Cell*, the bedrock text of the field. . . . In an interview, Dr. Alberts said he believed Haeckel's drawings were "over-interpreted," or highly idealized, rather than outright fakes. But he said they would be removed from the fourth edition of the textbook, to appear at the end of this year. Biologists say the findings do not shake their confidence in the theory of evolution." (*The New York Times, Biology Illustrations: More Fiction than Fact*, James Glanz," April 8, 2001)
3. "The validity of the evolutionary interpretation of homology would have been greatly strengthened if embryological and genetic research could have shown that homologous structures were specified by homologous genes and followed homologous patterns of embryological development. But it has become clear that the principle cannot be extended in this way. Homologous structures are often specified by non-homologous genetic systems and the concept of homology can seldom be extended back into embryology." (Dr. Michael Denton, *Evolution: A Theory In Crisis*, p. 368)
4. Junk DNA? We are told that 95-99% of our DNA is junk or leftover. According to a top genetic researcher from Cornell University, "It is becoming increasingly clear that most, or all, of the genome is functional." (Dr. John Sanford, *Genetic Entropy and the Mystery of the Genome*, p. 39.)
5. Mutational entropy appears to be so strong within large genomes that selection cannot reverse it. . . . If the genome must degenerate, then the Primary Axiom is wrong (mutation and natural selection as a mechanism for evolution). It is not just implausible. It is not just unlikely. It is absolutely dead wrong. It is not just a false axiom. It is an unsupported and discredited hypothesis which can be confidently rejected. (Dr. J. C. Sanford, 2005, *Genetic Entropy and the Mystery of the Genome*.P. 144.)

Notes & Quotes – Unit 4

1. Hebrews 3:4 "For every house is built by someone, but he who built all things is God."
2. Discover Magazine, March 1997: "By all rights, life in the sea should leave the dolphin baked, crushed and sterile. This graceful mammal avoids such a fate only by slipping through the loopholes in the laws of physiology."
3. Seattle Times Article headline: "There must be a God." Inside article: "We are still looking for a way around our conclusion."

Notes & Quotes – Unit 5

1. Derek Ager: *The Nature of the Stratigraphical Record*, "In other words, the history of any one part of the earth, like the life of a soldier consists of long periods of boredom and short periods of terror."
2. For further information on the Missoula Flood, see David Alt's book, *Glacial Lake Missoula and its Humongous Floods or Cataclysm on the Columbia* by Allen, Burns, and Sargent.
3. Psalm 104: 6 "Thou didst cover it with the deep as with a garment; The waters were standing above the mountains.7 At Thy rebuke they fled; At the sound of Thy thunder they hurried away.8 The mountains rose; the valleys sank down To the place which Thou didst establish for them.9 Thou didst set a boundary that they may not pass over; That they may not return to cover the earth. "(NAS)

Notes & Quotes – Unit 6

1. Is 55:9: "For as the heavens are higher than the earth, So are My ways higher than your ways, And My thoughts than your thoughts."

Notes & Quotes – Unit 7

1. Gen 1:1: "in the beginning, God created the heaven and the earth."
2. John 3:16: "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life."
3. Jacques Monod: "I'm surprised Christians would defend the idea that this process [*natural selection*] is a process that God more or less set up in order to have evolution. Natural selection is the blindest, and the most cruel way of evolving new species, and more and more complex and refined organisms...the more cruel because it's a process of elimination, of destruction. The struggle for life and the elimination of the weakest is a horrible process against which our whole modern ethic revolts."
4. Jeremiah 29:11 says, "For I know the plans that I have for you declares the Lord. Plans for welfare and not for calamity, to give you a future and a hope."
5. G.R. Bozarth in the *American Atheist Magazine*. "Christianity is, must be totally committed to special creation as described in Genesis. And Christianity must fight with all of its full might, fair or foul against the theory of evolution. ... the whole justification for Jesus' life and death, is predicated on the existence of Adam and the forbidden fruit he and Eve ate. Without the original sin who needs to be redeemed? Without Adam's fall into a life of conscience and terminated by death, what purpose is there to Christianity? None."
6. Lubonow, Bones of Contention..."The philosophy of nature he developed.....Darwin's purpose was to "ungod" the universe."
7. Heb 2:6-8: "But one in a certain place testified, saying, What is man, that thou art mindful of him? or the son of man, that thou visitest him?Thou madest him a little lower than the angels; thou crownedst him with glory and honour, and didst set him over the works of thy hands:Thou hast put all things in subjection under his feet. For in that he put all in subjection under him, he left nothing *that is* not put under him. But now we see not yet all things put under him."
8. Col 1:16-20: "For by him were all things created, that are in heaven, and that are in earth, visible and invisible, whether *they be* thrones, or dominions, or principalities, or powers: all things were created by him, and for him: And he is before all things, and by him all things consist. And he is the head of the body, the church: who is the beginning, the firstborn from the dead; that in all *things* he might have the preeminence. For it pleased *the Father* that in him should all fulness dwell; And, having made peace through the blood of his cross, by him to reconcile all things unto himself; by him, *I say*, whether *they be* things in earth, or things in heaven."
9. Rom 5:12: "Wherefore, as by one man sin entered into the world, and death by sin; and so death passed upon all men, for that all have sinned."

Notes & Quotes – Unit 8

1. "Four and a half billion years ago the young planet earth... was almost completely engulfed by the shallow primordial seas. Powerful winds gathered random molecules from the atmosphere. Some were deposited in the seas. Tides and currents swept the molecules together. And somewhere in this ancient ocean the miracle of life began...The first organized form of primitive life was a tiny protozoan (a one-celled animal)... Millions of protozoa populated the ancient seas. These early organisms were completely self-sufficient in their sea-water world. They moved about their aquatic environment feeding on bacteria and other organisms...From these one-celled organisms evolved all life on earth. (Emmy award winning PBS NOVA film, the Miracle of Life: quoted in Hanegraaff, 1998, p.70)
2. Francis Crick: "An honest man, armed with all the knowledge available to us now, could only state that in some sense, the origin of life appears, at the moment to be almost a miracle." (Life Itself: Its Origin and Nature, New York: Simon & Schuster, 1981 p. 88.)
3. "More than 30 years of experimentation on the origin of life in the fields of chemical and molecular evolution have led to a better perception of the immensity of the problem of the origin of life on earth, rather than to its solution. At present, all discussions on principle theories and experiments in the field either end in stalemate or in a profession of ignorance." (Dr. Klaus Dose, "The Origin of Life; More Questions than Answers," Abstract. Interdisciplinary Science Reviews, 1988)
4. "[Stanley] Miller, who after almost four decades is still in hard pursuit of life's biggest secret, agrees that the field needs a dramatic finding to constrain the rampant speculation." (Horgan, John, "In the Beginning," Scientific American, vol. 264 (February 1991), pp. 125.)
5. Grolier Multimedia Encyclopedia, 2001, "Both the origin of life and the origin of the major groups of animals remain unknown."
6. Dr. Nilsson: "How then do cells know what to become and which organ of the body to form? This is one of the major secrets of life that eludes us, an intense field of scientific investigation." (A Child is Born, Lennart Nilsson, p.66)
7. Psalm 139: 15-17 "My substance was not hid from thee when I was made in secret, and curiously wrought in the lowest parts of the earth. ... Thine eyes did see my substance yet being unperfect, and in thy book all my members were written, which in continuance were fashioned when as yet there was none of them. How precious also are thy thoughts unto me, O God. How great is the sum of them."
8. Dr. Michael Denton: "If we stepped into a cell, we would find ourselves in a world of supreme technology and bewildering complexity . . . beyond our own creative capacity." (Evolution: A Theory in Crisis)
9. Dr. Michael Denton: "The capacity of DNA to store information vastly exceeds that of any other known system. It's so efficient that all the information needed to specify an organism as complex as man weighs less than a few thousand millionths of a gram."(Evolution: A Theory in Crisis)
10. "Each human is somewhat like a city, and every cell like a citizen. We survive because billion of cells do their separate jobs independently, but in a concerted fashion. Each of us is a community of cells, and the events that occurred in the development of another community, New York City, are parallel to our own." (How Life Begins, The Science of Life in the Womb, Vaughan, p. 81)
11. "If the entire base sequence of the 46 chromosomes of a human cell were printed in the same way, it would require over 820,000 pages, equivalent to 820 volumes of the size of this book. But all this print would be useless without full knowledge of the coding and programming principles involved in transcription, translation, and regulation of gene expression, which might require a great many additional volumes of information."(Lehninger, Principles of Biochemistry, p. 794)
12. "Moreover, we do not actually know where genetic information of all living cells originates, how the first replicable polynucleotide (nucleic acids) evolved, or how the extremely complex structure-function relationship in modern cells came into existence."(Dr. Klaus Dose, "The Origin of Life, Interdisciplinary Science Reviews, vol. 13, no. 4 (1988), p. 348)
13. Scientific American: "DNA can not do its work, including more DNA, without the help of catalytic proteins, or enzymes. In short, proteins cannot form without DNA, but neither can DNA form without proteins." (Horgan, John, "In the Beginning," vol. 264 (February 1991), pp. 119)
14. Heb 3:4: For every house is built by someone, but He who built all things is God.
15. Psalm 139:14: "I praise Thee because I have been fearfully and wonderfully made; marvelous is Thy workmanship, as my soul is well aware."

Notes & Quotes – Unit 9

1. No problem. We don't always get everything in the fossil record in perfect order." (Kevin Padian, University of California-Berkeley, quoted in TIME, July 6, 1998, p. 83)
2. Job 40:15-19 "Behold now behemoth, which I made with thee; he eateth grass as an ox. Lo now, his strength *is* in his loins, and his force *is* in the navel of his belly. He moveth his tail like a cedar: the sinews of his stones are wrapped together. His bones *are as* strong pieces of brass; his bones *are* like bars of iron. He *is* the chief of the ways of God: he that made him can make his sword to approach *unto him*."
3. Job 41:19-21 [Leviathan] "Out of his mouth go burning lamps, *and* sparks of fire leap out. Out of his nostrils goeth smoke, as *out* of a seething pot or caldron. His breath kindleth coals, and a flame goeth out of his mouth."
4. Reference to fossil, Scipionyx: "Fossil provides strong evidence that dinosaurs breathing mechanism was like modern crocodile, completely different from birds. (Kansas City Star, 3/28/99, - Browne, p. K6. Time, 4/26/98, p.63)
5. A good book for further reading is **Noah's Ark: A feasibility Study** by John Woodmorappe.

Notes & Quotes – Unit 10

1. *Newsweek Magazine*. “Well at least for now the only safe conclusion is that Adam was Eve’s father.”
2. Dr. Clifford Wilson (Australian Institute of Archaeology): “I know of no finding in archaeology that’s properly confirmed which is in opposition to the Scriptures. The Bible is the most accurate history textbook the world has ever seen.” (Quoted in interview with Creation Ex Nihilo)
3. “For the scientist that has lived by his faith in the power of reason, the story ends like a bad dream. He has scaled the mountains of ignorance; he is about to conquer the highest peak; as he pulls himself over the final rock, he is greeted by a band of theologians that have been sitting there for centuries.” (God and the Astronomers, Robert Jastrow, 1978)

Notes & Quotes – Unit 11

1. Genesis 1:1-3: “In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, Let there be light: and there was light.”
2. Hebrews 11:3: “Through faith we understand that the worlds were framed by the word of God, so that things which are seen were not made of things which do appear.”
3. Exodus 20:11: “For in six days the LORD made heaven and earth, the sea, and all that in them is, and rested the seventh day: wherefore the LORD blessed the sabbath day, and hallowed it.”
4. Is 45:18: “For thus saith the LORD that created the heavens; God himself that formed the earth and made it; he hath established it, he created it not in vain, he formed it to be inhabited: I am the LORD; and there is none else.”
5. Romans 8:22: “For we know that the whole creation groans and labors with birth pains together until now.”
6. Gen 6:5-8: “And GOD saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually. And it repented the LORD that he had made man on the earth, and it grieved him at his heart. And the LORD said, I will destroy man whom I have created from the face of the earth; both man, and beast, and the creeping thing, and the fowls of the air; for it repenteth me that I have made them. But Noah found grace in the eyes of the LORD. Isa 11:6-9: The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them. And the cow and the bear shall feed; their young ones shall lie down together: and the lion shall eat straw like the ox. And the sucking child shall play on the hole of the asp, and the weaned child shall put his hand on the cockatrice’ den. They shall not hurt nor destroy in all my holy mountain: for the earth shall be full of the knowledge of the LORD, as the waters cover the sea.”

Notes & Quotes – Unit 12

1. Colossians 2:8, “See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than, according to Christ.”
2. Corinthians 16:13 says, “Watch, stand fast in the faith. Be brave, be strong.”
3. Proverbs 3:5 says, “Trust in the Lord with all your heart, and lean not on your own understanding.”
4. Isaiah 55:8 & 9 says, “For my thoughts are not your thoughts, nor are your ways my ways, says the Lord. For the heavens are higher than the earth. So are my ways higher than your ways and My thoughts than your thoughts.”
5. Ronald Numbers: “I vividly remember the evening I attended an illustrated lecture on the famous sequence on the fossil forests in Yellowstone National Park. And then stayed up much of the night with a biologist friend of like-mind. First, agonizing over, then finally accepting the disturbing likelihood that the earth was at least 30,000 years old. Having thus decided to follow science, rather than Scripture on the question of origins, I quickly, though not painlessly slid down on the proverbial slippery slope toward unbelief.”
6. II Timothy 2:24: “A servant of the Lord must not quarrel, but be gentle to all, able to teach patience.”
7. I John 4:4, “Greater is he that is in you than he that is in the world.”
8. II Timothy 2:15, “Be diligent to present yourselves approved to God, as a workman who does not need to be ashamed, accurately handling the word of truth.”
9. Note: Genesis 1:28 . . . replenish the earth: The old English word “replenish” in Genesis 1:28 is used by those holding to the Gap theory. The idea is that the “re” in “replenish” is a prefix indicating to re-do something or re-fill. The 1830 Webster dictionary makes it clear that the re is not a prefix, but instead the word “replenish” means merely to fill not to re-fill. Therefore the passage would read “fill the earth.”