

## Table of Contents

	<u>Title:</u>	<u>Air Date:</u>	<u>Pages:</u>
1)	<a href="#">The Scientific Method</a>	October 2002	3 - 10
2)	<a href="#">The Big Bang</a>	November 2003	11 - 23
3)	<a href="#">Origins</a>	December 2002	24 - 39
4)	<a href="#">Transitional Forms</a>	January 2003	40 - 52
5)	<a href="#">Recapitulation</a>	February 2003	53 - 66
6)	<a href="#">Vestigial Organs</a>	March 2003	67 - 81
7)	<a href="#">Animals That Defy Evolution</a>	April 2003	82 - 96
8)	<a href="#">Age of the Earth</a>	May 2003	97 - 110
9)	<a href="#">Dinosaurs</a>	June 2003	111 - 125
10)	<a href="#">Carbon 14 Dating</a>	October 2003	126 - 139
11)	<a href="#">Flight</a>	December 2003	140 - 153
12)	<a href="#">Mt St Helens</a>	January 2004	154 - 166
13)	<a href="#">Grand Canyon</a>	February 2004	167 - 180

Click on the title to link to the corresponding script.

To print a particular program, print only the pages indicated in the right hand column.

To the end that my glory may sing praise to thee, and not be silent. O LORD my God, I  
will give thanks unto thee for ever. Psalm 30:12

Mr. Stump  
and  
**The Class**



Back Row, Left to Right: Matthew Simpson, Jayson Auxt

Middle Row, Left to Right: Philip Auxt, Tricia Auxt, Taylor Simpson

Front Row, Left to Right: David Auxt, Timmy Auxt, Jillian Simpson, Clair Simpson, Randy Simpson (Mr. Stump)

Not Pictured: Abby Frierson

## The Scientific Method

Uncle Ben: Welcome to “God’s Creation” sponsored by the Frederick Creation Society.....  
Today’s program is called, “Stump the Teacher.” Mr. Stump, would you like to introduce your students?

Mr. Stump: Good morning, Uncle Ben. I’d be delighted to.

Mr. Stump: This is Abbey.

Abbey C: Good morning, Uncle Ben.

Mr. Stump: This is Claire.

Claire: Good morning, Uncle Ben.

Mr. Stump: This is Abbey.

Uncle Ben: Hold on. I thought she was Abbey?

Abbey F: Good morning.

Mr. Stump: This is Timmy.

Timmy A: Good morning, Uncle Ben.

Mr. Stump: This is Matthew.

Matthew: Yo.

Mr. Stump: This is Jayson.

Jayson: Good morning.

Mr. Stump: This is Phillip.

Phillip: Good morning.

Mr. Stump: This is Tricia.

Tricia: Good morning, Uncle Ben. Good to see you again.

Mr. Stump: This is Nancy.

Nancy: Good morning. Nice to meet you.

Mr. Stump: This is Jillian.

Jillian: Good morning.

Mr. Stump: This is Becca.

Becca: Good morning.

Mr. Stump: This is David.

David: Good morning.

Mr. Stump: This is Taylor.

Taylor: Good morning.

Mr. Stump: And, this is Tim.

Tim C: Good morning.

Uncle Ben: It looks like you have a bright class of students. Are you sure you can handle them?

Mr. Stump: Of course. {The bell rings}

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: Welcome back to your first day of school. Did you have a good summer vacation?

Class: Yay!!!

Mr. Stump: That's great! So you are all ready to knuckle down back to your studies?

Class, Boys: No! Ugh! {Simultaneously with the girls}

Class, Girls: Yes! Yay!

Mr. Stump: Great! So it's unanimous! You're ALL ready for this year's studies. This should be a great year. Please open your text books to the first chapter. Our first few chapters are on evolution. As you know, for years scientists considered evolution to be a theory. However, it is now so well accepted that it can be considered fact.

Abbey C: Excuse me, Mr. Stump; the Bible tells us that He created us in His image, that He has a special purpose for each and every one of us, and that we are NOT here just by accident. The Bible is His holy word and He wouldn't lie to us!

Mr. Stump: Thank you, Abbey, this is not Bible class. This is science class. I realize that "some of you" will have trouble with this concept, BUT, feel free to ask all the questions you want, and science will prevail! It always does.

Claire: Mr. Stump, our church just sponsored a seminar by the Frederick Creation Society. And they told us that evolution is, at best, a poor theory, and NOT fact.

Mr. Stump: Well, many "churchy people" believe that, but evolution is so well documented that it is definitely a fact. As scientists, we have a duty to think beyond individual beliefs and to portray science facts objectively and without personal opinion. As we continue this year's studies, you will see that science is NOT an accumulation of superstitious beliefs.

Abbey F: Mr. Stump, in our class last year, you taught us about the scientific method. Don't words like "fact" and "theory" have very specific definitions in the science community?

Mr. Stump: Thank you, Abbey. That is absolutely correct. Let's review. The scientific method is primarily attributed to the English statesman, scientist, and writer, Sir Francis Bacon. In 1620, Bacon published his book, *Novum Organum* that condemned silly superstitions and established a credible process for true science to follow. Based on the scientific method, who remembers what a hypothesis is? Yes, Timmy

Timmy A: A hypothesis is the long line on a right triangle.

Mr. Stump: That is correct, Ah NO, that's a hypotenuse.

Timmy A: That's what I said. A hypotenuse is the long line on a short triangle. Or something like that.

Mr. Stump: But I asked what a hypothesis is. Yes, Matthew.

Matthew: A hypothesis is an educated guess that attempts to explain an observation or answer a question. It must be consistent with scientific principles and could exist before any laboratory experiments take place.

Mr. Stump: Very good, Matthew. And who remembers what a theory is? Yes, Jayson.

Jayson: A theory is a systematically organized knowledge applicable in a relatively wide variety of circumstances; especially, a system of assumptions, accepted principles, and rules of procedure devised to analyze, predict, or otherwise explain the nature or behavior of a specified set of phenomenon.

Mr. Stump: I was afraid you were going to say that. Can someone give that to me in English, please?

Phillip: A theory is a step beyond a hypothesis in that it has been tested with a significant amount of experimentation and data. These experiments and all data must fully support the concept, OR the theory must be revised. Otherwise, if the theory cannot be revised accordingly, it must be totally discarded.

Mr. Stump: EXCELLENT, Phillip! Excellent! I'm glad to hear you all haven't forgotten everything over the summer. That's why the theory of evolution has evolved into a fact. {Chuckle, chuckle, obviously proud of himself} Get it?!? "Evolved into a fact!" {No one laughs!} I'll give you an example. At one time, the theory of evolution required very minute steps over enormous periods of time to change one species into another. This is called micro-evolution, and we can witness this today. BUT, the fossil record had no signs of these minute steps. Thus, the theory was modified over the years, and we now believe that a process called "macro-evolution" or "punctual equilibrium" occurred. This means that the changes from one species to the next occurred very rapidly over short periods of time, and consequently, left very few fossils. This is just one example of revising the theory to satisfy the data. As a result of constant revisions of the theory, it has become so accurate, that it is considered in fact, FACT. {Chuckle, chuckle, obviously proud of himself} Get it?!? "considered in fact, FACT?!?" {No one laughs!}

Tricia: I get it!

Mr. Stump: I'm glad someone catches my jokes!

Tricia: No, Mr. Stump. Not the joke. The concept of MACRO-evolution. So, if a dinosaur evolved into a bird via MICRO-evolution, we would expect to see numerous bird-like dinosaur fossils and numerous dinosaur-like bird fossils. But

since we don't, the dinosaur must have evolved into a bird very rapidly, leaving no fossils behind. Is that what you mean by MACRO-evolution?

Mr. Stump: Precisely! I knew this would be a good year!

Tricia: Now I get it. I think. {pause – puzzled} Mr. Stump, how can the “lack of evidence” be considered to BE evidence? I'm not sure how that makes sense. Do we observe macro-evolution taking place today?

Mr. Stump: Ah, well.....

Nancy: {Quickly interrupting} I heard at the Frederick Creation Society Seminar that macro-evolution has never occurred for two reasons. One, Evidence today shows that rapid changes in the species of an offspring are almost always detrimental to the species, and Two, even if a superior offspring of a different species DID occur, it would be a “one of a kind” and, by definition, no way to reproduce! Right, Mr. Stump? How has the theory of evolution been modified to account for these problems? To be consistent with the scientific method, it would have to be modified, Right?

Mr. Stump: Ah, well, we'll discuss that in a later chapter.

{ Commercial break. }

Uncle Ben: ...

Mr. Stump: Let's get back to the scientific method. Who remembers what a fact is? Yes, Jayson. Uh, never mind. Uh, Matthew.

Matthew: A fact is a concept that can be verified by repeated experimentation. Something that is repeatable and observable by anyone that performs the tests. Furthermore, it must be consistent with all other tests and data that would also confirm the concept.

Mr. Stump: Very good class! You ARE a bright class. Now that we have reviewed the scientific method and established these definitions, can we go on with our studies of the fact of evolution?

Jillian: Uh, Excuse me, Mr. Stump. But, how can anyone perform experiments on EVENTS that took place thousands or millions of years ago?

Mr. Stump: Jillian, that's silly. Of course you can't perform experiments on events that happened millions of years ago.

Claire: Then doesn't that problem alone indicate that evolution can never be considered a scientific fact?

Mr. Stump: Now don't start that churchy stuff again. Evolution is so widely accepted that scientists believe it to be FACT.

Becca: Mr. Stump, You used the word "believe." Haven't you exchanged the scientific method for a system of beliefs?

Mr. Stump: NO! This is science class. NOT Sunday School!

Jayson: Sir, I don't mean to argue, but Becca is right. WE were talking about the scientific method. YOU changed the subject to a system of beliefs. Years ago scientists believed the theory that the world was flat. At the time, they had no proof one way or another. Today we know, by simple experimentation, that that theory was wrong. In this case, a theory that almost everyone believed, was rightfully replaced by the proven fact, that the world is basically round. Isn't this how the scientific method is supposed to work?

Mr. Stump: That's true, but today we have so much evidence to prove evolution. For example, geneticists can run thousands of tests on fruit flies and watch them change right before our eyes.

David: Yeah. I hate it when that happens.

Mr. Stump: When what happens?

David: When they get my eyes!

Mr. Stump: {under his breath} I'm not sure I'M ready for school this year!

Mr. Stump: Well – Never mind. Take the pepper moth, for example.

Phillip: {SNEEZE}

Taylor: That's an excellent example, Mr. Stump!

Mr. Stump: That's right, Taylor. Can you elaborate on this example?

Taylor: YES, SIR! {very excited} Although the pepper moth {Phillip SNEEZE} adapted to the color of its environment, the gene pool remained unchanged. The pepper moth {Phillip SNEEZE} was still a pepper moth, {Phillip SNEEZE} {Everyone laughs!}

Mr. Stump: Phillip, - that's enough.

Phillip: I'm sorry sir. I have an allergy to even the thought of pepper. {SNEEZE} Oops, Sorry, sir.

Mr. Stump: Well – hold your nose.

Taylor: As I was saying, although the pepper moth adapted to the color of its environment, the gene pool remained unchanged. The pepper moth was still a pepper moth, and no evolution actually took place! It was simply an illustration of variations within a species. This is one of many examples that the Frederick Creation Society taught us about recently. {still very excited!} This is one of the many reasons that evolution should be considered, at best, a poor theory, and maybe, no more than an amusing hypothesis.

Mr. Stump: {under his breath} Now I know I'm not ready for this class!

Mr. Stump: I think it's time for everyone to pull out a sheet of paper. It's time for your first pop-quiz on Chapter 1.

Tim C: Mr. Stump, we haven't read chapter 1! You just handed us our text books!

Mr. Stump: I know. But there has been entirely too much silly chatter in the class.

Claire: But Mr. Stump, you said you wanted us to ask questions so that you could provide scientific answers.

Mr. Stump: That's right. Now pull out a sheet of paper and we'll see how many of these questions we can address on a pop quiz. Write your name at the top of the page. Question #1: Millions of years ago, the evolution of our forefathers created a new nation..... {fading off into oblivion.}

Mr. Auxt: Hello. This is Jay Auxt, of the Frederick Creation Society. Today, words like "facts", "truth", and "proof" have become almost meaningless. We use them as if they have become cheap and expendable. But the real "truth" is, these words are absolutely critical in every aspect of our daily lives.

Based on the criteria for scientific methods, neither creation theory nor evolution theory, as an explanation of our [origins](#), will ever be considered "scientific fact." Neither theory is observable, nor will they ever be! At best, the two ideas are both poor "scientific theories." As you know, from listening to other episodes of God's Creation on Uncle Ben's program, I find substantially more evidence to support the creation theory than the evolution theory. But, tallying the evidence of either theory and deciding by popular vote will never make a theory true or false.

On the other hand, not all "proof" needs to be "scientific" proof. For example, when it comes to historical proof and God's word, particularly the birth, crucifixion, and resurrection of Jesus Christ, we have substantial "historical proof" of this occurrence. Not only do we have numerous written accounts by those who walked and talked with Him, we have abundant accounts of numerous

people who went to their death in defense of Christ and their faith in Him! Not one of the 11 martyred apostles defected! The historical proof of Christ is one of the most substantially documented historical event ever. Just because something cannot be “scientifically proven,” does not mean that it cannot be “historically proven.” Historical proof requires documentation by numerous sources that do not have a common agenda to lie. In the case of the documentation of Christ, the 11 martyred apostles had a common interest in lying against Christ! (Their own lives were at stake!) Yet not one did!

Similarly, creation has been “historically proven!” Our Father in heaven witnessed the creation of the universe and our origins. He also documented it as such! Gen 1:1 *In the beginning God created the heaven and the earth.* Not only did God document the historic authenticity of His creation, he also inscribed it. In Exodus chapter 20 and chapter 31, you will see that God used His very own finger to inscribe the Ten Commandments on tablets of stone. The Fourth Commandment is, “*Remember the Sabbath Day to keep it holy.....For in six days the Lord made heaven and earth, and all that in them is.....*” And then He continues with the other six commandments. Lastly, His Son, Jesus Christ, also confirmed creation. Mark 10:6 *But from the beginning of the creation God made them male and female.* No witness has ever disputed this fact! If someone could ever produce just one witness to document evolution, then creation could be in serious doubt. But - nobody ever has. And nobody ever will! Our God Reigns!!

Mr. Stump: Well, we’re about out of time, so make sure your names are on the top of your papers and pass them to the front of the room. Your homework assignment for tonight is to STUDY, that’s right, S-T-U-D-Y, study chapter 1 of your textbook on the Big Bang Theory. I expect you to have a thorough understanding of it!

All Together: We know that one! God Spoke, And BANG it Happened!

Mr. Stump: {Under his breath} Now I know I’m in trouble.

{The Bell Rings}

Mr. Stump: {Still under his breath} Whew! Saved by the bell!

{Phillip SNEEZE}

{Everyone gets up, picks up their books, starts talking, etc.}

Mr. Auxt: Well, thank you, Mr. Stump, and thank you, class. You were an excellent testimony to Mr. Stump. Although this scenario has been staged for this program, I’m sure students are awkwardly caught in this type of situation on a regular basis. What can a student say when confronted with the dogma of evolution? Well, stay tuned to future programs of God’s Creation every Saturday morning at 9:00 right here on WJTM. If you have run into a similar experience in your own classroom, contact us. Maybe we can turn it into another great script. Once again, this program was sponsored by the Frederick Creation Society. If you are interested in the Frederick Creation Society sponsoring a seminar at your church, contact Dr. Bob at 301-620-8810.

The cast for this program consisted of the Cox family, the Simpson family, the Frierson family, and the Auxt family. We are from Walkersville Christian Fellowship and Walkersville Christian Family Schools. If you are interested in our fellowship or Homeschool programs, you can contact us at 301-271-0123 or look us up on our web page at [www.wcfs.edu](http://www.wcfs.edu).  
Uncle Ben?

## The BIG BANG

### Introduction:

Jillian: Most people visualize the Big Bang to be like a ball of matter expanding into space.

Phillip: Did you say Big Band or Big Bang?

Mr. Stump: Well, that sounds logical.

Jason: No Way! That doesn't make sense.

Mr. Stump: Good point. I hadn't thought of that.

Matthew: Look what I found!

Class: Right! God Spoke, And BANG, it happened!

Taylor: That's a "scientific" answer?!?

Matthew, Taylor, Tricia, & Jason: That's the way God made it!!!

{Ben introduces "God's Creation" and the Frederick Creation Society.}

{ Everyone chats, moves around. Bell rings. }

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: Until I get to know everyone's faces, we will need to start with roll call. Matthew?

Matthew: Yo

Mr. Stump: Taylor?

Taylor: Here.

Mr. Stump: Claire?

Claire: Here

Mr. Stump: Jillian?

Jillian: Here

Mr. Stump: Tricia?

Tricia: Here

Mr. Stump: Jayson?

Jayson: All present and accounted for sir!

Mr. Stump: Phillip?

Phillip: All presents on the counter sir??  
{Everyone quietly chuckles, except for Mr. Stump.}

Mr. Stump: Timmy?

Timmy: Here!

Mr. Stump: David?

David: Here.

Mr. Stump: As you know, today's lesson is on the Big Bang theory. I suppose you have all read Chapter 1 of your textbook and are all prepared. Right?

Class: Right! God Spoke, And BANG, it happened!

Mr. Stump: {Very somber} Now DON'T start that again! Let's get serious. Now, who can tell me about the Big Bang? {Pause} Yes, Phillip?

Phillip: Did you say Big Bang or big band?

Mr. Stump: I said, Big Band, I mean, Big BANG, Phillip. Could you please tell me about THAT?

Phillip: (pause) My dad ran into a telephone pole once. You should have heard THAT BANG!

Mr. Stump: That's enough, Phillip.

Phillip: {Quietly, under his breath} Yeah, you should have seen it. The two headlights were staring right at each other, and steam was.....

Mr. Stump: You're going to see steam coming out of my ears, too. Now knock it off.

Phillip: Yes, sir. According to our text, some 10 to 20 billion years ago, the entire universe was squished down into a little spec about the size of nothing. Then, suddenly, without any warning at all, it exploded into one giant BIG BANG! {Quietly} Except no one was around to hear it. So it didn't really make any noise. I don't think.

Mr. Stump: That's much better, Phillip. So you have been reading. And?

David: So basically, EVERYTHING kinda came from nothing.

Tricia: {Starts quietly singing the song from the Sound of Music} Nothing comes from Nothing...

{Class joins in}: ...Nothing ever could. So somewhere in my youth or childhood, I must have done something good.

Mr. Stump: {Laughing} That's cute. Very good class. You sure are wound up this morning. And where did the theory that everything came from nothing come from?

David: Nothing?

Mr. Stump: Matthew

Matthew: It was an extension of Einstein's theory of relativity published in 1915. Fourteen years later, Edwin Hubble noticed that the light of distant galaxies was universally shifted toward the red end of the spectrum creating a "red shift". This proved that the galaxies were moving away from each other. He found that galaxies farther away were moving away faster, showing that the universe is expanding uniformly.

Mr. Stump: Very good, Matthew. And who can elaborate further? {Pause} Yes, Taylor?

Taylor: In 1950 British astronomer Sir Fred Hoyle, of Cambridge University, thought the theory was pretty silly and referred to it as a mere "big bang." Scientists have actively pursued changing this name, but no one has come up with anything better.

Mr. Stump: Really? That's not in our textbook. Where did you hear that?

Taylor: I first heard it from the Frederick Creation Society.

Mr. Stump: I was afraid you were going to say that.

Taylor: But it's also in practically any encyclopedia.

Mr. Stump: Well, never mind. Regardless of Hoyle's opinions, .....

Taylor: Mr. Stump, Don't write Sir Hoyle off entirely! According to THIS chapter of our textbook, Sir Hoyle is noted for his computations of the temperatures of stars, and the prediction of the existence of quasi-stellar objects that were later found, and he is noted for major contributions to the theory that heavy elements evolved in succession from hydrogen.

Mr. Stump: Ah..., well..., that's true.

Tricia: Mr. Stump, I have a question about Hoyle's theory that all elements evolved in succession from hydrogen.

Mr. Stump: Yes, Tricia.

Tricia: **LIFE** is totally dependent on the carbon atom. Right?

Mr. Stump: Right. But what does that have to do with the Big Bang theory? We're billions of years away from the origin of life. That's not til later in our textbook.

Tricia: Yes, but, I understand that carbon atoms cannot be formed from the fusion of smaller atoms. The structure of its nucleus simply doesn't allow it.

Mr. Stump: Really? What chapter was that in?

Tricia: Dr, Otto Berg was telling us that at a Frederick Creation Society seminar.

Mr. Stump: And WHO is Dr. {pause} Dr. who? What does HE know about it?

Tricia: Dr. Otto Berg is a retired astrophysicist from Goddard Space Center.

Mr. Stump: You know him, too?

Tricia: Of course, Mr. Stump. He's a local member of the Frederick Creation Society. And he even has a radio program on WJTM!

Mr. Stump: Really? I'd like to meet him sometime.

Tricia: I'm sure he would love to meet you, too.

Mr. Stump: Well - let's get back to the point. Where were we?

Tricia: I asked where carbon came from.

Mr. Stump: Ah, that's right. {pause} I don't know. Obviously it did evolve. It's here. We need to move on. How else can we describe the Big Bang?

Jason: Well, it's kinda like a giant explosion of total chaos eventually cooling down to a VERY precise universe, complete with galaxies, solar systems, and planets.

Mr. Stump: Thank you, Jason.

Jason: Doesn't that defy our studies last year on the second law of thermodynamics? The law that everything, no matter how organized, tends toward disorder, NOT order?

Matthew: That's evident in my room!

Mr. Stump: Now - Come on. Let's get serious.

Matthew: Mr. Stump, You taught us just last year that if the sun was a tiny bit farther away from earth, we'd all freeze to death, and if it was a tiny bit closer, we'd-

Mr. Stump: We'd what?

Matthew: Our geese would be cooked.

Jason: That's right Mr. Stump, we'd all burn up! How can scientists explain how a Big Bang which sent gazillions of molecules flying in all directions could place our solar system in such a precise organized position suitable for life?

Mr. Stump: (pause) If you say you heard that at the Frederick Creation Society, I shall scream.

Jason: I didn't. You taught us about the solar system just last year. – Our textbook also talked about the slant of the earth contributing to seasons – also required for life as we know it.

Claire: That's right. And it also talked about the moon. If the moon was farther away, the gravitational pull wouldn't be strong enough to make useful ocean tides, making entire bays just big stagnant pools of stinky water. Remember Timmy's stagnant water project?

Everyone: Ugh! Yuk! That really stunk! Etc.

Timmy: And, if the moon was closer, the gravitational pull would be too strong, totally flooding our coastlines! How does the Big Bang allow for this precision and apparent design?

Mr. Stump: Ah, well, we ARE here! What else have we learned THIS year from THIS chapter? {pause} Jillian?

Jillian: Most people visualize the Big Bang to be like a ball of matter expanding into space.

Mr. Stump: That's right, Jillian. Just like Figure 3, in our text book. {pause} Jason?

Jason: Well, that isn't really an accurate portrayal. The Big Bang theory assumes the universe has no edge, no boundaries, and no center. BUT, Figure 3, the "ball of matter" concept, is an incorrect perception since it would imply that the universe has boundaries and a center.

Mr. Stump: Good point. I hadn't thought of that.

Matthew: Yeah, Dr. Humphrey's makes that point in his book *Starlight and Time; Solving the Puzzle of Distant Starlight in a Young Universe*.

Mr. Stump: You read a book on Starlight and Time?!?!

Matthew: No, I watched the movie. Jason read the book.

Mr. Stump: Watched the movie?!?

Timmy: Yeah, it was really neat. It talks about stars, quasars, black holes, horizontal events, etc.

Jason: Timmy, that's "event horizons", NOT "horizontal events."

Timmy: That's what I said.

Mr. Stump: What's an event horizon?

Jason: That's the vital part of the theory of relativity, where, if you do the math, the interactivity of the event horizon with gravitational forces affects TIME in a manner that provides the "red shift" of stars, AND supports the creation theory that the universe is VERY young.

Mr. Stump: Huh....? I think I'm lost in space!

Matthew: Yeah, Maybe you should try the movie, Mr. Stump.

Mr. Stump: Ah, ....

Timmy: Of course. The movie's neat!

Mr. Stump: I'm getting a headache.

{Commercial Break}

Mr. Stump: Who wrote this book on Starlight and Time? {pause} Dr. .... Who?

Jason: Dr. Russell Humphreys. He was a nuclear physicist with Sandia National Laboratories for 23 years. He worked in the areas of fusion, theoretical atomic and nuclear physics, and geophysics.

Mr. Stump: Was?

Matthew: He's a professor at the Institute for Creation Research now.

Mr. Stump: That figures. We're starting to run out of time. (Under his breath) You guys are going to be seeing "Starlight" soon! {Pause} Ok, let's make sure we all understand exactly what happened.

Claire: Mr. Stump, I don't understand how all the matter in the universe came from a spec of nearly nothing. What forces held this spec together?

Mr Stump: Well. . .(Pause). . .(cautiously) we don't really know, (gradually sounding more comfortable) but at least we know what it is that we don't understand, and that is what makes the Big Bang theory a valid theory.

Phillip: So a theory is a good theory when we know what it is we don't understand!?!?

Mr. Stump: (excited and very glad) Now you've got it!

Phillip: (Yells) I don't even know what I'm talking about!!

Tricia: I do! What Mr. Stump is saying is that as long as we know what we don't understand, then we understand that we don't understand what we don't know, because we don't understand. (confused) I don't, anyway.

Taylor: Mr. Stump, why should I trade God's word that I do understand, for a theory that NO ONE REALLY understands?

Mr. Stump: Now, now, Taylor remember; the Big Bang is an established theory in the science community. Almost EVERYONE believes it, so it must be true, or at least on the right track.

Claire: Mr. Stump, Sir Fred Hoyle ridiculed the Big Bang theory, yet it doesn't seem to be any better today than it was when first suggested. Considering the problems with the Big Bang theory, why is it still considered a valid theory?

Mr. Stump: Well, remember, we ARE here, right? And we had to have come from someplace. Scientists are constantly updating and discarding information. Even with the Big Bang theory. Science is moving onward, so we need to reject older theories and embrace new ones.

Claire: Mr. Stump, the Bible says God is the same yesterday, today, and tomorrow. He never changes, and His Word never changes.

Mr. Stump: Yes, well, that's all very well for the Bible. But in the world of science, theories are constantly changing. That's why we have different science textbooks every year! {chuckle}

Taylor: Mr. Stump, the Bible is the ultimate textbook, and it has NEVER changed. I'd much rather believe in evidence that has been the same since the world began, than in evidence that changes a lot.

Mr. Stump: Now, let's stay on track, Taylor. We are talking about the Big Bang.

Taylor: Yes, sir. Mr. Stump, what was before the Big Bang? What held all this stuff together before the Bang?

Mr. Stump: That's a good question, Taylor. There is no explanation as to how it was held together. Most scientists believe that this was the beginning of time itself. Thus, questions of what was "before" the Big Bang and how it was held together are irrelevant.

Taylor: I'm not sure I follow you. If it wasn't created, where did it come from?

Mr. Stump: It didn't come from anywhere. That was the beginning of time. Questions pertaining to "before the beginning of time" wouldn't be relevant. Would they?

Taylor: That's a "scientific" answer?!?

Phillip: Yeah, everything kinda came from nothing.

Tricia: {Starts quietly singing the song from the Sound of Music} Nothing comes from Nothing...

{Class joins in}: ....Nothing ever could....

Mr. Stump: Well, not necessarily. Remember, scientists continually polish theories to improve them. Another model, called the "cyclic model," is under development by Paul J. Steinhardt, a theoretical physicist at Princeton University and his colleague Neil Turok of Cambridge University. It's too new for even this textbook. I read about it on the National Geographic internet site. It's based upon a discovery that particles in the universe are not only expanding, as would be expected from the Big Bang, but its rate of

expansion is accelerating. The energy required to accelerate has not been discovered, but it has been named: “dark energy.”

David: I saw that movie, it was really scary!

Phillip: Even though you can't see it, it's always watching.

Mr. Stump: Phillip, this isn't a movie. This is for real. Anyway, this discovery was a surprise in that the evolutionary model does not predict it. In this new model, the Big Bang is not the beginning of creation, only a transition between two cycles in a never ending cosmological rebirth. This dark energy accumulates slowly over time and over trillions of years, the universe is stretched so thin that it eventually doesn't exist. Then comes what they named the “Big Crunch,” and the cycle starts all over again.

David: How many years was that?

Mr. Stump: Trillions.

Timmy: Wow! And then we won't exist? That's pretty wild! Where does the crunch come in.

Phillip {crunches potato chip} There it is!

Mr. Stump: Well, anyway, once we don't exist, the universe is so stretched apart, that it separates into many universes.

Claire: How can something that doesn't exist separate into something that does exist?

Jason: Quiet, I think he's onto something! So the emptiness causes the ....

Matthew: You mean, if I have one donut, and then start to stretch it apart, I'll have more than just one donut?

Mr. Stump: We are talking about the Big Bang, NOT donuts. As I was saying, this collapse of a stretched out universe is call the “big crunch.”

{Phillip crunches potato chip.}

Mr. Stump: Hold the potato chips for lunch break, Phillip. Go on, Jason.

Jason: Ah, so the emptiness causes the energy to materialize back into matter, which is the “Big Crunch,” and radiation (or something) sparks another Big Bang so the cycle starts over again.

Timmy: Back to the drawing board.

Mr. Stump: That's very good, Jason, I think this theory deserves considerable attention.

Matthew: Hmm, so basically in a few trillion years, give or take a million or two, the universe is gonna be so stretched out by a force that no one has ever seen or heard of yet, that it's just gonna "crunch" by another force that no one has ever seen or heard of yet. And then we start all over. Mr. Stump, does that mean that in few more trillion years after the next Big Bang, we'll have still another Big Bang? And that "dark energy" force.

Mr. Stump: That's the idea.

Matthew: Did they just make up that dark energy force? Is there any REAL evidence to support it? Do they just make up theories to support their own theories?

Mr. Stump: I, uh, well-

Taylor: Mr. Stump, it sounds like they just built theories on top of man's other theories. We need to build our theories on a solid foundation, the Bible, because it NEVER changes! A theory that is built upon divine FACT is ALWAYS more secure than a theory built upon man's shaky theories.

Mr. Stump: Well, perhaps that is true in the religious community, but in the SCIENCE community, we have [scientific methods!](#)

Phillip: Yeah, we talked about that yesterday.

Mr. Stump: Oops, never mind. {pause} Ah, Jillian?

Jillian: Mr. Stump, I have a question. If the Big Bang theory was true, all the planets should rotate in the same direction on their axis, right?

Mr. Stump: Well, that sounds logical.

Jillian: But remember our class last year? Venus and Uranus rotate in the opposite direction as all the other planets!

Claire: Yeah, Mr. Stump, that's right! And all of the nearly 50 moons of the solar system should orbit their own planets in the same direction. However, didn't our textbook last year indicate that at least 11 of them orbit their planets in the opposite direction as the rest! Why is that?

Tricia: And, IF the universe was formed by this Big Bang, wouldn't the universe be pretty much homogeneous? Yet isn't the universe extremely heterogeneously dispersed with enormous chasms of nothing followed by immense clumps of galaxies?

Mr. Stump: Well, uh, now see here! We ARE NOT here to discuss the PROBLEMS with the Big Bang. We are here to discuss the Big Band, I mean Big Bang.

Taylor: But Mr. Stump, isn't part of discussing a theory recognizing and discussing the PROBLEMS with the theory?

Mr. Stump: Uh, well, that's true, Taylor. But we're here, and we're exploring theories of how we got here. Let's continue to discuss THIS chapter. {pause} Matthew?

Matthew: But Mr. Stump, this whole thing has me confused. If I throw a stick of dynamite into a pile of lumber, will I end up with a house, and not just any house, a house so highly detailed and precise that no builder on earth could possibly construct it? I think I'd just get a big blown pile of rubble, which has even less chances of becoming a house than before! Don't you think the Bible has a much better explanation?!?

Mr. Stump: Well, Matthew, in science class, we study science, in philosophy class, you can study philosophy, and in religion class, you can study religion. (Fading off.)

Jay: Hello, this is Jay Auxt, of the Frederick Creation Society. Matthew is right. The Bible does have a much better answer. The so called "big bang" theory isn't really much of a theory. It's really not much more than an obscure idea. In the beginning God created the heavens and the earth! Right? Let's look at Is 40:22, *It is he that sitteth upon the circle of the earth,..... and that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in:* Of course there is scientific evidence that suggests a "stretching out" of the universe. God created the universe, and His word tells us of this "stretching out" phenomenon in about ten different places in the Bible. So why should we be surprised when scientific evidence supports exactly what the Bible says? As these students have properly shown, this data that scientists use to constantly revise a failing "big bang" theory can be more appropriately used to support God's word that never changes.

The Big Bang theory is based on very complex data that very few people even attempt to understand. That places the average person at risk of accepting the theory even if it doesn't make sense. But, don't accept it so quickly. The people who do study this data all disagree as to how to interpret it! There are numerous ways of interpreting this cosmic data. In Dr. Humphreys' book, *Starlight and Time, Solving the Puzzle of Distant Starlight in a Young Universe*, he has provided a mathematical model that is consistent with observable cosmic data AND with the Bible.

As I study the scientific data that supports evolution and the scientific data that supports creation, no matter what the subject matter is, I arrive at only one solid conclusion; God's word is true from cover to cover.

Mr. Stump: Well, that's the end of our class today. Tomorrow we will be discussing the [origins](#) of life. PLEASE, please stick to your textbooks and chapter 2!

{Bell rings. Everyone gets up, chats, moves along....}

Matthew: The origin of life huh. I still don't know where this dark force came from. I'm not even sure what it is. Do you know what it is?

Jason: Nah, not me. But I do hope Mr. Stump can give us some better answers tomorrow.

Tricia: He's the teacher. He should know.

Taylor: Well, even if he can't, tomorrow's Wednesday and we can ask our pastor at our youth group meeting.

Tricia: That's a real good idea. He'll be able to help us.

Taylor: Hey, I have a Bible. Let's look it up right now.

Tricia: Sure. That's a good idea.

Jason: But where do we look?

Matthew: We're looking for what happened in the beginning, so let's look there!

Taylor: No silly, look up the word "beginning" in the concordance.

Matthew: That won't help!

Taylor: Yes it will.

Jason: Hey I have a Bible, too. Why don't you two look in your Bible, and we'll look in mine.

All three: Alright.

Taylor: Ha, I found the perfect verse! I looked up the word, "beginning" and it's right in the beginning of the Bible! "*In the beginning God created the heaven and the earth.*"

Matthew: So is God the "dark force?"

Jason: No Way! That doesn't make sense.

Taylor: Lets look around in the Bible and see if there are any other verses about this.

Matthew: Where do we look? Do we keep reading Genesis 1?

Jason: No, we must be like the Super Sleuths. We must examine all of the angles and consider all of the facts.

Tricia: Maybe we should just start browsing. {Pause} Hey look what I found! It's in Isaiah 44:24 "*Thus saith the LORD, thy redeemer, and he that formed thee from the womb, I am the LORD that maketh all things; that stretcheth forth the heavens alone; that spreadeth abroad the earth by myself;*" It says right here, God created us AND he created the heavens and the earth; just as it says in Genesis chapter 1!

Matthew: So there isn't a dark force after all. But there IS a God that caused this to happen.

Jason: "Stretcheth forth the heavens," huh? Hey, look up words like stretcheth and spreadeth in the concordance!

Matthew: Look what I found!

Taylor: I found something, too. Listen to this! Is 42:5 "*Thus saith God the LORD, he that created the heavens, and stretched them out;*"

Matthew: Listen to mine! Is 40:22 "*It is he that sitteth upon the circle of the earth, that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in:*"

Tricia: I found one, two! Jer 10:12 "*He hath made the earth by his power, he hath established the world by his wisdom, and hath stretched out the heavens by his discretion.*"

Jason Here's another one! Psalm 104:1-2 "*Bless the LORD, O my soul. O LORD my God, thou art very great; thou art clothed with honour and majesty. Who coverest thyself with light as with a garment: who stretchest out the heavens like a curtain.*"

Taylor It's all through the Bible! No wonder the universe appears to be expanding!

All four: That's the way God made it!!!

Taylor I can't wait to tell Mr. Stump what we found. GOD created the universe, AND He made us, too. Oops. That's our lesson for tomorrow; the origin of life.

Tricia: Yeah, so don't forget to read chapter two. I wonder what IT says about our origins!?!

## Origins

Tricia: Where did this “billions of years” come from?

Timmy: I said I’m not a mathematician.

Tricia: Webster says the earth was created 6006 years ago.

Mr. Stump: Maybe I should meet him some day.

David: Life? Life was formed?

Taylor: Why do we think it was done without intelligent input?

Mr. Stump: Isn't what a problem?

Jillian: I'm sitting down.

Taylor: That doesn't sound very scientific to me.

Phillip: You can say that again.

Uncle Ben: Good Morning. This is Uncle Ben with God's Creation.....

Class: All chatter, waiting for class to start. {The bell rings} Chatter continues, but not as loud.

Mr. Stump: OK, take your seats. It's time to start class. {chatter continues, but at an even more reduced volume.}

Mr. Stump: Jillian?

Jillian: I'm sitting down.

Mr. Stump: I know. I was beginning role call.

Jillian: Oh. {pause} Here!

Mr. Stump: I see. {pause} Clair?

Clair: Here.

Mr. Stump: Taylor?

Taylor: Here.

Mr. Stump: Matthew?

Matthew: Here.

Mr. Stump: David?

David: Here.

Mr. Stump: Timmy?

Timmy: Here.

Mr. Stump: Phillip?

Phillip: Here.

Mr. Stump: Jayson?

Jayson: Here.

Mr. Stump: Tricia?

Tricia: Here.

Mr. Stump: So today's lesson is on the ORIGIN of LIFE. Who can tell me about "life"? {pause} Tricia?

Tricia: Well – According to Webster, "Life" (for man, at least) "is that state of being in which the soul and body are united."

Mr. Stump: Huh?!? That's in Webster's Dictionary?

Tricia: It may not be in any of the new plagiarized versions, but it's in Webster's original 1828 dictionary. He even gives a scripture reference, "Having the promise of the life that now is, and of that which is to come." (1st Timothy, chapter 4)

Mr. Stump: And WHERE did you get a copy of Webster's 18... original dictionary?!? {pause} Don't tell me! The Frederick Creation Society?

Tricia: No, from Mr. Auxt. He's a member of ...

Mr. Stump: I know, I know. ..of the Frederick Creation Society.

Tricia: That's true. But what I was going to say is; he's a member of our church.

Mr. Stump: Oh. Well, who can summarize THIS chapter for me this morning?  
{pause} PLEASE keep your summary to THIS chapter. {pause} Tricia? Can you keep your response to the material in our textbook?

Tricia: According to our textbook, life began about one billion years ago. It started when Mother Nature was cooking up a big bowl of primordial soup. {everyone chuckles}

Mr. Stump: {Chuckle, chuckle} Right. She poured it right out of a big red and white can. {everyone lightly laughs, pause}

Matthew: Mmm, mmm, good!{everyone lightly laughs, pause}

Mr. Stump: Never mind. Go on, Tricia.

Tricia: The primordial soup was made of carbon, oxygen, nitrogen, etc., and the atmosphere was rich with methane gas. Suddenly, a bolt of lightning struck and **dinosaurs** appeared. {everyone chuckles} Just kidding. The first life appeared.

Mr. Stump: Matthew, would you like to continue.

Matthew: Ah, actually, I have a question, sir.

Mr. Stump: OK.

Matthew: Wouldn't lightening and methane gas give you BOOM, and not life?

Mr. Stump: Yes, Matthew. It certainly would in an oxygen rich atmosphere. Thus, scientists believe the original atmosphere was a "reducing atmosphere" instead of an "oxidizing atmosphere."

Matthew: Oh, OK. {pause} What's a reducing atmosphere?

Mr. Stump: It's the opposite of an oxidizing atmosphere. An oxidizing atmosphere tends to combine oxygen with other elements; like the rusting of metals. Whereas a reducing atmosphere tends to pry oxygen loose to be released from molecules.

Matthew: I see. Thank you. {pause} WOW. That would mean the original atmosphere would have been significantly different from the one we have today.

Mr. Stump: That's right, Matthew.

Taylor: Mr. Stump, Isn't that a problem?

Mr. Stump: Isn't what a problem?

Taylor: Well, right now the atmosphere is extremely suitable for life. If the level of oxygen was significantly different in the past, how could it be so suitable for life? {pause} Oh yeah. And, wouldn't the earth's temperature be radically different!?! Yet life has such a narrow suitable temperature range!

Matthew: What gases did this "reducing atmosphere" consist of?

Mr. Stump: We're not sure. Scientists aren't sure what that reducing atmosphere would be. But it could have been rich in ammonia,

Timmy: Ewww. Stink!

Mr. Stump: And methane, and hydrogen. Jupiter and Saturn have reducing atmospheres.

Taylor: I presume there's evidence of a reducing atmosphere?

Mr. Stump: Well it's hard to find evidence of gases that are billions of years old.

Matthew: Then how do we know it was a reducing atmosphere?

Mr. Stump: Because, as YOU stated a moment ago, IF the atmosphere was an oxidizing atmosphere, lightening and methane make BOOM, not life! It HAD to have been a reducing atmosphere.

Matthew: Oh, that's right. OK. {pause} Hey, wait a minute. I didn't say that! I was just repeating what our book said.

Mr. Stump: Right. And that's how it happened. We need to move on. What else did we learn? {pause} Jayson?

Jayson: The textbook continues by explaining experiments performed in 1953, by Stanley Miller. He placed various elements such as carbon, water, minerals, methane and subjected it to electric shocks, to simulate lightning, and volia, "life" itself was formed in these very test tubes.

David: Life? Life was formed?

Jayson: Well, a few amino acids were formed. AND, 50% of the amino acids that were formed would have been destructive to life.

David: Destructive!?!

Jayson: Absolutely. Amino acids can be right handed, or left handed. In order for one to be useful, it must be left handed! Left by chance, left and right handed amino acids would form. Right, Mr. Stump?

Mr. Stump: Uh...

Jayson: Actually, it doesn't matter. Without some sort of trap to catch these amino acids, they would disintegrate much faster than they would be formed, AND, amino acids are only one of many molecules that need to be formed. Amino acids are very simple compared to the other molecules that are required to form life.

Mr. Stump: You've been reading too much of that creation stuff.

Jillian: Mr. Stump, how did they decide exactly what elements of the amino acids and under what proportions and conditions?

Mr. Stump: I'm sure glad you asked that question, Jillian. How would you do it?

Jillian: Well, I don't know. That's why I asked. {everyone chuckles}

Mr. Stump: They took amino acids and broke them down to their constituent parts, and then put them back together.

Jillian: Oh, I see.

Clair: They did what? What ever happened to random chance?!?

Mr. Stump: Well, that's silly, Clair. The experiment would have NEVER happened if left up to chance. Yet, by using this process, they were able to make over a dozen amino acids!

Clair: I thought that's what we were talking about!

Mr. Stump: What was?

Clair: Life evolving by random CHANCE!

Mr. Stump: Well - we don't have a billion years to wait. Our class is only 55 minutes long. {Everyone chuckles}

Matthew: That's not fair, Mr. Stump. I can take things apart and then put them back together. {pause} Well - sometimes. {everyone chuckles}

David: Yeah. You never did get my remote controlled helicopter back together!

Matthew: Well, sometimes it's only by chance that I get 'em back together!

Mr. Stump: See - chance DOES count!

Matthew: Well, yes, Mr. Stump, chance does count, but, although it takes awhile to do the math, I have read where if you do, the chances of amino acids lining up in exactly the right order to make a particular protein, for instance, a growth hormone, is ONE chance in, well, to be brief, the number one followed by 130 zeros, which is basically zero! And even if by some miracle the amino acids did line up, this would only produce one single protein! But, to have even the remotest chance of getting life started, TONS of different kinds of proteins, and TONS of DNA and RNA molecules must be produced and, of course, the probability of that happening by chance is absolutely zero!!

Mr. Stump: {pause} Where on earth did you get that? From the Institute for Creationism, or whatever, I presume.

Matthew: No, I read it in a book called The Amazing Story of Creation by Dr. Duane T. Gish.

Mr. Stump: Oh. Well, uh, nevertheless, in THIS case, the amino acids were created from the materials that Miller put in the test tube. {pause} Oops. (under his breath) I probably shouldn't have used the word "created."

Tricia: That's OK, Mr. Stump. One of Webster's definitions of "create" is, "To make or produce, by new combinations of matter already created, and by investing these combinations with new forms.

Mr. Stump: Thank you, Tricia.

Tricia: You're welcome. The reference he uses is from Genesis chapter 1, "God created man in his own image."

Mr. Stump: That's interesting, Tricia, but it's not really the topic of discussion. We were talking about how Miller proved that life could form by chance.

Matthew: Well, kinda. After Miller's experiment, everyone kinda thought that making life" in a test tube would be easy. Yet, 40 years later, Miller himself stated, quote, "solving the riddle of the origin of life has turned out to be more difficult than I or anyone else had envisioned," unquote. And besides, how do amino acids relate to life? They are such a small part.

Mr. Stump: Amino acids are the building blocks of living cells. DNA and proteins are made up of amino acids.

Phillip: It sounds like amino acids are to individual letters of the alphabet as life is to an epic novel.

Mr. Stump: That's a good way of putting it, Phillip. The DNA molecule is like a book, a complete instruction manual as to how to build every cell in your body. Although every creature has a different DNA, the complete code for each creature is written in their DNA. {proudly} That's how life AND evolution perpetuates; by the marvelous DNA molecule.

Clair: An instruction manual? Now that scientists have mapped 99% of the human DNA molecule, I thought they found that it only has enough information to provide a "parts list" for the human body and NOT an instruction manual.

Mr. Stump: Well – although that's true, {pause} where else would the information be?

Clair: If God made us, He can provide the instructions! Why do they have to be hidden somewhere where we can't find them?

Mr. Stump: This is science class, Clair. Not religion. Please keep God out of this classroom.

Clair: Well, {under her breath} I don't think I can ask Him to leave.

Mr. Stump: Excuse me?

Clair: He's here in our classroom whether we want Him here or not!

Mr. Stump: That's enough, Clair.

Jayson: You mentioned words like "alphabet", "book", "instructions", and "code." That IS a marvelous molecule.

Mr. Stump: Thank you, Jayson. We need to get back on track here.

Jayson: Last year, you took us on a field trip to the National Cryptologic Museum at Ft Meade. That was a neat trip! We learned all about codes and how complex they are.

Mr. Stump: Ah, that was a good trip, wasn't it?

Phillip: It sure was. And we learned how precise codes have to be in order to be functional. It showed us the importance of checking our work to make sure every letter is correct.

Mr. Stump: That's right, Phillip. AND, the DNA molecule does exactly that. Scientists have proved that it actually checks itself to make sure it is being replicated accurately to avoid mistakes. It truly is a MARVELOUS molecule.

Phillip: It sure is! Just think about it. In order for a "code" to function, five processes must take place; a need must be identified, the code must be generated to communicate that need, the code must be transmitted, it must be recognized by the receiving party, AND, it must be acted on accordingly.

Mr. Stump: Absolutely, Phillip! I never thought the Cryptologic Museum would be applicable to this science class! Excellent, Phillip. That's exactly how the DNA molecule works!

Phillip: Well – we saw some pretty fascinating machines at the museum.

Mr. Stump: That's right! The DNA molecule is a pretty fascinating molecule.

Phillip: It took years for some of these machines to be developed!

Mr. Stump: Just like the DNA molecule. It took years for the DNA molecule to develop.

Jayson: Mr. Stump, what Phillip is trying to say is, it took years of "intelligent design" to develop these machines. They didn't just happen because of years of random chance. Somebody had to write the codes. Saying that the DNA wrote itself is like saying the letters wrote the book. Every book has an author. Who wrote the DNA code?

Mr. Stump: Well – some scientists believe the RNA wrote the DNA code.

Clair: Mr. Stump, that just moves the question from one book to the sequel! Besides, once amino acids are formed, how do they form life? What is the simplest form of life that could be formed? Isn't the most simple life-form very complex?

Mr. Stump: Well, yes, even the simplest life-form, like a single cell organism, bacteria, or virus, is VERY complex.

Jillian: I thought that bacteria and viruses are not really able to live without a living host organism.

Mr. Stump: You're right, Jillian. The simplest life form that we know of that is self sustaining is a single cell organism.

Jillian: What are the basic systems that a single cell organism must have to be able to live?

Uncle Ben: It sounds to me like we need to give Mr. Stump a station identification break. He's going to need time to collect his thoughts. ....{adlib as needed}

{pause for commercial}

Uncle Ben: And now back to God's Creation and Mr. Stump.

Mr. Stump: That is a good question. There are several basic systems that a single cell organism must have. First, is a membrane or boundary layer. The membrane must be able to select those things that are good, like nutrients, and let them enter. Also, the membrane must select those things that are waste products and help expel them out of the cell. Then, a cell must have an energy conversion system where chemical energy is converted into energy that can power the cell. The cell must have an ability to manufacture materials to reproduce and make other cells. Thus, the cell has an information system that stores its 'blueprint' for how to make its various parts.

David: So a cell is like a tiny factory with very specialized parts that all work together.

Mr. Stump: Yes, it is actually a molecular factory that is finely tuned to carry out multiple functions at the same time.

Taylor: Hmm...., Like making proteins?

Mr. Stump: Well, yes. Of course. Why do you ask?

Taylor: I'm confused, Mr. Stump. If proteins are manufactured in a cell, that would mean the cell had to evolve before the proteins, wouldn't it?

Mr. Stump: Of course! {pause} NO! Ah, I don't know. Now you have me confused!

Taylor: We have YOU confused?!? Mr. Stump, how can a hodgepodge of amino acids assemble into a finely tuned factory? Can you show us a video that shows this happening?

Mr. Stump: Well, to tell you the truth, we don't know how it happened.

Taylor: You mean no scientists have actually been able to reproduce the formation of a cell from its basic components?

Mr. Stump: No, it has not been done by scientists. But we are hoping that they will be able to do it soon.

Taylor: Why do we think it was done without intelligent input? Wouldn't it be harder for all the chemicals to just fall into the right places by themselves?

Mr. Stump: Yes, it is much harder for life to emerge without intelligent assistance. But we see life all around us, so we know that it must have happened.

Taylor: That doesn't sound very **scientific** to me. Just because the Planet Earth is now full of life doesn't mean that life just happened on its own from a bunch of chemicals that got together. It's hard to believe that the highly organized cell can be produced by a bunch of chemicals mixing around.

Tricia: Yeah! And what makes this even harder to believe is that scientists with all their know-how, can't come up with one single, plausible sequence of events that could explain a possible evolutionary event of the origin of even one life cell. {pause} Never mind the ability to reproduce! {pause} WOW! Think of that!!! Not only would this factory have to evolve by accident, but the ability of this factory to reproduce AND generate more identical factories would have to occur simultaneously! Otherwise, when this one original cell dies, life itself would be gone for ever.

Mr. Stump: Yes, I understand that it is hard to believe. But you must consider that the chemicals had billions of years to mix. Because they had so many opportunities to mix, we believe that they found the right combination.

Taylor: But in order for this to have happened, the chemicals would have had to form the information system, the energy conversion system, the manufacturing systems, and all within a boundary system. And this would have had to happen simultaneously. This is an extraordinary claim you make. I have been told that such extraordinary and fantastic claims need to be backed up with extraordinary and fantastic evidence. Yet, no scientist can reproduce it even with all his modern knowledge and molecular laboratory equipment. So why would we believe that a living cell could have self assembled on its own?

Mr. Stump: Even though we don't know how, we see life, so it must have happened. Scientists all agree.

David: Dr. Oh doesn't.

Mr. Stump: And who is Dr. Oh? Is he with this Institute for Creationism, or whatever?

Tricia: No, he's a cell and molecular biologist for the National Cancer Institute, part of NIH, right here in Frederick.

Mr. Stump: So how do you know him?

Jayson: He gave a presentation on embryos at the Frederick Creation Society just this past Monday.

Mr. Stump: Really? He's a research scientist for NIH and believes in God's creation? That's interesting.

Phillip: He had a great testimony. He was taught evolution all through school. But as a research scientist, naturally his curiosity enticed him to study the scientific evidence for evolution and creation. He is now absolutely 100% convinced that we are here because God created us.

Mr. Stump: Maybe I should meet him some day. {pause} Well, regardless of Dr. Oh's opinions, with billions of years, anything can happen.

Tricia: Mr. Stump?

Mr. Stump: Yes, Tricia?

Tricia: Where did this "billions of years" come from? Webster says the earth was created 6006 years ago.

Mr. Stump: 6006!!! Where did THAT number come from?!? That's rather precise. Does the earth have a date code on it? {pause} That's in the dictionary? Why would a date be in a dictionary?

Tricia: It's not in his dictionary, Mr. Stump. It's in his Bible translation. Mr. Webster was also quite a language scholar. His Bible is virtually identical to the King James version. He humbly replaced a few words that were archaic English words with more common American words.

Mr. Stump: That's interesting, but we are talking about our ORIGINS.

Tricia: So was I.

Mr. Stump: Ah – I know. {very hesitant} But..... We were talking about .... {pause} How did he come up with 6006?!?

Tricia: By tracing the genealogies. It doesn't take a math major to add. Although some of the ages in the genealogies are difficult to know the exact timing, the genealogies are complete all the way back to Adam and Eve. So it can't be off by billions of years!!!

Mr. Stump: Can we get back to our discussion on laboratory experiments please? {pause} Yes, Jayson?

Jayson: You were telling us that billions of years can make up for what cannot even be done under the most controlled laboratory environment, with the best scientists, armed with the knowledge of molecular biology. You are teaching us to believe that "Time + raw material + chance = life"

Mr. Stump: Yes, it happened! Regardless of how far fetched it sounds; given enough time, ANYTHING can happen.

Jayson: Mr. Stump, I suppose I could believe it to be possible if the probability was higher, but, the probability of one molecule of the simplest protein coming together by chance is one in ten to the seventy-fifth power! (the number “one” with 75 zeros after it.) And, a simple cell requires 60,000 proteins of 100 different types! AND, if we calculate the probability of all 60,000 proteins coming together by chance, we have ten to the four millionth power! (ten to the 4,478,146, to be precise.)

Mr. Stump: Hey – what are you reading from? Is this from Dr. Oh?

Jayson: No, it’s an article by Dr. Joseph Mastopaola.

Mr. Stump: And who is,....

Jayson: He’s a professor at the Institute for Creation Research.

Mr. Stump: I know. You picked it up at the Frederick Creation Society.

Jayson: No, I picked up this other one from the Frederick Creation Society. Let’s see, the number of seconds in one billion years is only 3 times ten to the sixteenth. {mumble, mumble} Ah, for this to happen, lightening would have had to strike the molecules 300,000 times per second. And then stopped immediately, lest the next strike could wipe out all the great work it just started.

Mr. Auxt: The students are right. Even the simplest forms of life, single cell creatures, are fantastically complex. Only in the last 30 years, with the advent of molecular biology, have we been able to begin to understand how complex cells really are. The functions of the components of a cell occur on a molecular level. In order for them to function properly, the molecular structure of proteins, DNA, RNA, and the other various components are highly organized. In addition, each of the systems of a cell are interdependent on the other systems.

What scientists have found is that there is a vast chasm between the chemistry of non-living chemicals and living cells. To believe that chance could accidentally bring together the material of a cell and self assemble it, is to believe in a miracle and to have faith that “chance” has divine characteristics.

The bold face lie that you are asked to believe is that faith in the religion of evolution is somehow supported by science. There is no [scientific](#) evidence that life spontaneously self assembled. Scientists cannot duplicate it even with their intelligent intervention. Scientists cannot even lay out a step-by-step road map of how it could of happened.

Instead, evolutionists proclaim that it must of happened, and ask you to believe in their creed that “Time+Chance+Raw Material = Life.”

The underlying motivation for the evolutionists is “There is no God!” They reject the creator and so they must develop ridiculous theories that the most complex organizational structure – life – happened by accident.

The Bible spoke of this person, “*The fool hath said in his heart, There is no God. They are corrupt they have done abominable works. There is none that doeth good.*” Psalms 14:1.

Because evolutionists insist that there is no room for God, they are left with impossible problems, questions that have no answer. How could the genetic code, the language that contains the design of all plants and animals, spontaneously form by accident? It is like believing that by putting various geometric shapes into a drum, that not only the letters of the alphabet are all formed, but the text of entire books accidentally appear.

How can elaborately specialized and very complex proteins form without intelligent intervention? These proteins have thousands of chemical segments that fold up into a complex three-dimensional, very large molecule. The design and ordering of the chemical segments determine the protein's specific function in manufacturing other cell materials. It is like an assembly-line robotic machine. In addition, the simplest cell has many different types of these functional proteins that perform specialized tasks. The evolutionist asks us to believe that a fully functioning molecular factory of various proteins is the product of time + chance. But when you eliminate God, as they say must be done, they have no other choice but to believe impossible things.

In addition to the machines on the molecular factory floor and the language of the genetic code, you must also have the information system hardware – DNA and RNA. Each cell has the full blueprint of itself stored in its DNA, an amazing molecule that is enormously complex, yet an elegant chemical system for storing a large quantity of information. It functions like a CD or hard drive that stores information for a computer. And then there is RNA which is used to make duplicates of the DNA information and communicate it to the other systems in the cell, sort of like chemical email. Likewise, the evolutionist cannot show evidence of how this could happen by accident, but when God is ruled out, they can only say that it must of happened.

And then there is the membrane. A boundary system must protect and contain the vital components of the cell while selectively letting certain materials in and out of the cell. This is a critical system that the DNA code tells the functional proteins how to manufacture. You need the protection of a membrane to have a cell. Yet you need DNA, RNA, and functional proteins to manufacture the membrane. Scientist cannot agree on how these systems could have form individually. Even more perplexing, because they are all interdependent, it is impossible for the evolutionist to show how they could have all formed without the support of the others.

However, the starting point for the evolutionist is there is no God involved. With no evidence or plausible explanation of how a cell could be formed, they are left with a conviction that it did. Ironically, the real basis and bias in their writings is a faith in an atheistic belief system. It is understandable for a person that refuses to believe in God to come to such a conclusion because of the fallen world. However, where their greatest error is, is that they call their faith, “science”. They then reject with mocking and object to education that would recognize a more reasonable explanation: that the cell is the product of an intelligent creator.

But again the Bible describes such people: “ *Because that which may be known of God is manifest in them; for God hath shewed it unto them. For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse: Because that, when they knew God, they glorified him not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened. Professing themselves to be wise, they became fools, And changed the glory of the uncorruptible God into an image made like to corruptible man, and to birds, and fourfooted beasts, and creeping things.* Roman 1:19-23.

Timmy: Mr. Stump, I’m not a mathematician like Jayson.

Phillip: You can say that again.

Timmy: Hey – it took me a couple of years, Phillip, but I DID pass algebra last year.

Phillip: That was “remedial math,” Timmy, not algebra.

Timmy: Whatever. I said I’m not a mathematician.

Mr. Stump: Be nice, Phillip. What were you saying, Timmy?

Timmy: If I roll the dice, the probability of getting double sixes is, {pause} one in 12?

Mr. Stump: No. One in 36.

Timmy: So what’s the probability of getting double fives immediately following double sixes? It would be tremendously less, right?

Mr. Stump: Yes, of course. It would be one thirty-sixth times one thirty-sixth; which is, {pause}

Phillip: One chance in one thousand two hundred ninety six.

Mr. Stump: Is this one of your questions on your math test, Timmy, or does this have something to do with our class today?

Timmy: Well, Mr. Stump, I was just thinking about what Taylor said about evolution forming a cell AND the ability to reproduce all at the same time.

Mr. Stump: Yyeesss.... {very quizzically}

Timmy: Well, that's kinda like rolling double sixes followed by double fives. The probability of either event is low.

Mr. Stump: That's right, Timmy, but there were billions of years for it to happen.

Timmy: Yes, I realize that, BUT, compare the probability difference between the two. One has a probability of one in 36, the other has a probability of one in twelve hundred and something.

Phillip: Twelve hundred ninety six.

Timmy: So, you'd roll "double sixes" a whole lot more often than you'd roll "double sixes immediately followed by double fives," right?

Mr. Stump: Of course. But we're not playing Yatzee here.

Timmy: I know. But that would mean that "life" or at least the building blocks of life would have been formed millions of times before actual reproducible life would have been formed.

Mr. Stump: That's ridiculous!

Timmy: You said it. Not me.

Mr. Auxt: You said it, Mr. Stump. The whole concept is ridiculous. The ONLY reason to accept the possibility that life evolved by chance is to deny the Creator Himself. The ONLY reason to deny the Creator is to defy our accountability to Him. This is the only reason evolution has widespread acceptance. To accept Creation and deny evolution is to acknowledge that we are accountable to an almighty God. It was God Himself who established the whole concept of accountability and authority. Conversely, if we deny Creation and accept evolution, we are products of chance alone. In that case, WE make the rules; not God, not our teachers, not the government. If we are here by chance, who gave "them" the right to have authority over us? We are talking about a system of beliefs. If we believe we are products of chance, then we believe we are accountable ONLY to whom we choose to be accountable to. It is difficult to imagine

why government institutions would teach a system of beliefs that undermine their own source of authority. It's even more difficult to imagine where this trend will take society as a whole. But we don't need to imagine it. Just look at Romans Chapter 1. Beginning with verse 25, "Who changed the truth of God into a lie, and worshipped and served the creature more than the Creator, who is blessed forever. For this cause God gave them up unto vile affections:" etc. etc. and I will let you read from there. Evidence of this trend is becoming more and more prevalent all through our society. There is no mystery. God's word is true, and He even tells us exactly what will happen if society continues down this evolutionary path.

Uncle Ben: This has been a production of the Frederick Creation Society. The cast for this program was the Simpson family and the Auxt family from Walkersville Christian Fellowship. The script was written primarily by the Gallagher family, also of Walkersville Christian Fellowship. {feel free to adlib as you wish.}

This story was obviously scripted for this program. But the evolutionary discussions in your school classroom are real. Have you ever been fed evolutionary dogma in your classroom? Have you ever been fed evolutionary dogma of which you had no response? Drop us a note or send us an email. Your experience may turn into a great program! In fact we would love to have your input regarding the evolutionary dogma that you have experienced in your classroom. Send us your experience addressed to Uncle Ben, WJTM, PO Box 319, Braddock Heights, MD 21714 OR e-mail us at [WJTM@WJTM.org](mailto:WJTM@WJTM.org). We will send a gift to the first five people who respond.

Mr. Stump: When did you say this "Frederick Creation Society" meets? I may want to attend sometime.

Uncle Ben: It meets the first Monday of every month at the Frederick Adventist School at 7:30..... {adlib as needed} Stay tuned to the next episode of Mr. Stump, when the lesson is on "The Survival of the Fittest." Join us – I wonder if Mr. Stump will survive?

## Transitional Forms

Mr. Stump: First of all, let me disabuse you of one popular myth.

Abbey: It's a mammal, but lays eggs like a bird.

Mr. Stump: Well – that doubles the probability.

Abbey: It has venom, like a snake.

Mr. Stump: Put it back down then.

Abbey: It has webbed feet like a duck.

David: That's true.

Abbey: It growls like a dog.

Mr. Stump: Can you keep the noise down, please?

Abbey: And a flat tail, like a beaver.

Mr. Stump: Ah, come on. You can't be serious.

Uncle Ben: Good Morning. This is Uncle Ben..... {Say whatever you would normally say.}

{The Bell Rings}

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: Well, now that we have completed our discussion on [origins](#), today we will be talking about “transitional forms.” Oh, by the way, we all agreed that the probability of life forming by chance is next to zero.

Phillip: It **is** zero, if you ask me.

Mr. Stump: I didn't.

Phillip: Excuse me, sir.

Mr. Stump: But, keep in mind; [life](#) could have formed on another planet in another solar system.

Jayson: But that would just move the problem from one place to another.

Mr. Stump: Well – that doubles the probability.

David: That’s true. Two times almost zero is still almost zero.

Mr. Stump: Never mind. I just wanted to mention that. Raise your hand if you have read **this** chapter on “transitional forms?”

Phillip: <Pause> Mr. Stump?

Mr. Stump: Yes, Phillip? You read the chapter?

Phillip: No, uh..

Mr. Stump: You didn’t! Why not?!?

Phillip: I did. But, uh..

Mr. Stump: Come on Phillip. Spit it out. Then what is it that you’re trying to say?

Phillip: Well, uh, Mr. Stump, uh... Mr. Stump, this is a radio program. They can’t see if we have our hands up or not!!!

Mr. Stump: Oh, well, that’s true. Put it back down then.

Phillip: It is down, sir.

Mr. Stump: Oh, so it is. Uh, let’s get started. Open your textbooks, please. Transitional forms are species of creatures that transition from one major life form to another; for example from a [dinosaur](#) to a bird, or from an ape like animal to human. First of all, let me disabuse you of one popular myth. Evolution does NOT state that man evolved from an ape.

Tricia: {Whispering to Taylor} That’s good to know.

Mr. Stump: No, that’s a myth that evolutionists have never stated. It’s stated by unbelievers, I mean, those who don’t believe in evolution, to attempt to discredit it. The truth is, man and ape have the same common ancestor.

Taylor: {Whispering to Tricia} Oh. Well, that makes me feel better.

Tricia: {Whispering to Taylor} I never thought of it that way.

Taylor: {Half out loud} Hey wait a minute.

Mr. Stump: Can you keep the noise down, please?

Taylor: Mr. Stump, So what was this common creature?

Mr. Stump: Thank you, Taylor. It appears that the common ancestor, as depicted here in our text book, was Australopithecus....

Taylor: No, Mr. Stump. That's not what I mean. I see the picture. It sure looks like an ape to me!

Tricia: Yeah! It sure does.

Class: {All together in different ways, "yeah", "sure looks like an ape to me," "sounds like a 'bait and switch' to me!" etc. Keep up the chatter about the ape for several seconds}

Mr. Stump: OK, class. {chatter continues} Settle down, class. {chatter continues, but quieter.}

Jayson: {Quietly, but clearly} Sounds like a 'bait and switch' to me!"

Mr. Stump: That's enough class.

Jayson: Mr. Stump, have you ever heard of Lord Zuckerman?

Mr. Stump: Uh, refresh my memory.

Jayson: He was a famous British anatomist, and for many years he was the head of the Department of Anatomy at the medical school of the University of Birmingham, in England.

Mr. Stump: I think I remember him. Wasn't he the guy who along with his group of scientists, studied the fossils of Australopithecus for 15 years?

Jayson: Yes, but did you hear the end of the story?

Mr. Stump: Well, no, but I would suppose that it only fortified his beliefs.

Jayson: Actually, after his studies, he concluded along with his team, that Australopithecus was nothing more than an ape! He stated in his book, *Beyond the Ivory Tower*, that if the evidence supported evolution, he would readily accept it. But, although he does not claim to be a creationist, he admits that there is no evidence whatsoever in the fossil record to support evolution.

Mr. Stump: (pause) Oh.

Clair: Mr. Stump.

Mr. Stump: I know, Australopithecus looks like an ape.

Clair: Well yes, but that's not what I was going to say. I have a question.

Mr. Stump: OH. OK, shoot.

Clair: What are the transitional forms between this australo...whatever, and the apes?!?

Mr. Stump: Uh, {long pause} Uh, in twenty seven years of teaching, I've never been asked that question!

David: You have now!

Mr. Stump: What on earth made you think of that question? What difference does it make?!?

Clair: Well, you said man and ape both evolved from the same creature. If that's true, there should be evidence. I didn't read of any in our text book. I thought you might know.

Mr. Stump: I guess people aren't interested in the ape's family tree. Get it, the ape's family tree. {everyone chuckles a bit.}

Jillian: I don't get it.

Timmy: The ape's "**family tree.**" Apes live in **trees.**

Jillian: Oh, yeah. Now I get it. I think.

Mr. Stump: Anyway, we have Australopithecus, ...

Matthew: Piltdown man.

Mr. Stump: Good, Matthew.

Phillip: And Neanderthal man.

Jayson: And Nebraska man.

Mr. Stump: Good, Jayson. HEY, wait a minute! You guys are trying to trap me! Those aren't true transitional forms.

Matthew: Right. What I was about to say is, that Piltdown man was a "transitional form" all right. He had the skull of a man and the jaw bone of an orangutan. He was given the species name, dawsoni, named after the evolutionist, Charles Dawson. Yet, it was a total hoax that was accepted as FACT for over forty years!

Mr. Stump: I know. I know. Nobody's perfect.

Jayson: And I was going to say, Nebraska man was nothing but a pig's tooth.

Phillip: And I was about to say {pause} Neanderthal man has been shown to be fully human. And Ramapithecus was simply an orangutan!

Mr. Stump: I know, guys. Evolutionists are **not** disagreeing with you. The theory of evolution evolves, too. We remove theories and replace them with better ones.

Matthew: Like the "Evolution of Man" exhibit at the Smithsonian?

Mr. Stump: Right, why?

Matthew: Well, it still had many of these discredited links up until a few years ago. That's **long** after they were shown to be false.

Mr. Stump: Well regardless, those are old theories and they have been replaced.

Timmy: Like with flipperpithecus?!?

Mr. Stump: Flipper {pause} pith... You made that up!

Timmy: No, another Tim did.

Mr. Stump: Another Tim??

Timmy: Yeah. A man named Tim White. He found a so called transitional form less than twenty years ago. Well – until they realized it came from a dolphin! And this wasn't a hundred years or so ago. This was fairly recently.

Mr. Stump: That's ridiculous.

Timmy: You said it, not me. Oops. That was my line from the previous program. Sorry.

Mr. Stump: That's OK, Timmy. I get my lines mixed up, too. Where did you hear about that? Never mind. We need to keep moving.

Mr. Stump: OK class. I realize you think you have me stumped.

David: You ARE Mr. Stump.

Mr. Stump: I know. I may be Mr. Stump, but I'm **not** stumped! There are lot's of transitional forms. Take Seymouria, for example; part amphibian and part reptile. And Archaeopteryx, for example. Here is the perfect example of a creature that was half dinosaur and half bird. The numbers go on and on. Then there's the..... {fading out}

{The bell rings abruptly} {Much quiet chatter}

Mr. Stump: Oops. We're out of time. See you tomorrow.

{Uncle Ben: Five second tape pause. Time for a commercial. Say what you like, Uncle Ben.}

Jillian: He has me confused. He mentioned lots of transitional forms!

Clair: Yeah. That sure sounds like evidence for evolution to me.

Jillian: I'll bet Matthew and Jayson have an answer. Hey, Matthew!

Matthew: Hi Jillian. How are you?

Jillian: Confused! Mr. Stump has me confused. You heard about all these transitional forms. He must have named twenty or so. What gives?

Matthew: I don't know. He sure surprised me, too.

Jayson: Yeah. Shocked me. Maybe there is something to this evolution stuff after all.

Clair: That's impossible! God said HE created us in His image and that's that!

Tricia: Right! {pause} But there has to be an explanation. I'll be seeing Mr. Frierson at church this evening. Maybe he knows.

David: That's a good idea. Let's ask him.

{all chatter "that's a good idea" "hey, I'm going to go tonight, too." "maybe he can explain it" Etc. keep chattering. Fade out.}

{David's slide whistle changes scenes.}

Matthew: Mr. Frierson!

Jayson: Hey, Mr. Frierson!

{Everyone hollers at Mr. Frierson}

Mr. Frierson: Whoa, Whoa, What's all the excitement about?

Tricia: Mr. Frierson, our science class isn't going well.

{Tricia, Matthew, and Jayson all talking at the same time. The others chattering}

Matthew: Yeah. Mr. Stump said there's lots of transitional forms.

Tricia: Mr. Stump was telling us about archeology or something.

Jayson: And there's all kinds of evidence.

Mr. Frierson: Hold on guys. One at a time. What's the trouble?

{Tricia and Jayson, still talking at the same time.}

Tricia: Mr. Stump was talking about transitional forms.

Jayson: He was providing all kinds of evidence.

Mr. Frierson: One at a time!

Matthew: Mr. Frierson, Mr. Stump has all sorts of evidence for transitional forms. He can show us every step from the origin of life to man. Well, from ape to man is pretty poor. But anyway, if evolution didn't happen, why would all this evidence remain? He was telling us about Seymouria, part amphibian and part reptile, and Archaeopteryx, part bird and part dinosaur, and well, on and on. He must have named twenty or more! There's evidence of all kinds of transitional forms. With all this evidence, Well, why would it be there?

Mr. Frierson: Well, you know the why. Because millions of animals were laid down and buried during Noah's flood. Billions of dead things, buried in rock layers, laid down by water, all over the earth!

Matthew: OK, we know that. But why so many **transitional** forms?!? These creatures didn't really exist did they? They're **all** frauds, too. Right?

Mr. Frierson: Well, I don't know what creatures he mentioned. But let's talk about this a bit. What's the definition of a transitional form?

Abbey: A transitional form is one step of many to evolve from one species to another.

Mr. Frierson: Very good Abbey. Did you just hear what you said?

Abbey: Of course. I said it.

Mr. Frierson: OK, let's think about it. What transitional forms did he mention between the amphibian and the reptile?

Abbey: Uh, the Semouria.

Jayson: And the Diadectes.

Mr. Frierson: OK, which one evolved into the other?

Clair: He didn't say.

Mr. Frierson: That's right. Both creatures, Seymouria and Diadectes share features of amphibians and reptiles. But, they are different enough from each other that there is no clear sequence from one to the next. And, they are found in multiple layers; Lower Pennsylvanian, Middle Pennsylvanian, and Lower Permian rock, that are completely out of sequence to fit the evolutionary model.

Taylor: I knew there was an answer! {pause} I just don't understand what it is yet.

Mr. Frierson: That's OK, Taylor. The concept of "transitional forms" is supposed to be a **sequence** of creatures. Right? The key word is "sequence."

Taylor: Right. {quizzically}

Mr. Frierson: The truth though, is that it almost **never** is. The concept of transitional forms has been completely overhauled to accept and include any creature that seems to have characteristics of upper and lower life forms. That's not a transitional form at all. There are numerous life forms in existence today that share characteristics. But that doesn't make them transitional.

Phillip: I get it! Just because Jayson and I both have brown hair, doesn't mean I evolved from him!

Jayson: Of course not! I'm bigger than you!

Mr. Frierson: You're catching on.

Tricia: So, if something is transitional, it has to be transitional from something to something else. But, it's not realistic to expect that we would find all the steps from one form to the next.

Mr. Frierson: You're right. That wouldn't be reasonable. But, to truly be a **transitional** form, the features must show a sequence of progression. They can't just be arbitrary similarities. Arbitrary similarities exist all over the world today. But that doesn't show a

sequence. That shows how God simply used some of the same features in numerous animals. Since He's the creator, He can use the features He created anywhere He wants to! When we design a car, we don't redesign the nuts and bolts for it. When we design a .... {Fading out..... slide whistle blows out the scene.}

{Uncle Ben: Five second tape pause. Time for another commercial. Say what you like at this point.}

{The bell rings}

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: Now that you **all** fully understand transitional forms; today we will be discussing a theory called "ontogeny recapitulates phylogeny."

Matthew: We sure do, Mr. Stump.

Mr. Stump: Sure do what?

Matthew: We fully understand transitional forms now.

Mr. Stump: Good! To tell you the truth, I thought you were still struggling with it yesterday.

Matthew: I was. But Mr. Frierson straightened us out.

Mr. Stump: Who's Mr. Frierson?

Jillian: He's a member of our church.

Jayson: Yeah. He was talking about the difference between the concept of transitional forms and mere arbitrary similarities.

Mr. Stump: Huh? {very quizzically} Now class, we went over all this yesterday.

Phillip: I think we need to review that material a bit. You mentioned a lot of arbitrary similarities, but exactly which ones were truly transitional forms?

Mr. Stump: What's the difference?

Phillip: There's lot's of arbitrary similarities that exist today. But they aren't transitional.

Mr. Stump: OK, {confidently} Archaeopteryx, the link between dinosaur and bird, is a good example.

Taylor: That's right. He's a perfect example. {even more confidently} He is so unique that he has been studied in great detail.

Mr. Stump: That's right.

Taylor: He is so unique that the conclusion is; I quote, "The direct descent of such specialized forms from [Archeopteryx](#) scarcely seems possible. Consequently, Archeopteryx has often been regarded as an evolutionary dead end."

Mr. Stump: Now don't start reading from that creation propaganda again, Taylor.

Taylor: I'm not. That's a direct quote from the last paragraph of a very long detailed study published in the May 1990 issue of the *Scientific American* magazine.

Mr. Stump: You're kidding?!?

Taylor: I'm not. Archaeopteryx is no transitional form at all.

Tricia: And neither is Archaeoraptor.

Mr. Stump: Oh, come on. His picture was on the cover of the National Geographic magazine with a full article of all his similarities between a dinosaur and bird.

Tricia: That's right, Mr. Stump. But the article has three problems. One,

David: They didn't have film millions of years ago. The photo was actually of an artist's conception.

Mr. Stump: David, that's always the case.

David: Yes, Mr. Stump, but a picture is worth a thousand words. And this picture was wrong; dead wrong. Secondly,

Timmy: Once again, just having arbitrary similarities does **not** make it a transitional form. To be truly a transitional form, it must be a part of a sequence of fossils showing the progression from one step to the next in an evolutionary sequence.

Mr. Stump: But it did!

Timmy: Mr. Stump, that's not possible, because thirdly,

Mr. Stump: Thirdly?

Tricia: Mr. Stump, {pause} Archaeoraptor never existed.

Mr. Stump: He never existed?!? That's ridiculous. What kind of creation propaganda have you been reading? National Geographic had a big press conference on him, and he was right on their cover, with a giant article!

Taylor: This isn't creation propaganda at all. Five months later, National Geographic had him mentioned in a little note indicating that cat scans showed that he was actually the fossil of two creatures, dinosaur parts and bird parts, buried together. The two creatures formed kind of a collage.

Timmy: Sounds like another flipperpithecus to me.

Mr. Stump: You're kidding?!?

Taylor: Why would I kid about that?

Mr. Auxt: Speaking of kids; the kids are right again. This is Jay Auxt, of the Frederick Creation Society. Evolutionists are quick to proclaim evidence that supports their cause. The initial discovery hits all the front pages of news papers, magazines, and media everywhere. But closer looks always reveal flaws with the idea. Either it has features that show that it merely has arbitrary similarities, or it was found in rock strata that doesn't support the time sequence. These aren't transitional forms. These are OOPArt's; O-O-P-Art's; OOPArt's. Out Of Place Artifacts. The fossil record doesn't support evolution. It never did. When Darwin first published his book "The Origin of Species" the race was on. Paleontologists all over the world thought all they had to do was put the puzzle together. They were wrong. Even in Darwin's life time, it was clear, the puzzle didn't go together. That's why evolutionists are so quick to try to force puzzle pieces together; even if they seem to be pieces of different puzzles. When it looks like a fit, the news media has a hay day. But when the rest of the evidence is revealed, a little note is hidden on a back page somewhere. If you're interested in what the fossils really say, read Dr. Duane Gish's book, "Evolution: the Fossils Still Say NO!" Or, if you're interested in learning more about creation science, join us at the Frederick Creation Society.

Mr. Stump: Abbey, What's that!?!?

Abbey: Oh, this is my favorite stuffed animal.

Mr. Stump: Do you always carry around stuffed animals?

Abbey: Ah, No, Mr. Stump. It pertains to our studies today.

Mr. Stump: Really? How's that?

Abbey: Well, this is a [duck-billed platypus](#). I'd like to know how they evolved.

Mr. Stump: A duck-billed platypus?!? Why?

Abbey: Well, it's a mammal. But it:

- Has webbed feet like a duck,
- Fur, like a bear,
- Venom, like a snake,
- A flat tail like a beaver,
- A bill similar to a duck,
- Lives in burrows like a muskrat,
- Lays eggs like a bird, and
- Growls like a dog.

Mr. Stump: Ah, come on. You can't be serious.

Abbey: I am. It lives in the rivers and streams of eastern Australia. Scientists delivered a platypus skin to the British Museum, but scientists refused to believe it was real for 80 years! Where did it come from, Mr. Stump?

Mr. Stump: Well, eastern Australia!

Abbey: No, Mr. Stump. What animal did it evolve from?

Mr. Stump: I have no idea. {pause} I know - **all** other animals evolved from the platypus!!! {pause} I think I'm starting to understand what you're saying. An animal is **not** a transitional form just because it has similarities. If that were the case, the platypus would be the great granddad of the entire animal kingdom.

Tricia: AND, Mr. Stump, if evolution were true, shouldn't there be transitional forms leading up to **every** species?

Mr. Stump: Well, of course, Tricia. But the fossil record is very limited. You wouldn't expect we would find every type of transitional form that ever existed!

Tricia: True. But to have developed, a transitional form had to have existed, right?

Mr. Stump: Of course! But that doesn't mean we would find fossil of it!

Tricia: I agree. But, some animals couldn't possibly have transitional forms.

Mr. Stump: What do you mean by that?

Taylor: Well, consider the bombardier beetle.

Mr. Stump: The what?

Taylor: You've heard of him. The bombardier beetle is the one that can detonate an explosive in the face of a predator **without** blowing himself up. He couldn't have evolved. If a transitional form didn't blow himself up, he'd die from the nasty chemicals!

Mr. Stump: I think I'm starting to understand what you're saying. You guys have been studying, haven't you? {pause} I'm going to attend the next Frederick Creation Society meeting. When are they?

Uncle Ben: I look forward to seeing you there, Mr. Stump. They have moved their meetings from the first Monday of every month to the second Tuesday of every month. So, the next meeting will be January 14<sup>th</sup> at 7:30 at the Frederick Adventist School..... Stay tuned to next month when Mr. Stump attempts to teach the theory that "ontogeny recapitulates phylogeny." What's that? Well, stay tuned and you will find out.

## Recapitulation

Intro:

Clair: Recapitu-what?

David: Hey, are you saying I evolved from a pig?

Timmy: No, you evolved from a shark.

David: OW!! Mr. Stump, he bit me!

Mr. Stump: You asked for it.

Phillip: Imagine that. Swinging through the trees by our tail – right in the safety of our mother's womb.

Mr. Stump: Now don't start that again!

Jillian: I have a textbook you can believe. You can believe it from cover to cover. It's God's word. It never lies.

Uncle Ben: Good Morning, this is God's Creation.....

{ chatter, and more chatter }

{ The bell rings }

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: It's time to get back to our discussion on the theory that ontogeny recapitulates phylogeny.

Class: Huh?!?!?

Phillip: Uncle Jim decapitated Fido who? That poor dog.

Mr. Stump: Ontogeny recapitulates phylogeny.

Timmy: Bet you can't say that ten times.

David: I can't even say it once!

Mr. Stump: You heard me, ontogeny recapitulates phylogeny.

Clair: Recapitu-what?

Jillian: It must be Latin. Can you give that to us in English please?

Mr. Stump: That's the subject we started to discuss yesterday when you guys derailed the class and started talking about [transitional forms](#). Oops, never mind. I'm sorry I brought that subject up again.

Jillian: Oh, Ok. {whispers to Clair} Was that an answer to my question?

Clair: {whispers back} I don't think so. Ask him again.

Jillian: {whispers} I already did ask. You ask him!

Mr. Stump: Quiet down in the back. I'll get to the answer. We will be discussing it in great detail today. "Ontogeny recapitulates phylogeny" is exactly what it says it is.

Jillian: {Whispering} I was afraid he was going to say that.

Phillip: Oh! I get it. Uncle Roger's recap tires. My dad used recap tires once. You should have heard the thud when it flew off and hit the inside of the fender well. It sounded more like re-catapulted tires!

{everyone laughs}

Mr. Stump: Very funny, Phillip. Let's look at each word individually.

"Ontogeny" is the development of an individual organism from a single cell to a fully developed being. {children start to chatter quietly} Let me repeat that; "Ontogeny" is the development of an individual organism from a single cell to a fully developed being. "Phylogeny" is the evolutionary development of a species, from one species to the next. Let me repeat that as well; "Phylogeny" is the evolutionary development of a species, from one species to the next. {continued chatter}

And finally, the word "Recapitulate" simply means to repeat the process. {chatter volume increases}

So, the term "ontogeny recapitulates phylogeny" means that the entire process of evolution is repeated right in the mother's womb or in the egg as the embryo develops into a living being. Once again; the term "ontogeny recapitulates phylogeny" means that the entire process of evolution is repeated as the embryo develops into a living being.

Phillip, Timmy, Taylor, Jayson {All together, others chatter in the background}

Phillip: Ah, now I remember!

Timmy: Oh, NO. That's not true!

Taylor: Hey wait a minute. I remember that one.

Jayson: No Way! Dr. Oh, just talked about that one!

Entire class: {Keep the chatter up. Repeat some of the other lines.}

Mr. Stump: Whoa, Whoa, What's all this about?

Matthew, Timmy, {together}

Matthew: That's not true, Mr. Stump. That was all made up!

Timmy: We studied that subject at the Frederick Creation Society.

Taylor & Jayson {Quietly murmur some of your previous lines.}

Mr. Stump: CLASS, you must settle down. Can you tell me, one at a time, what this commotion is about? Jayson?

Jayson: Mr. Stump, that was the subject Dr. Oh was talking about at the Frederick Creation Society just a few weeks ago. With those great big words, like "ontocolo- whatever" well, it kinda slipped our mind. But, once you repeated the definition, it all rang a bell and came back. Sir, with all due respect, that theory was proven to be a total scam over a hundred years ago!

Mr. Stump: That's ridiculous! It's right here in our text book! These text books may be old, but they're not THAT old!

Timmy: I thought you said these textbooks were updated regularly! That's why they're so expensive.

Mr. Stump: I was only kidding about them being so old! These text books are practically new.

Tricia: Well, You're right about one thing!

Mr. Stump: About what?

Tricia: That's ridiculous!! This "Fee-logeny" stuff is ridiculous!!

Mr. Stump: Tricia, it's PHYlogeny. Not Feelogeny. You know, like Fee, **Fi**, Fo, fummeny.

{everyone laughs}

Tricia: What ever it's called. It's the most ridiculous and most devastating theory ever proposed by man. It's totally false, and just won't die! Mr. Heckle should have been shot.

Mr. Stump: It's, "Haeckel," Tricia. Not, Heckle.

Phillip: We passed through ALL the evolutionary stages before we were even born?

Mr. Stump: That's right. Every single one.

Phillip: Wow, imagine that. Swinging through the trees by our tail – right in the safety of our mother's womb. Incredible.

{everyone laughs.}

Mr. Stump: That's enough, Phillip. I tell the jokes in this class. Just hold on a moment, guys. Before you get all fired up and sure of yourself; to quote your own words, "Spectacular claims require spectacular evidence to support such claims." OK, you claim the theory is a fraud. That's a spectacular claim since it's right here in our text book. Give me your spectacular evidence to back up your claim.

Class: {All chatter together in surprise and disbelief of Mr. Stump's challenge.}

Mr. Stump: Come on class. Give me that evidence.

Taylor: Mr. Stump, of course our proportions and shape change during development. If you don't believe it, just look at my little brother.

Mr. Stump: Your little brother?

David: Hey wait a minute!

Taylor: Not you, David. **OUR** little brother, A J. Yeah. It's a riot. Everyone needs a 1 year old brother. If you don't have one, go borrow one. And then try this. Raise your arm straight up over your head. Bend it at the elbow across your head. Scratch the ear on the opposite side. Now tell your baby brother to do the same. Don't laugh! You'll give him a complex. {everyone laughs} I said, don't laugh! {everyone laughs again} The reason this is so funny is because the baby brother can't do it. Nor is he even close. His proportions are just too different from ours.

Mr. Stump: That's a very minor change compared to the changes shown in these pictures.

Taylor: That's true, but, if you don't think this change is so radical, don't forget - you were a little round dot once! Today, well, some of us are still round, but not a little dot! Our proportions change dramatically as we develop! Our proportions change the most during our first few months of development. But then that makes sense. None of us are little round dots anymore. Just because my shape resembled a fish once doesn't mean I was one. Just because my shape was a little round ball once, doesn't mean I was a baby beach ball!

{everyone laughs}

Uncle Ben: It's time to pause for a commercial break.....

Commercial:

Mr. Auxt: Good Morning! And welcome to Uncle Ben's Saturday morning program, "God's Creation," brought to you by the Frederick Creation Society. What's the topic of our next lesson, Mr. Stump?

{chatter, and more chatter}  
{The bell rings}

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: Today we will be studying the topic of "vestigial organs."

Timmy: Vegetable organs? How can you make organs out of vegetables?

{everyone laughs}

Mr. Stump: No, Timmy. "Vestigial Organs."

Phillip: Oh, ok, is that one of those new little electronic organs you can carry in your vest pocket?

{everyone laughs}

Mr. Stump: No, no, no, Phillip. Get serious. A vestigial organ is an organ in your body that was carried over from our evolutionary past, but no longer serves any useful purpose.

David: Then what's the purpose of studying it?

Mr. Stump: Why not. Why wouldn't we?

Phillip: Mr. Stump, if it serves no useful purpose, what's the use in studying it. I have plenty of other subjects to study.

David: Yeah, I'm still wondering about the useful purpose of some of my other classes!

{everyone laughs}

Mr. Stump: Now, Now, class. Vestigial organs provide undisputable evidence of evolution.

Matthew: I don't think so-o-o-o.

Mr. Auxt: Uh, oh. What will Mr. Stump get himself into next time? Does he truly have evidence for evolution? If so, the word of God is in jeopardy. Stay tuned to future "God's Creation" programs with Mr. Stump, right here on WJTM. Uncle Ben?

Uncle Ben: Back to today's program.....{introduces the next portion of the program}

Mr. Stump: Yes, {impatiently} I'm still waiting for your spectacular evidence that this theory is a lie. If you can't present it, then you must keep the chatter down. We must continue with our class.

Jayson: These similarities are mere arbitrary similarities. Just like our discussion last time on all the so called transitional forms that are really nothing but arbitrary similarities.

Mr. Stump: Now don't start that again!

Tricia: Mr. Stump, if this phee-logeny stuff were true, we'd first be crustaceans then we'd develop a vertebrae, we'd be cold blooded then warm blooded, we'd have a two chamber heart with one set of plumbing, then a three chamber heart with entirely different plumbing, then, ..... well, this is ridiculous.

Mr. Stump: It's PHYlogeny, Tricia. Not PHEElogeny.

Tricia: Mr. Stump, regardless of whether it was phe, phi, pho, or phum, the pictures were faked.

Mr. Stump: The pictures are right here in our text book. Which one is faked? I want evidence!

Taylor: The very first chapter in the Bible says that each creature is made after his own kind. Not after a fish or frog! Jeremiah 27 says, "I have made the earth, the man and the beast that are upon the ground, by my great power and by my outstretched arm."

Mr. Stump: Taylor, this is not Bible class.

Clair: The Bible also tells us that each and every one of us is unique and special in God's eyes. Mr. Stump, we don't happen to have the scientific evidence right here with us. It was a discussion a few weeks ago.

Mr. Stump: Then I suggest that you keep your opinions to yourself. I do not appreciate these interruptions. You made a spectacular claim. You have presented no evidence to support that claim, it's time that we get on with...

Matthew: I HAVE IT!!!

Mr. Stump: Huh?!? What?

Matthew: I found it!

Mr. Stump: Found what?

Matthew: I found my notes from Dr. Oh's presentation.

Class: {All cheer loudly!}

David, Timmy, & Phillip {All together}

David: Let me see them.

Timmy: Hey look at this, he does have them!

Phillip: Wow, can I see them!?!?

Jayson: Do you always carry around your "creation notes" Matthew?

Matthew: No. I was just praying for an answer to Mr. Stumps challenge, and then it hit me, I put them in my science notebook and haven't taken them out yet!!!

Mr. Stump: Well – I don't really care what Dr. Oh says. We are here to study this text book. Not some propaganda you picked up somewhere.

Matthew: OK, let's look at our text book. The theory was devised by a fellow by the name of Ernst Haeckel in the 1860's. He invented the word "phylogeny." Prior to Haeckel, the word didn't even exist. He drew these pictures of the shark, a lizard, a chicken, a pig, and a man. The pictures are each from various, distinct stages of development.

David: Hey, are you saying I evolved from a pig?

Timmy: No, you evolved from a shark.

David: OW!! Mr. Stump, he bit me!

Mr. Stump: You asked for it, David. {pause} Matthew, can't you see the resemblance in the pictures?

Matthew: Oh, I see the resemblance all right. But these aren't actual photos, these are merely Mr. Haeckel's sketches.

Mr. Stump: Of course they're not photos. Hardly anyone had a camera in the 1860's!?

Matthew: Right. But here are some actual photos of the same creatures at the exact stages of development! Look at the difference! Look at the different shapes. In some cases, Mr. Haeckel exaggerated the features or used a totally different stage of development. In other cases, the real pictures aren't even close. Compare this photo of the fish to Haeckel's drawing. Compare this giant pot belly in this photo to Mr. Haeckel's sketch. Compare this long skinny creature in this photo to the short dumpy one of Mr. Haeckel.

Mr. Stump: That's not a picture of Mr. Haeckel. That's a picture of a pig.

Matthew: Huh?!? NO! I mean the picture "drawn by" Mr. Haeckel.

Jayson: Sounds like Mr. Haeckel was the subject of considerable "heckle," if you ask me. Do you have the other photos, Matthew? The ones of the cat and dog and all the others?

Matthew: Ah, let me see. {Shuffling some paper} Here they are. Look at these. Here are all sorts of creatures in the exact same stages of development. Here's a cat, a dog, a hedgehog, a toad, and look at that fat salamander! They're all different shapes. There are about as many different shapes as there are creatures. They may be all small. But aside from that, they have practically no resemblance at all!

Mr. Stump: So how do I know these photos are real?

Jayson: Well – three reasons. First of all, these photos were taken by Dr. Michael K. Richardson, a lecturer and embryologist at St George's Hospital Medical School, in London. Second, Mr. Haeckel's drawings were shown to be frauds in his very own life time. And third, check it out for yourself. These photos are readily available for anyone to see on numerous Web Sites!

Mr. Stump: Now wait a minute. His art work wasn't perfect, but...

Matthew: Mr. Stump, you see the pictures. His art work wasn't even close. He was discredited by his own peers, notably Professor Wilhelm His, professor of anatomy at the University of Leipzig in 1874. At first, Mr. Haeckel even tried to blame his assistant. But it was clear that **he** was the master of this forgery. In fact, some of the pictures aren't similar, they are identical! He used the exact same picture for entirely different creatures. He was totally discredited and his career was shot. Mr. Haeckel was a pantheist, BUT, the pantheists won't claim him because he was so dishonest. Imagine that; a society that believes we are all gods, won't accept him because he was too corrupt!

Mr. Stump: Pass those pictures forward, please. Let me see those a little closer.

{Papers rattle}

Mr. Stump: Wow, what sharp photos. Hah, this one's cute. Well, what do you know. In twenty seven years of teaching, I have never seen these photos.

David: You have now.

Mr. Stump: I can't get over these photos. These are absolutely amazing. Look at the detail. You can almost see precious little personalities being developed. Hah! Look at this personality!

Jayson: That's my driver's license! Give that back!

{Everyone laughs}

Mr. Stump: I'm just passing it around with all the rest of the photos.

Jayson: Don't you dare!

Mr. Stump: What happened?

Jayson: I guess you could say I was having a "bad hair day". Now, may I have it back please?

Mr. Stump: Can you hand it back to me, Taylor?

Taylor: Sure, Mr. Stump. What happened, Jayson?

Mr. Stump: That's enough. Let's continue. Jayson, you really should have asked them to take that picture over. There's not a single policeman on earth that will believe that's you!

Jayson: I have no intentions of needing to show it to any policemen.

Clair: Mr. Stump, the discovery of the DNA molecule also showed that this theory couldn't possibly be true – regardless of what the pictures look like!

Mr. Stump: What do you mean?

Clair: Well, the DNA is formed right at conception. And, it remains unchanged from conception to birth. The lizard, shark, pig, etc, all have substantially different DNA molecules. For each creature, their DNA molecule is exactly the same at birth as it was at conception. The DNA molecule alone shows that this theory is pure nonsense.

Taylor: If this theory were true, in order to pass through these stages, our DNA would have to include all the genes of our predecessors. But it doesn't. With all the DNA mapping scientists do these days, that's one thing that has been proven without any doubt whatsoever!

Tricia: The study of chromosomes tells us the same story. We couldn't have passed through these other animal stages. For example, a pig has 38 chromosomes, and we have 46. Furthermore, IF we did have all the genes of our predecessors, we'd be able to look back in time and see exactly what creatures we evolved from. But that's certainly not the case. If anything, the death of Haeckel's theory has pointed to substantial evidence supporting creation, not evolution.

Class: It's "Haeckel!"

Taylor: Mr. Stump, in the words of Dr. Keith Thompson; I quote, "Surely this biogenetic law is as dead as a doornail. It was finally exercised from biology textbooks in the fifties. As a topic of serious theoretical inquiry, it was extinct in the twenties." Unquote.

Mr. Stump: Now don't start throwing creation propaganda at me again.

Taylor: I'm not. Dr. Thompson is a Professor of Biology, an evolutionist professor, at Yale University.

Mr. Stump: An evolutionist said that?

Clair: Absolutely. Mr. Stump, as scientists began mapping the genes and chromosomes of various species, they (the evolutionists, that is) expected to see the "information" in this DNA to get more and more complex as the species do.

Mr. Stump: Yeah, and it's not quite that straight forward.

Taylor: That's an understatement. Man, supposedly the most highly developed, has half as many genes as the single celled parmesan.

Matthew: Paramecium.

Taylor: Whatever. And the amoba,

Matthew: Amoeba.

Taylor: Whatever, also a single celled creature, has ten times as many as the paramecium! {stumble over the word} I thought ~~we~~ were supposed to be the complex creatures!?!

Mr. Stump: An amoeba has 20 times more genes than I do?!?

Taylor: Right! So, if this silly recapitulation story were true, we should have a gazillion times as many genes as the amoeba. Yet, just as this ridiculous theory has showed up in our textbook, it continues to show up elsewhere as well. It just won't go away. The publisher of this textbook is just as guilty of fraud as Mr. Haeckel!

Mr. Stump: Hmm... I don't understand. This doesn't make sense. Our text book is well documented. {pause} Look – reference number thirty eight! Let's look at the back of the book...{pause} All the references are listed in the back of the book. {pause - flipping the pages} Here it is, number thirty eight. {pause} What! {With a sinking feeling} I don't believe it. "Ernst Haeckel's recapitulation theory has since been shown not to be true, but, this is still a good example of how evolution can be illustrated." {pause} I don't believe it! This is CRAZY!

Jay: Hello. This is Jay Auxt, of the Frederick Creation Society. It IS crazy! This crazy theory just won't go away, when in fact, no credible scientist, creationist or evolutionist, believes it. The theory is totally false. It was shown to be false right from the start, right in Mr. Haeckel's lifetime, but it won't go away. It's been discredited in practically every [scientific](#) arena, but its ugly head pops up everywhere. If you would like to see what these various stages of development really look like, you can find them on numerous web sites. Answers In Genesis.org has several articles and pictures. That's Answers In Genesis (all one word).org. They have an excellent article entitled, "Ernst Haeckel: Evangelist for Evolution and Apostle of Deceit." You can find it by typing "Haeckel" in their search engine.

The term "Ontogeny recapitulates phylogeny" is a great big term that modern scientists use to say, "shut up and listen because I know something you don't know." Then watch out, because a serious dose of deception is about to be shoveled out!

In fact, as we were writing this particular script, I looked up the words ontogeny, recapitulate, and phylogeny in the American Heritage Dictionary of the English Language. Let me repeat that reference to make sure it is well documented. I looked up these words in the American Heritage Dictionary of the English Language. In the definition for "ontogeny," they included a statement, "compare phylogeny." The definition for "phylogeny" included the statement, "compare ontogeny." Now keep in mind, these two words have absolutely nothing in common with each other, other than this ridiculous theory. Are you ready for the next word? The definition for "recapitulate," I will quote the entire definition verbatim, "1. To repeat in concise form. 2. To appear to repeat the evolutionary stages of the species during the embryonic development of the individual organism." Unquote.

In this script, Mr. Stump found an obscure reference to the effect that the theory is not true, but it makes a good example. This was not a made up scenario. This is precisely how it was stated in a biology text book used at a local College, right here in Frederick County. This **sick** theory just won't go away. Make no mistake about it; this lie is intentionally perpetuated to promote the evolutionary agenda. It is such a common lie that; if a student doesn't get it in high school, he'll get it in college. Have you discussed this theory within your own family? Do your children know this theory is a lie? If they

don't, the consequences of being ignorant on this subject may be grim as you will see in the conclusion of this program.

Uncle Ben: .....  
{Commercial Break}  
Uncle Ben: .....

Tricia: Mr. Stump, That was just one of Dr. Oh's major points during his presentation at the Frederick Creation Society. The theory was deader than a door nail before it was even fully born. Yet it just won't go away. It's still found in text books. It's still taught. And it's a sick theory.

Mr. Stump: A sick theory?

Taylor: YES! That was Dr. Oh's second point. This one theory has killed more people than World War I, World War II, Korea, and Viet Nam combined!

Mr. Stump: Huh?!? What do you mean by that?

Clair: Well, let's look at the very definition of the term, as you stated, (quote) "The entire process of evolution is repeated as the embryo develops into a living being." (unquote)

Mr. Stump: Ye-e-s-s-s {very quizzically}

Taylor: Mr. Stump, this creature has been a living being from the moment of conception. The creature isn't "dead" up until birth, and then suddenly "alive." This distortion of truth is what led Hitler into such terrible atrocities. He admired Haeckel and used his theory as justification for racism and the killing of millions of Jews.

Mr. Stump: Yeah, but he was one isolated lunatic!

Tricia: ONE isolated lunatic, Mr. Stump? Sigmund Freud used this recapitulation theory to help explain away criminal behavior! Even though Freud has also been mostly discredited, people still buy into many of his theories. And why not? If we're really just an extension of a fish, then we truly aren't responsible for our behavior. We don't jail a shark just because he does what comes natural and eats someone for lunch! We don't arrest an ape for fighting over territorial boundaries. So, if Freud and Haeckel were right, why should we be any more responsible for our actions? Why should we arrest people for murder and other atrocities that are just a natural extension of our [origins](#)?

Mr. Stump: Well that's ridiculous! Of course people are responsible for our actions.

Tricia: Are we? Heckle ideas...

Class: It's "Haeckel!"

Tricia: Whatever, his ideas and sketches are used in abortion clinics around the world to justify killing the unborn. When a young pregnant woman walks into the clinic, she is often told, "Well, the baby is in the 'fish' stage or the 'frog' stage. It's not really a person yet." Mr. Stump, this is wrong! Seriously wrong!

Mr. Stump: I never thought of that.

Tricia: That's the problem with evolution in general, Mr. Stump. It's not really thought through. In fact, there are more abortions performed in this country than any other surgical procedure! Think about that. Doctors perform more abortions than any other surgical procedure.

Mr. Stump: Really? Are you sure?

Tricia: Absolutely. Millions, not hundreds, not thousands, but **millions** of babies are killed every year in the United States alone.

Taylor: One and a half million per year to be precise. And, Mr. Stump, just as the shark and ape aren't arrested for murder, neither are these people. In fact our laws consider this type of murder to be a person's "right!" What ever happened to the baby's rights?

Mr. Stump: Well you can't blame Mr. Haeckel for that!

Tricia: I'm not! I'm blaming all the people that aren't thinking it through. Those that perpetuate such an ugly theory. Those that accept this illogical theory without question.

Mr. Stump: Well, that's still quite a burden on Mr. Haeckel's shoulders.

Jayson: Mr. Stump, during the Rowe verses Wade trial, 30 years and a few days ago, Mr. Haeckel's theory was used to help persuade the Supreme Court that "It's OK to kill little fish, or frogs." The Supreme Court bought into the lie, and – Well, now you have it – the sickest crime of all history; as if it's not a crime at all!

Mr. Stump: I guess I never really thought it through either. I never thought of the impact that science, especially false science, could have on the way we think. {pause} I'm stunned. {pause} I don't know what to say. {pause} And I've been propagating this lie right along with so many others. I feel like my stomach has a great big knot in it.

Jay: {filler – time permitting} The children are right – again. This theory is the most devastating bold faced lie the world has ever encountered. This satanic lie is responsible for killing 45 million babies in the past 30 years in the United States alone. It has cheapened the lives of hundreds of millions of other people as well. This lie

promotes racism. It promotes communism. And worst of all, it promotes atheism, and therefore damnation, of countless souls all based on one insidious evolutionary lie. It was proven to be fraud from the very inception. Yet, the evolutionary banners and dogma live on. The theory is taught in schools all over the world. Some textbooks have a disclaimer hidden in some obscure footnote somewhere. Other textbooks treat it as if it's the Gospel. Personally, I love to study the sciences. The more I study science, the more I see God's handiwork ALL around us. But this theory makes me sick. In fact, it makes me so sick, I have a few suggestions to make.

{Conclusion} Mr. Haeckel did not invent words like zygote, embryo, and fetus. These were intended to be clinical words; words for doctors and research. But the abortion industry has caused these words to become cheap. As a result, they make life itself cheap and expendable. Except for in a research or clinical environment, may I suggest that you remove these ugly words like, zygote, embryo, and fetus from your vocabulary? The evolutionary world would have you believe these are foreign impersonal blobs. These aren't impersonal blobs. These are human beings just like you and me! Of course the proportions are a bit different. They're supposed to be. No, a baby is never an impersonal blob.

A baby is a person designed by God with a soul and a purpose in life! Ps 139:14-16 says: *I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works; and that my soul knoweth right well. 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.* This verse tells us that GOD made you special. You were fearfully and wonderfully made. Back when you were just a little round dot, when you were a secret even to your very own mother, GOD had a plan for you.

This brings one more point to light. Would you remove one more word from your vocabulary? Remove the word "abortion" from your vocabulary! The common use of the word, "abortion" is the "intentional murder of a baby that is too young to even cry out for help!" If we call it by what it truly is, instead of by some impersonal clinical name, perhaps more people will start to get the message.

Mr. Stump: I can't believe this textbook. I don't know what to believe now. I do know one thing though; I'm going to call the county board of education and ask them to remove this book from our classrooms!

Jillian: I have a textbook you can use.

Mr. Stump: Huh? Excuse me.

Jillian: I have a textbook you can use. You can believe it from cover to cover. It's God's word. It never lies.

## Vestigial Organs

Purpose:

- 1) Define the term “vestigial;” a) medical definition, b) evolutionary term.
- 2) Show beyond any doubt, there is no such thing as a vestigial organ by the evolutionist definition.

Introduction:

Timmy: Vegetable organs?

Mr. Stump: That’s why they’re called “yolk sacs.”

Tricia: Before I was a baby?!?

Mr. Stump: Which came first, the chicken or the egg?

David: What’s the purpose of studying that?

Taylor: Mr. Stump, that’s not a tail!

Mr. Stump: That’s an old electric organ!

Matthew: I don’t think so-o-o-o.

Uncle Ben: Good morning, this is God’s Creation....

{ chatter, and more chatter }

{ The bell rings }

Mr. Stump: Good morning, class.

Class: Good morning, Mr. Stump.

Mr. Stump: Today we will be studying the topic of “vestigial organs.”

Timmy: Vegetable organs? How can you make organs out of vegetables?

{ everyone laughs }

Mr. Stump: No, Timmy. “Vestigial Organs.”

Timmy: Really? Like kidney beans, ears of corn, artichoke hearts, and black eyed peas? {pause} And chicken fingers?

Mr. Stump: Timmy. {With a 'that's enough' tone.}

Phillip: Oh, ok, is that one of those new little electronic organs you can carry in your vest pocket?

{everyone laughs}

Mr. Stump: No, no, no, Phillip. Get serious. A vestigial organ is an organ in your body that was carried over from our evolutionary past, but no longer serves any useful purpose.

David: Then what's the purpose of studying it?

Jayson: My Dad has one worth studying.

Mr. Stump: Your Dad has one? We all have lots of vestigial organs.

Jayson: Well, my Dad has an old one in the basement.

Mr. Stump: In the basement. {puzzled} Somehow or 'nother, I don't think we're talking about the same thing. Can you describe this.....thing?

Jayson: Yeah. It's a 1965 Hammond organ; complete with a Leslie, and fuzz, and all kinds of neat sounds. He says it's a real vestigial organ.

Mr. Stump: That's an old electric organ!

Jayson: Yeah. Isn't that what we're talking about? He says groups like the rascals, the monkeys, the turtles, and other evolutionary groups all the way from the stones on up to the mommas and poppas used to have one. That's a vestigial organ if I ever saw one!

{everyone laughs!}

Mr. Stump: I think I'm getting a headache already.

Jayson: You haven't even heard it. How could it give you a headache already?

Mr. Stump: The power of suggestion, I guess. {everyone laughs} Can we get back to our studies please?

David: I'm still stuck on this "no useful purpose" idea.

Mr. Stump: Huh?

David: You said it has no useful purpose. So why are we studying it?

Mr. Stump: Why not. Why wouldn't we?

Phillip: Mr. Stump, if it serves no useful purpose, what's the use in studying it. I have plenty of other subjects to study.

David: Yeah, I'm still wondering about the useful purpose of some of my other classes! Take algebra for example. Please. Just take it away!

{everyone laughs}

Mr. Stump: Now, Now, class. Vestigial organs provide undisputable evidence of evolution.

Matthew: I don't think so-o-o-o.

Mr. Stump: Now Matthew, DON'T start throwing that creationist propaganda stuff at me again. I know you have your own ideas, but this is a science class; NOT a Bible class.

Matthew: Actually, Mr. Stump, I was just looking at the definition as written, right here in our text book.

Mr. Stump: What's wrong with it?

Matthew: Nothing.

Mr. Stump: Then what's the big deal?!? I thought you were objecting to something already. You guys get me so confused.

Matthew: There isn't anything wrong with the "definition" of a "vestigial organ" in our textbook. Quote: "A vestigial organ is a small, degenerate, or rudimentary organ in an organism which is a remnant of an earlier developmental stage." Unquote.

Mr. Stump: Then why am I confused?

Matthew: You said it is undisputable evidence of evolution. This definition doesn't say a thing about evolution.

Mr. Stump: No – but the examples do.

Phillip: Excuse me.

Mr. Stump: There are..... Yes, Phillip?

Phillip: Would you two fill us in on what you're talking about, please?

Mr. Stump: Vegetable organs. {everyone laughs} NO! Vestigial organs.

Phillip: Yes, but this definition is Latin to me. What's it mean?

Mr. Stump: We all have things, little parts, in our bodies that are virtually non-functional.

Timmy: Then what are they there for?

Mr. Stump: That's why we call them "vestigial." They were functional during previous stages of development.

Tricia: [Previous stages](#) of development. You mean, like when we were a little tiny baby?

Mr. Stump: Well, yes, and before.

Tricia: Before I was a baby?!? I didn't exist before I was a baby. How can something be left over from nothing?

Matthew: Tricia, when you were in your mother's womb, your body worked significantly different from what it does now.

Tricia: I should hope so!

Matthew: For example, since you weren't breathing in the womb, your blood flow took a completely different route from what it does now. At an even earlier stage of development, before you had any bones, the blood cells couldn't have been produced in the bone marrow, right?

Timmy: WOW! I never thought about that. That's neat, Matthew.  
{puzzled} So what's a vegetable organ?

Matthew: It's "vestigial," not "vegetable." We are not vegetables, nor were we ever. BUT – since our bodies functioned significantly different, many organs were different, AND, we had some parts then that we don't have now, and as full grown adults, we still have some "left-overs" that don't do much now.

Tricia: Oh, I get it! So vestigial organs are kinda left over from before we were born. That makes sense. Why doesn't the book just say that.

Mr. Stump: {under his breathe} It does.

Tricia:           What's that got to do with evolution?

Mr. Stump & Matthew simultaneously. Mr. Auxt will be interrupting you. But, ignore him, (everyone else does) and just keep talking:

Mr. Stump:    Vestigial organs are also left over from our hominoid ancestors. As big ugly gorillas, swinging from trees, we had one set of organs. We still have gorilla tails. As reptiles, we had another set of organs. As fish we had even another set of organs. We still have gills and egg yolk sacs. As slime we hardly had any organs at all.

Matthew:       As little babies, connected to our mother through the umbilical cord, our bodily functions were completely different. As I mentioned earlier, the blood circulation didn't go through the lungs for air, it went to the placenta. Once we're born, this vein from the placenta withers away. Remnants of it would be "vestigial."

Mr. Auxt:     Whoa! {pause} Hold on! {pause} Guys? Guys? Would you guys just cool it for a minute? {pause} I'm sorry guys. I realize you are just getting warmed up, but, I'm going to have to break in here for a minute. {pause} This is Jay Auxt, of the Frederick Creation Society. You see the problem, don't you? We have two different people using the same term for two different purposes. The difference between the two definitions is subtle, but a very important one.

Matthew is using the word by its proper, medical definition. As you will recall, we all started out as one single cell. That cell split into two, then four, and so on. So initially, we had no bones, no heart, no lungs, etc. All these organs had to develop before we could be born. Yet, during those stages of our life, we still had to survive. We still had to live – though – granted, quite differently from the way we do now. As a result, we still have evidence of some of our organs that were required during our early stages of development. But these have absolutely nothing to do with evolution. This is simply the natural development of an individual in the mother's womb. There is nothing evolutionary about that.

What Mr. Stump is referring to is quite different. Evolutionists look at some of these organs and say, "See – here is evidence of [previous life forms!](#) Man certainly doesn't have a tail anymore." Or, "Man certainly doesn't need a yolk sac!"

As a creationist, I recognize that we may have "vestigial organs;" organs that are not nearly as useful now that we are full grown. But, also, as a creationist, I am here to tell you, we have absolutely NO organs in our bodies that indicate that we evolved from lower life forms. We didn't evolve! God created us! So how could there possibly be evidence of lower life forms?!?

Uncle Ben, while Mr. Stump and Matthew establish their definition of vestigial organs, I think it may be a good time for a commercial break. What do you think?

Uncle Ben:    I think it's a great time for a break.....

{commercial break}

Uncle Ben:    Well, let's go back to the classroom and see if Matthew or Mr. Stump has made any progress.

Mr. Stump: OK, class. Let's look at some of these features that are left over from our evolutionary past. {pause long enough for Uncle Ben to stop the tape and jump in}

Uncle Ben: Uh, Oh! It sounds like Mr. Stump won the debate!

Mr. Stump: If you look at figure #1, you will see that, as a developing baby, we actually have a tail. Notice that this is an actual photo; not an artist's sketch that some lunatic drew.

Taylor: {Whispering} Wow. It sure looks like a tail to me.

Mr. Stump: In the next sketch, an artist's conception, you will see the rest of the tail. Obviously, we would be fully capable of swinging from trees just like our ape like ancestors.

Phillip: Imagine that. Swinging through the trees by our tail – right in the safety of our mother's womb.

Mr. Stump: Now don't start that again!

{everyone laughs}

Phillip: This sounds like part of our script from our last program.

Mr. Stump: Well – {pause} - let's look at the rest of these pictures. If you go back in time far enough, we evolved from a fish. Right?

Jillian & David: That's what you say!

Mr. Stump: And look at these gill slits. You actually had gill slits when you were in your mother's womb. We sure don't have gills now! That's very strong evidence for evolution! Why else would we have gill slits!

Jillian: But these are those silly drawings again! These aren't real.

Mr. Stump: No, Jillian. These are real photos. Mr. Haeckel's drawings were fake, but these photos are real.

Jillian: Even this YOLK SAC!?!

Mr. Stump: Yes, EVEN the yolk sac. These pictures are real. Now I realize the sketches of Mr. Haeckle were faked. But these photos are real. Vestigial organs, evidence of our evolutionary past, absolutely exist!

{The Bell Rings}

{Everyone chatters loudly!}  
{The slide whistle blows}

Clair: This is terrible! It can't be true. Science class today really has me bothered. The pictures are fake, aren't they, Matthew?

Matthew: Of course they're fake. What else can they be?

Taylor: But they're documented in the back of the book.

Matthew: Yeah, just like Haeckle's drawings.

Taylor: No, Matthew. It references some national laboratory.

Clair: There's Doctor Summers. He'll know.

Matthew, Taylor, Clair: DR SUMMERS!!! DR SUMMERS!!!

Dr. Summers: Well, hello, Matthew, hello, Taylor & Clair. Hi Abby. How are you guys today?

Taylor, Clair & Abby together:

Taylor: Not good! Do vestigial organs really exist?

Clair: Totally confused. Sick of science class.

Abby: What's a vestigial organ?

Dr. Summers: Whoa. Sounds like you've been getting a dose of evolutionary propaganda.

Abby: Dr. Summers, our science teacher showed us pictures of human embryos with tails, gill slits, and yolk sacs. These are faked, aren't they?!?

Dr. Summers: Well, not exactly. But it sounds like the story that went with the pictures may have been pretty bazaar. These pictures weren't accompanied by stories of apes, fish, and birds, were they?

Matthew, Taylor, Clair, & Abby all together: They sure were!

Dr. Summers: This is a sad chapter in the history of medicine. Sit down, and let me tell you about it. {pause} Years ago, scientists thought our bodies had numerous organs that were left over from our evolutionary past. As a result, doctors started removing perfectly good tonsils. Then we discovered this was a terrible mistake! Tonsils contribute to our immune system. At one time, scientists thought the appendix was also left over. But, it also contributes to our immune system! Scientists have since discovered that everything in our body does something. We may be slow to figure out

exactly what it does, but remember, we were designed by God. Every part of our body has a purpose. Just as God has a purpose for you!

Matthew & Abby: I knew it!!!

Taylor & Clair: That's great! Tell us about these pictures.

Dr. Summers: OK, let's look at each one of them. Let's talk about the tail first. {fading out} You still have a tail bone even today. Without it, you couldn't sit, stand, walk.....

Uncle Ben: It sounds like Dr. Summers showed up in a nick of time. While he is explaining these pictures, let's find out what Mr. Stump will be teaching NEXT month.

{commercial break – Next month's program?}

{Bell rings}

Mr. Stump: Today we will be talking about how different [animals](#) evolved.

{Student 1}: And then poor old B.B. exploded!

Mr. Stump: Well, uh, hmm, well, I, well, I'm sure our textbooks have an explanation for that, doesn't it?

{Student 2}: I thought the trees did.

Mr. Stump: I can see you've been studying.

{Student 3}: Yuck.

Mr. Stump: Yes, but they still eat leaves.

{Student 1}: But I thought the giraffes did!

Mr. Stump: Well, uh, I don't know.

{Student 1}: How did they evolve such long necks?

Mr. Stump: This is a fascinating discussion which has always interested me very much.

{Student 1}: Who won?

Mr. Stump: Peroxid-what?

{Student 3}: I wish I had one.

Mr. Stump: Okay, shoot.

{Student 3}: Ready, aim, fire!!

Mr. Stump: Ouch.

{Student 2}: And then when it bends it's head down, all the blood rushes to it's head!

{Student 1}: How sad.

Mr. Stump: It's the truth.

{Student 1}: They have really long necks.

Mr. Stump: Ask your math teacher.

{Student 3}: That would hurt.

Mr. Stump: They're here, and we're here, so it must be true.

Uncle Ben: I'm not sure who's more confused; Mr. Stump, or the class. Find out next month on God's Creation, with Mr. Stump. And now back to our program on "vestigial organs."

{The slide whistle blows}

{Everyone is chattering very loudly}

{The bell rings}

Mr. Stump: Good morning, class. Is everyone ready for our quiz today?

{Everyone together, each person with a different line, everyone speak up!}

No way!

No, Mr. Stump, we need to review.

Mr. Stump, can we review yesterday.

We need to review vestigial organs again.

Mr. Stump: Now class, you knew we were to have a quiz today. Get your paper and pencils out.

Matthew: Mr. Stump, before we have our quiz, may we discuss the subject of vestigial organs some more? I think there are some areas that need to be cleared up.

Mr. Stump: Class, we covered all that yesterday. I know you believe these pictures were faked, but, these are real and it's time for our quiz.

Taylor: Mr. Stump, we understand the pictures are real, but Dr. Summers provided significant insight for us.

Mr. Stump: Oh come on. You didn't call one of your buddies from the Frederick Creation whatever, did you?

Taylor: No, Mr. Stump. Dr. Summers is a cardiologist right here in Frederick County! And he tells us that God designed every part in our body for a specific purpose. Just like He designed each and every one of us for a purpose!

Mr. Stump: Taylor, this is NOT Bible class.

Taylor: Mr. Stump, he also told us what each of these parts really does. They actually have a purpose for THIS life; not our evolutionary past.

Mr. Stump: Oh come on. We use our tail to swing through trees.

Phillip: YEAH!!!

Taylor: Mr. Stump, that's not a tail! That idea came from Mr Haeckel, the man you agreed was a lunatic. And we all agreed on that point, I might add.

Mr. Stump: Of course it's a tail. Just look at it!

Taylor: Ah, the word, "look" is the key word, Mr. Stump. At this stage of development, it does "look" like a tail. But it's not. It looks like a tail because these vertebrae have developed before the surrounding muscles. As adults, we all still have these same vertebrae. But we don't have a tail. These vertebrae are the ones our lower back muscles attach to. I don't remember what the doctors call it, but I call it the "tail bone." If you break that bone, you will very quickly learn that it is not a useless "vestigial organ". In fact it is VERY important. You can't stand up without it. You can't even roll over in bed without it! In fact, it's hard to move any muscle in your body without flexing the muscles that attach to these bones! Anyone who has ever broken his tail bone knows exactly how important it is! Mr. Stump, that's not "vestigial" by anyone's definition!

Mr. Stump: And, I suppose the "yolk sac" has a purpose, too?

Clair: Mr. Stump, the "yolk sac" has the same problem as the "tail."

Mr. Stump: That's impossible. The yolk sac is outside the baby and provides nourishment. No muscles are going to attach themselves to this yolk sac!

Clair: Mr. Stump, that's silly. A baby's nourishment comes from the mother through the umbilical cord. The problem with the so called "yolk sac" is its name! Not the sac itself. The name is extremely misleading.

Mr. Stump: I guess so.

Clair: Think about God's marvelous design. Where are our blood cells developed?

Mr. Stump: In the bone marrow.

Clair: Right. Can a bone develop without blood?

Mr. Stump: Of course not.

Clair: So how did the first bone develop? Or how did the first blood cells develop?

Mr. Stump: Ah – you can't trap me. There is no answer to that question. That's kind of like asking, "Which came first, the chicken or the egg?"

Clair: Mr. Stump, there's an answer to both questions. The chicken came first. On the fifth day, God created the chicken to lay eggs. Genesis 1 verse 20. And, Mr. Stump, the blood came first. Leviticus 17:11 says, "For the life of the flesh is in the blood:" God designed this so-called yolk sac to produce the first blood cells. These first blood cells are required in order for the baby to develop! Without blood – well – we wouldn't develop at all. Dr. Summers is right. Every part of our body was designed by God for a purpose.

Mr. Stump: And the gill slits? I suppose Dr. Summers told you they were to help us breathe while we were under water in the womb?

Tricia: Mr. Stump, Dad has an interesting story about the so called "gill slits." He has a cousin that was even born with a hole in her neck. One of the slits didn't close properly. It was so unique that the public TV networks actually filmed the surgical operation to document the event and show the procedure for closing these slits. The whole operation was broadcast on public TV. They wanted to show good pictures of these "gills."

Mr. Stump: Uh, huh. See class. When was this, Tricia?

Tricia: Well, let's see. Jayson, how old do you think Aunt Margaret is?

Jayson: She's in her mid-forties. {pause} So – the TV program must have been in the late fifties, I guess.

Mr. Stump: That must have been quite a program for back then! There you have it, class. A relative of our very own class.

Tricia: Well, Mr. Stump. It was quite a program. But not as you are thinking.

Mr. Stump: What do you mean?

Jayson: Margaret may have been born with a hole in her neck, but there wasn't any evidence of gills at all. Zero. Zippo. How old did you say this text book is? These "slit-looking features" in our early stages of development have nothing at all to do with gills!

Mr. Stump: Of course they do. That's why they call them "gill slits," Tricia.

Tricia: Well, I'd prefer not to comment on the motive of the person who named them "gill slits," but I can assure you, they have nothing to do with "gills." "Gills" are very delicate organs, designed by God to extract the dissolved air out of water. These "slits" which are really more like "folds" are very clearly designed by God to serve other purposes. Purposes for man; not a fish!

Mr. Stump: Designed? {somewhat puzzled, and humbled}

Jayson: Absolutely! These pouches are called the pharyngeal pouches. {pronounced fair-in-jeal} They are absolutely vital for human life. Not fish life. They develop into three different things:

- 1) The thymus is a gland that is absolutely vital in the immune system. Without it – we'd be in BIG trouble!
- 2) The parathyroid is a gland that helps regulate the amount of calcium in our bodies. That's kind of important if we plan to grow bones during our developmental stages! And, lastly
- 3) Our middle ear canals. That was what they found when they looked at Margaret's hole in her neck – ear canals!

Mr. Stump: And you are going to tell me you remember all of this from the TV program back in the fifties?!?

Tricia: No. Our Dad told us about the TV program. But the rest of the information about the pharyngeal pouches can be found in most any medical textbook.

Mr. Stump: You read medical books in your spare time, I suppose.

Tricia: No. Jayson does. He wants to be a doctor.

Mr. Stump: Really?

Jayson: No. She's just kidding. I first saw it in a book called Life Before Birth by Dr. Gary Parker. Dr. Summers looked at the book and totally agrees.

Mr. Stump: Who's he?

Jayson: He's a cardiologist here in Frederick County.

Mr. Stump: Another one? No, Not him. Who's Dr. Parker?

Tricia: He was a biology teacher. He taught biology from an evolutionary perspective for years. He thought all the other disciplines of science had the evidence for evolution. As he talked to scientists in other disciplines, he learned that most scientists thought as he did, that the evidence is in other disciplines. He realized he had been duped. NOW he teaches sciences from a Creation perspective and is excited about all the evidence for God's design through out the universe!

Mr. Stump: Ugh. A – Can you get me a copy of that book, please?

Tricia: Of course.

Timmy: Mr. Stump, a lot of bad science and medicine came out of this crazy idea.

Mr. Stump: How do you mean?

Timmy: Doctors used to remove perfectly good tonsils because they thought they were useless. But they were wrong. Tonsils are part of a very complex immune system. And there's no way to put them back now!

Mr. Stump: Well, at least they don't do that any more – except if they are infected or something.

Jillian: Well, not with tonsils anyway.

Mr. Stump: What do you mean?

Jillian: Some dentists claim that the human mouth isn't as big as our ape like ancestors. As a result, they remove thousands of wisdom teeth for no reason at all!

Mr. Stump: Well, here again, it has to be removed if it's impacted or something.

Jillian: Mr. Stump {pause} all teeth are impacted before they appear. That's one reason babies cry so much. But we don't yank all their teeth out just because they're impacted!

Mr. Stump: Incredible.

Mr. Auxt: That's just the start, Mr. Stump.

Mr. Stump: How's that?

M. Auxt: {time permitting} Scientists used to think there were scores of "vestigial organs" left over from our evolutionary past. The pituitary gland, for example. Scientists thought it was vestigial, until they discovered it serves all sorts of functions in the endocrine system. Scientists thought the hypothalamus gland was vestigial. It also supports the endocrine system. Then there is the pineal gland. These glands may be small, but they're NOT vestigial. The pineal gland is God's design of man's internal alarm clock. It recognizes light and tells the body to wake up! The list goes on and on. But – Every organ that was thought to be a remnant of our evolutionary past has been shown to be extremely important. It either serves a useful purpose right here and now, OR it served a purpose during our early stages of development in our mother's womb. Let me make one thing perfectly clear, there is NO such thing as a vestigial organ from an evolutionary point of view!

You have heard that the eye is often referred to as the window to the soul. Well, these three glands, the pituitary, hypothalamus, and pineal glands, also have interesting scriptural interest as well. Right in the middle of the Sermon on the Mount, Matthew 6, Jesus seems to be sidetracked and starts talking about the relationship between the eye and the body. "The light of the body is the eye: if therefore thine eye be single (which means free from defect), thy whole body shall be full of light. But if thine eye be evil, thy whole body shall be full of darkness. If therefore the light that is in thee be darkness, how great is that darkness!" The purpose of this passage pertains to our spiritual light or lack of. It wasn't intended to be a pre-med lesson. But it is interesting to note how our bodies ARE actually dependent on light to function properly. Experiments have shown that our photo-neuro-endocrine system, consisting of these three glands, simply doesn't function properly in darkness! Yes – science is absolutely fascinating when studied from a Biblical perspective! Right, Dr. Summers?

Dr. Summers: That's Right. We often spend too much time looking at illustrations that refute evolution. We need to focus more on the undisputable evidence for God's design! One of the most fascinating examples of God's design is how the cardiovascular system rapidly changes when a baby is born. It has to! While in the womb, the baby's nourishment and oxygen supply come through the umbilical cord from the mother. Yet, at birth, the lungs must be fully developed, or the new born baby wouldn't be able to breath. Prior to being born, these fully developed lungs would be a tremendous drain of resources on this rapidly developing little body. But God knew that when He designed us. In Psalms 139, David the psalmist says, "*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.*" In this verse, God sees us right in our Mother's womb. We are "unperfect," that is, we're not even fully developed. Yet, He has a plan for our lives, just as He has a plan for every "member" of our tiny body as it's formed.

A little baby's lungs are fully developed and capable of oxygenating enough blood to satisfy the entire body. So how did God prevent these fully developed lungs from robbing half the oxygenated blood prior to being born? God provided two cardiovascular "short circuits" or "bypasses" around the lungs. Prior to birth, the heart has a passage between the right atrium of the heart and the left atrium. This passage is called the "foramen ovale." {4 A' men – O valley} This tends to reduce the pressure across the fully developed lungs and therefore, reduce the blood flow. As you may recall as soon as you were born, the doctor clamped the umbilical cord. This clamp unbalanced the pressure in your heart, and caused the foramen ovale to close within seconds! Just in time for you to start breathing!

Fascinating design, isn't it?!? But that's not all. We all like to hear a baby with healthy lungs! The baby needs those healthy lungs to continue that rapid growth. An infant's lungs are so well developed that the foramen ovale alone is not sufficient to bypass enough blood. So God designed a second "short circuit" right next to the lungs. This is a blood vessel called the "ductus arteriosus". This "ductus arteriosus" actually connects the artery (that carries blood from the heart to lungs) to the aorta (that carries that blood back to the heart.) In other words, the artery from the heart to the lungs is actually connected directly to the aorta from the lungs back to the heart by this ductus arteriosus. But, by God's marvelous design, this ductus arteriosus also closes shortly after birth!

As a doctor, the more I learn about the human body, the more I see the marvels of God's design.

## Animals that Defy Evolution

Jayson: Why doesn't the woodpecker just eat the bugs in my garden?

Matthew: From twin 'exhaust tubes' at his tail, he fires into the face of his enemies boiling-hot noxious gases with a loud pop.

Timmy: His brain would explode?

Phillip: They'd have starved to death.

Mr. Stump: Actually, I like oysters too.

Jayson: ... modern scientists know that adaptation and natural selection ...have nothing to do with an animal's voluntary efforts.

David: Maybe they'll evolve into creationists!

{Everyone laughs}

Uncle Ben: Good Morning. This is God's Creation.....

Mr. Stump: Good morning class!

Class: Good morning Mr. Stump.

Mr. Stump: Today we will be talking about a favorite subject of mine: the evolution of animals. Evolution is the only legitimate explanation for life on earth and is taught in all public schools and institutions of higher education. Evolution is unquestionably...  
[trailing off]

Tricia: Mr. Stump, excuse me...

Mr. Stump: Yes, ...

Tricia: Did you say "unquestionably?"

Mr. Stump: Yes

Tricia: May I be the first to question evolution for you?

{Everyone laughs}

Mr. Stump: Well, maybe not unquestionably... But, in any case, today we'll make the case for evolution by reviewing in our textbook how different animals evolved. This is a fascinating discussion that has always interested me very much. Now, who has read the chapter concerning evolution? Taylor, do you remember the definition of evolution?

Taylor: Uh, according to the encyclopedia I read, evolution is, quote, "Evolution, in biology, is the complex process by which the characteristics of living organisms change over many generations as traits are passed from one generation to the next. The science of evolution seeks to understand the biological forces that caused ancient organisms to develop into the tremendous and ever-changing variety of [life](#) seen on Earth today. It addresses how, over the course of time, various plant and animal species branch off to become entirely new species, and how different species are related through complicated family trees that span millions of years." unquote.

Mr. Stump: Very good, Taylor. I can see you've been studying. Now, who can give me an example of evolution?

Tricia: Jillian was once a round and noisy baby, and now she's a thin and quiet sister?

{Everyone laughs}

Tricia: Alright; I read the horse is one of the most "credible" evidences of evolution.

Mr. Stump: Excellent ! The 'Eohippus' is the ancestor of all the modern horses of today [proudly]! Here in our textbook is a clearly drawn diagram of how the modern horse evolved over millions of years from this dog sized, four toed 'dawn horse.'

Jayson: Mr. Stump?

Mr. Stump: Yes, Jayson.

Jayson: I read that Eohippus is actually a new name for this animal.

Mr. Stump: "New" name?

Jayson: Yes, Richard Owen, one of the leading paleontologists of the day, the inventor of the word '[dinosaur](#)', and a staunch opponent of Darwin, discovered this creature in 1841. Owen saw no connection with the horse, but thought it was very like a modern-day hyrax—that is, a rock badger or coney. So he named it Hyracotherium. Other [fossils](#) of the same type of creature were later named 'Eohippus' or 'dawn horse' by scientists more interested in evolution.

Mr. Stump: What?....

Jayson: And Walter Barnhart wrote a paper explaining how, over the years, different evolutionists used the same information to draw pictures of the evolution of horses.

Mr. Stump: Really? Tell me more.

Jayson: Well, they were all different. No one agreed on how the animal really looked.

Taylor: Sounds like the person had an idea of what they wanted the animal to look like and so they drew it that way.

{Everyone laughs}

Mr. Stump: Wait a minute, these drawings are based on factual data.

Jayson: Yes, sir. But how can a scientist take a bit of bone and know how the outside of the animal looked? How much hair for instance, of the size of the ears, or, well, whatever?

Mr. Stump: Well, often they have more to go on than a “bit of bone.” Let’s stick to our example.

Jayson: Okay, speaking of our example, the biologist Heribert-Nilsson said, ‘The family tree of the horse is beautiful and continuous only in the textbooks’, and the famous paleontologist Niles Eldredge called the textbook picture ‘lamentable’ and ‘a classical case of paleontologic museology.’

Tricia: What does THAT mean?

Mr. Stump: Uh...Lamentable means “pitiful,” and museology is {pause} “the science of pondering conjecture.”

Jayson: In this case - conjecture with considerable fantasy.

{Everyone laughs}

Mr. Stump: Uh, where is that in our text book?

Tricia: I don’t think it made the cut. What about the word “paleono ...” whatever?

Mr. Stump: Well, it’s simply a derivative of paleontology.

Matthew: Are you sure?

Mr. Stump: Of course. What else would it be?

Matthew: Well, it could be a derivative of “ontology.”

Tricia: What’s THAT?!?

Mr. Stump: That's the "philosophy of existence." {Everyone laughs} Very funny, Matthew. Jayson, where did you find this "Eldridge" guy, anyway?

Jayson: Actually, I found it on the internet on the Answers in Genesis website.

Mr. Stump: Answers in what?

Jayson: Genesis, you know, the first book in Bible!

Mr. Stump: Now, this is science class, not Bible class. I seem to have to remind you all of that every day.

Jayson: (politely) Well, pardon me, sir, it's just that it's not possible to separate science and the Bible.

Tricia: Mr. Stump, I have a couple of questions about HOW some of the different animals evolved.

Mr. Stump: Okay, shoot.

Tricia: What about the giraffe? They have really long necks. How did they evolve such long necks?

Mr. Stump: Well, our textbook has an explanation for that. What does it say?

Tricia: Basically, it says that the giraffe evolved by the stretching of its neck to get the leaves off the trees. The trees got larger, and the giraffe's necks got longer. It was as if it were a race between the giraffes and the trees. The trees got taller, and the giraffe's necks got longer from generation to generation. Who won?

Mr. Stump: Well that seems like a pretty good explanation to me! Obviously the giraffes won the race! What's your question?

Tricia: Well, how did the giraffes pass down the trait of "long necks" from generation to generation?

Mr. Stump: Survival of the fittest! You see, if all the giraffes with short necks couldn't reach the trees, they would die out, right? And if all the giraffes with long necks could reach the trees, they would live, right?

Tricia: Well, that's ok, except for two things. First of all, just because a giraffe happened to stretch out its neck a little, that doesn't mean that its babies would have longer necks, because that would need a change of DNA.

Taylor: Good Point, Tricia. If this concept of evolution is true, my little brother is going to have a VERY long right arm!

Tricia: Really? Why's that?

Taylor: Because Mom keeps raising the cookie jar to higher and higher shelves!!!

{Everyone laughs}

Tricia: There is no change to the DNA of a giraffe if its parents stretched out their necks reaching for food. Right?

Taylor: My grandpa ate liver once a week all his life, but I don't like liver at all.

{Everyone laughs}

Clair: Yeah, my dad eats oysters!

Everybody: Yuck!

Mr. Stump: Now wait a minute; **I** like oysters!

Class moans...

Phillip: Mr. Stump?

Mr. Stump: Yes,

Phillip: I looked up giraffe evolution on the Microsoft Encarta website. I read about the short-necked ancestors of the modern giraffe who voluntarily stretched their necks to reach leaves high in trees during times when food was scarce. It said biologists thought this voluntary use slightly changed the hereditary characteristics controlling neck growth; the giraffe then transmitted these alterations to its offspring as what French biologist Jean-Baptiste Lamarck called "acquired characteristics."

Mr. Stump: There you go! [proudly]

Jayson: But Mr. Stump, the article goes on to say that modern scientists know that adaptation and natural selection are far more complicated than Lamarck supposed, having nothing to do with an animal's voluntary efforts. Nevertheless, the idea of acquired characteristics, with Lamarck as its most famous proponent, is still taught today!

Mr. Stump: Well, yes. But don't forget about "survival of the fittest."

Phillip: Yes, but-well, look out the window. Are all the trees the same size?

Mr. Stump: Of course not.

Phillip: It would have been the same way back when these giraffes supposedly evolved. There would have been big trees, and little trees, not to mention bushes and little plants and all that sort of thing. There would have been a lot of smaller vegetation that a giraffe could have reached without stretching out its neck. And even if all the trees were the same size, what about the time that passed between the time the giraffe had short necks, and the time that they had stretched out their necks? Did the giraffes just go without eating?

Mr. Stump: Uh, well, what would you say?

Phillip: I'd say that they couldn't have gone without eating, because by the time their necks got long enough to reach the trees, it wouldn't have done them much good.

Mr. Stump: Why not?

Phillip: They'd have starved to death.

Mr. Stump: Oh. I see. Well, what other explanation is there? The giraffes are here, so they must have won the race!

Timmy: I thought the trees did.

Mr. Stump: Why would you think that?

Timmy: Well, maybe I should say that technically the trees SHOULD have won, according to our textbook and in light of what Phillip just said.

Mr. Stump: Yes, but giraffes still eat leaves.

Phillip: Then the giraffes won. Who's keeping score anyway?

Mr. Stump: That's what I said!! Now, can we go on with the lesson please?

Timmy: Hold on Mr. Stump, I still have a question about the evolution of giraffes.

Mr. Stump: Yes?

Timmy: Giraffes have the highest blood pressure of any other animal, right?

Mr. Stump: Highest blood pressure? You're right except I think I now have the highest blood pressure, having to deal with all you "Bible" students here in "Science" class....

Class: groans

Timmy: Well, their blood pressure is the highest since their heart has to pump blood up 17 feet to their head. Since they have such long necks, when they put their head down for a drink, all the blood should rush to its head, and.....well.....

Jayson: KA-POW-IE!! Cerebral hemorrhage. That would hurt and make a real mess in the desert...

{Everyone laughs}

Uncle Ben: {Laughing} Well this sounds like a good place for a commercial break.....

{Commercial}

Uncle Ben: Welcome back to God's Creation....

Timmy: Like he said, the giraffe's brain would explode. And think about this. Whenever the giraffe picked his head up, say, after a nap or something, such a loss of blood would occur that the giraffe would very likely pass out and become easy prey to some enemy.

Abby: Poor thing! Mr. Stump, how do you explain the giraffe's being here, if its head was blown up or it became lion chow?

Mr. Stump: Well, the giraffe has elastic blood vessels that relieve some of the excess pressure and a series of valves in the neck veins. When the giraffe lowers its head, those valves close, keeping the massive blood supply from rushing harmfully to the brain. And when the giraffe raises its head, those precision-working valves keep the blood from rushing away from the head too quickly.

David: And all that just, just....

Mr. Stump: Evolved, right!

Jillian: Sounds like the giraffe is a good example of God's mighty creation to me!

Clair: But what about the time that passed while they were evolving from a different creature, which did not have those valves, to the time when they were giraffes, who did have those valves? During that time, all the giraffes would have had their heads blown up or would have been eaten, and so there wouldn't have been any giraffes around to reproduce. Yet there are giraffes around today, and so they must have gotten here somehow.

Mr. Stump: Well, okay, MAYBE you're right. Maybe the giraffe isn't such a good example of how animals evolved, but that doesn't destroy the entire evolutionary idea.

David: Doesn't it?

Mr. Stump: Doesn't it what?

David: Doesn't it destroy the whole evolutionary idea? I mean, if there are giraffes here today, and if giraffes didn't evolve, then what about all the other animals that our textbook says did evolve?

Mr. Stump: They're here too.

David: Right. But if all the other animals evolved, and the giraffe didn't, then how did the giraffes get here?

Mr. Stump: Well, I, uh, well, undoubtedly there are a few problems with the evolutionary theory, but just give scientists time, and they'll have them all figured out!

Phillip: {under his breath} Maybe they'll evolve into creationists! And then we'll have to get a new version of this textbook.

{Everyone laughs}

Mr. Stump: Now, let us continue on with our studies. Where was I? Oh yes. {clear throat} Now, although it may seem impossible for some life forms-like the giraffe-to have evolved, they did, because they're here, and we're here, and so there you have it!

David: You said that it might SEEM impossible. How about it IS impossible?

Mr. Stump: What do you mean?

Phillip: Well, besides the giraffe, take the woodpecker for an example. You know how they bang away at trees, but have you ever thought about how hard their beak must be to stand pecking away at a hard tree a hundred times a minute? Their beak would need to be much harder than other bird's, so that they can stand all that pounding. Oh yeah, and don't forget their brain.

Mr. Stump: Their brain? They don't have a blood pressure problem.

Phillip: Yeah, Mr. Stump, their brain. How come every time a woodpecker pecks a tree, their brain doesn't go rattling around inside their head? And not only that, how do they hang on to the sides of those trees for such a long time while pecking away? With the force of that pounding, any normal bird would just lose their balance and fall off, wouldn't they?

Mr. Stump: Well, I, uh-

Abby: {Interrupting} I read in a book called "The Amazing Story of Creation" by Dr. Duane T. Gish, that a woodpecker's head is actually equipped with "shock absorbers" which cushion the brain at each peck.

Mr. Stump: [under his breath] I may need some “brain shock absorbers” before this is over...

David: Wow! That’s pretty cool, Abbey, {pause}, but how do woodpeckers hang on to trees for such a long time?

Abby: Well, the book said that a woodpecker has a specially designed foot, that has two toes that point forward, and two toes that point backward, which help it to grip the tree better, and not only that, but their tail feathers are really hard and stiff, which braces the woodpecker against the tree. How did they evolve all that, Mr. Stump?

Jayson: Why doesn’t the woodpecker just eat the bugs in our garden? Now that would be a cool thing to evolve!

Mr. Stump: What would?

Phillip: A garden-bug-eating woodpecker!

Taylor: Then it wouldn’t be a woodpecker would it? Maybe we could call it a potato pecker.

Clair: I’d call it a bean pecker.

Taylor & Clair: How many beans could a bean pecker peck if a bean pecker could...

{Everyone laughs }

Mr. Stump: Don’t even go there guys...We are really drifting class. Let’s get back to the original question: How did a woodpecker evolve the ability to hang onto the sides of trees. Well, you see, this is another case where survival of the fittest comes into play. Those who couldn’t hang on, fell off. Get it? Fell off? [laughing]

{Everyone laughs }

Abby: Well, not really, Mr. Stump. I mean, think about it. There are hundreds of other kinds of birds that can find bugs to eat and find homes without boring into a tree. Why would a bird want to start pecking at trees? And even if a couple of birds did, they would either get their beaks all bent up or suffer from major concussions at the first try! There would be no reason to continue pecking at a tree and killing yourself when you could find bugs and homes by hundreds of easier and less painful ways.

Matthew: Well, it seems to me that “survival of the fittest” would actually dictate that there would be no woodpeckers around today at all! It seems the only way they **COULD** be here is if God had created them to be a woodpecker with all their unique attributes.

Jillian: Sounds like the woodpecker is a good example of God's mighty creation to me!

Mr. Stump: Now don't start that again.

Abby: But Mr. Stump, God's design is obvious in the woodpecker, and the fossil record is another problem for those who believe woodpeckers have evolved. Fossil woodpeckers are virtually unknown, so the alleged gradual development of lower bird life into the more complex woodpecker over many millions of years cannot be traced in the fossil record. Many fossils claimed long ago as early woodpeckers have now been rejected or called into question.

Mr. Stump: Well, in any case, evolution is a theory that practically all scientists have accepted.

Matthew: Even with all these problems?

Mr. Stump: Well, {hesitant} yes.

Matthew: So basically, scientists will accept a theory that is riddled with major problems and really weird assumptions?

Mr. Stump: Now, I wouldn't say "riddled."

Matthew: I would! There are hundreds of problems and unanswered questions that go along with this theory, including animals that just could not have evolved.

Mr. Stump: Like the giraffe and the woodpecker? Granted, scientists still need to do some more study on these creatures, but those are just a couple of animals! They can't break down the foundation of a theory that is so widely accepted!

Matthew: Mr. Stump, EVERY creature is filled with evidence of God's marvelous design. We're just trying to point out some of the more obvious examples.

Mr. Stump: Any other "obvious examples" that you were thinking of?

Matthew: Well, now that you mention it Mr. Stump, the bombardier beetle is an excellent example of such an animal.

Mr. Stump: They are amazing creatures.

Matthew: Yes they are, and they're even more amazing than they might first appear. As you probably know, the bombardier beetle can spray explosive gases from the rear of its body for defense. From twin 'exhaust tubes' at his tail, this beetle fires into the face of his enemies boiling-hot noxious gases with a loud pop.

Abby: Wow, I wish I had one of those.

{Everyone laughs}

Matthew: That's not all. A bombardier beetle actually has two combustion chambers inside its body, which holds hydrogen peroxide and hydroquinone. They must be able to be unaffected by corrosive chemicals that can reach temperatures of up to 212 degrees Fahrenheit! Not only that, but they need to be able to withstand high pressure, and need to have valves that can release that pressure at exactly the right moment. An inhibitor needs to be in place, to keep these chemicals away from each other. Also, the combustion chambers must be supplied with two enzymes-catalase and peroxidase, or the whole process would fail.

David: Are we talking about a BUG or a space ship?

{Everyone laughs}

Timmy: Peroxid-what?

Matthew: Peroxidase. {pause} Let me illustrate. Say there was once a little bombardier beetle-who we'll call B.B. Say that he set up a laboratory, and was fooling around with a bunch of chemicals.

Clair: That doesn't sound like a very good idea!

Mr. Stump: Shhh.

Matthew: He decided to see what would happen if he mixed catalase, peroxidase, hydroquinone, and hydrogen peroxide together. So he combined them in a test tube, and KABOOM!!!! Poor old B.B. exploded!

Tricia: {pause} Yuck.

Timmy: That would hurt.

Jayson: How sad.

Phillip: So much for the safety glasses and steel toed shoes.

Matthew: Well, B.B. needed to tell all the other bombardier beetles not to mix those two chemicals together, but he couldn't, because well, he just couldn't. And so for millions of years, little bombardier beetles were blowing themselves up.

Mr. Stump: Ouch.

Matthew: Sooner or later, some beetle would figure out that he needed to evolve an inhibitor, but that wouldn't do much good without combustion tubes, the enzymes, and

well, the list goes on and on! It is impossible to think that a bombardier beetle could evolve everything it would need to have such a marvelously complex system. Basically, nothing works until everything works, and in the bombardier beetle's case, the results are permanent.

Mr. Stump: That is pretty convincing.

Jillian: Sounds like the bombardier beetle is a good example of God's mighty creation to me!

Matthew: The tiny bombardier beetle could not possibly have evolved. His defense mechanism is amazingly complicated, and could only have been created with all the parts working together perfectly.

Mr. Stump: Hey, that's kind of neat. Do you know any other animals that-ahem-QUESTION evolution?

Taylor: Well, actually, I did hear of one. It's called the Australian incubator bird.

Mr. Stump: Australian incubator bird? Never heard of it.

Taylor: It's also called the "mound-builder" or "brush turkey."

Mr. Stump: Okay, what's so amazing about them?

Taylor: Well, they're a bird that looks a little bit like a turkey, and they weigh about three and a half to four pounds. But one thing that's really amazing about them is their nests.

Mr. Stump: Their nests?

Taylor: Yeah, their nests. Some of them have been measured at twenty feet across, and up to fifty feet tall!

Clair: A little three and a half pound bird did that? WOW.

Taylor: This is usually the basic scenario. Mr. Bird will build one of these nests, and then Mrs. Bird will come along and inspect it; that's one of her jobs. If she doesn't like it, then Mr. Bird will go and build her another nest. If she likes that one, then she will go on to her other job, laying the eggs. She lays one egg every three days for seven months. And these eggs weigh about a half-pound each! And a three and a half pound bird is laying them!

Mr. Stump: Now wait a minute, that's impossible.

Taylor: Well, they do it. Or rather I should say God designed them so that they could do it. Anyway, after she's done laying the eggs, it's now Mr. Bird's job to care for them. The

eggs also are pretty amazing. All birds eggs have little pores in them, but this kind of egg has a special kind of pore. They are shaped like little ice cream cones, with the tip of the cone pointing in toward the chick. As the chick gets bigger, it needs more air and so it scrapes away at the inside of the shell, making the hole a little bigger, until it can breathe easy again. It keeps doing that until it breaks out of the shell.

Mr. Stump: Huh, that's pretty interesting.

Taylor: Yeah, but that's not all. The eggs have to be kept at exactly 91 degrees Fahrenheit. A little colder or hotter, and the chick would die.

Clair: So, I guess the question would be how does "Mr. Bird" keep the eggs at the right temperature? I guess if the eggs were too hot, he could dump sand on them to reflect the sun.

Taylor: Exactly, and also, how does he know what temperature the eggs are, so that he can cool them off or heat them up?

Mr. Stump: Well, I, uh, I-I really don't know.

Jillian: Sounds like the {pause} what's his name? {pause} Whatever - is another good example of God's mighty creation to me!

Taylor: That's okay, Mr. Stump. Scientists haven't even been able to figure out how he does it either. But somehow he does. But even though he's taken such good care of them for so long, he doesn't help them at all when it's time to get them out of the nest.

Mr. Stump: He doesn't?

Clair: No, he doesn't. After the chicks break out of the shell, they flip over on their back and rake all the dirt and rubble that was insulating them down on to their chests, and then shake it off, and pack it down behind them with their little wings. They do this over and over. It might take them three days to get out of the nest! And once they do get out of the nest, they know exactly what to eat and how to catch it. And no one told them how to do any of this!

Mr. Stump: Well then how do they know how to do it?

Clair: They knew how to do all that because God put the know-how into them. Millions of years of trial and error would result only in dead brush turkeys. There is no way that they could have evolved the knowledge of how to do all this. God had to have given the knowledge to them when he created them.

Jillian: Another example is called the archer fish. It sees a bug it wants on a leaf up above the surface of the water it is in. It aims carefully, and then, ready, aim, fire!! The archer fish spits a stream of water out of the water, knocking the bug down into the water, where

the archer fish can eat it. This is pretty amazing, since when the archer fish looks up through the water the bug appears to be in a different position than it actually is. However, the archer fish can adjust for this difference, and hit the bug dead on. How could a fish evolve such marksmanship? Actually, why would it evolve the ability to spit at bugs at all?

Matthew: Maybe they were just rude fish! {everyone chuckles}

Jillian: Well, there would be no reason to evolve that ability, as there were plenty of other fish that could survive without spitting at bugs and knocking them off a leaf.

Mr. Stump: Well, perhaps there was a time when there was not enough food in the water, and so fish were forced to start searching for prey above the surface of the water.

Jillian: Sounds like the archer fish is a good example of God's mighty creation to me!

Tricia: Yeah, how did the fish survive until they evolved the deadly accuracy that the archer fish has? By the time they learned how, they would be dead. And also, if there was not enough food in the water, why are there other fish around today? Why aren't they all spitting at bugs? God had to have designed them to do exactly what they do.

Mr. Stump: You know, you guys have pretty convincing arguments for the complexity of these animals you have mentioned. Are there more examples like this?

Taylor: Yes, Mr. Stump. Several web sites offer lots of these types of examples. One good page of creation links is [creationism.org](http://creationism.org).

Mr. Stump: I'll put on my suit and do a little surfin'. Get it, suit, surfing?

Mr. Auxt: Mr. Stump may be on his way to "out of the box" thinking for a "victim" of evolution education. But let's stop for a minute and think of why evolution just could not be.

God's design for all of nature is incredibly complex. Scientists are just now reaching the one-millionth identified "bug" and there are probably that many more to find. The giraffe, horse, bombardier beetle and woodpecker are just a few of the marvel of nature that we have just begun to understand. The more we see, the more amazed we are at God's unique designs. And it couldn't have "just happened."

But why is that the prevailing thought? Why do the textbooks used in our taxpayer-sponsored schools still exclude any suggestion that there may be a Creator God? Why are we so severely ridiculed for thinking God created the world in seven days from nothing like is recorded in Genesis? I'm no expert, but I have an idea.

You see, I was born a self-centered sinner. I had no regard for anyone other than myself. You should have heard me cry when things didn't go my way; and I'm talking about just a few years ago! I despised authority and held in contempt anyone who suggested that there was a God who would hold me accountable for this life. After all, if I "just happened," why not eat, drink and be merry, for tomorrow we die?

But God's mercy is new every morning. And He chose me to receive His Grace. By His mercy, undeserved and inexplicable, I was "plucked from the flame" and given eternal life; and new eyes and ears to see and hear the things of God. The real truth was revealed to me, not because of anything I did, but because of everything God did. He sent His Son to earth to bridge the gap that separated me from Him. He humbled himself, and for the glory set before him, endured the cross for my sin. And then He set the faith in me to believe and only asked me to love Him. How could I not!

But the carnal man, who I once was, cannot understand the things of God. But I can understand the carnal man, for I was one. I'm still flesh and blood. I'm still tempted to sin, and sometimes I give in. I have no right to criticize those who criticize me for my understanding of God and His Creation. Those who cling to evolution are doing so for a good reason: they cannot handle a Creator God. For then they would be accountable for their life on this earth, and that is too hard for the carnal man to fathom. And I can understand them, for there, but for the Grace of God, go I; and probably you.

So join me in praying for those who attack our understanding of creation. For this understanding is a gift, nothing to be proud of or boastful over. We are no better than those who are still deceived.

You know, as we pray for the "Mr. Stumps" of this world, they will be "harvested" for the kingdom. As we are patient, through the power of the Holy Spirit, with them, they may well ask us why we are not defending ourselves in the same manner they are attacking. And the door is cracked.

Thank you for joining us for this broadcast of God's Creation, Stump the Teacher. We'll be back next time with the incredible story of [dinosaurs!](#) And how they support CREATION!

## Age of the Earth

Purpose: To show beyond a shadow of a doubt that science does NOT prove that the earth is billions of years old, AND to present evidence that the earth is actually very young.

Uncle Ben: Welcome to God's Creation, .....

Class: Chatter, Chatter. {Come on guys, you can chatter louder than that!}

{Bell rings}

Mr. Stump: Good morning, class.

Class: {Continues to chatter loudly}

Mr. Stump: {Louder than before} Good Morning! Class!

Class: {Quiets down somewhat (but not much)}

Mr. Stump: Do we need to have a quiz today?

Class: {Quiets down instantly!}

Mr. Stump: Wow. I guess I pushed the right button. {Pause} I know it's getting close to the end of the year, the weather is nice, and you'd much rather be outside, and {pause} so would I! {pause} But we're not, so let's get to work. Now – who knows what our lesson is about this morning?

Tricia: The age of the school year?!? I mean universe? {Everyone laughs}

Mr. Stump: That's right, Tricia. But let's keep our class serious {under is breath} for a change.

Tricia: I'm sorry, Mr. Stump. It's just that, well, with all the snow "make up days" this year, it seems our school year is billions of years old.

Mr. Stump: I can't argue with you there! I can't believe we have to go into July this year! That has to be a new record!

Jillian: You don't have to rub it in!!

Mr. Stump: I'm not trying to rub it in. I truly agree and sympathize with you.

Tricia: Yeah, There for awhile, it seemed that for each week we were in school, we were going to have to add three to four more days onto the end of our school year! At the rate we were going, it seemed like we would never get out.

Jillian: It still seems like the end of school is light years away!

Mr. Stump: Now, now. Remember, a light year is a unit of “distance,” NOT time.

Jillian: Oh that’s right. I keep forgetting.

Mr. Stump: Well – on that note, let’s begin our discussion for today. I know you guys will find this class difficult to accept, but the age of the earth and universe provides the keys to evolution. With millions, billions, and trillions of years to work with, practically anything can happen.

Timmy: You mean, given enough time, even I can pass this class?

Mr. Stump: Ah, ... One key word in my statement was PRACTICALLY anything.

Timmy: I was afraid you were going to say that.

David: Of course you’ll pass, Timmy. To quote one of your famous Bible verses, “And it came to pass....” {everyone laughs} I don’t remember the rest. {everyone laughs}

Mr. Stump: That’s enough. DON’T pick on Timmy, David. {pause} That’s my job. {everyone laughs} What have we learned form this chapter? Anyone?

Jayson: That some people take it on faith that the world is millions and billions of years old. Take star light for example.

Mr. Stump: That’s an excellent example. If stars are billions of light-years away, then the earth must have been here for billions of years. Right?

Jayson: Wrong. You just said yourself that a “light-year” is a unit of “distance” NOT “time.” We need to keep that straight.

Mr. Stump: Yes, but it’s still relative to our discussion because...

Matthew: “Relative” yes. But only in the confines of “relativity theory.” As you recall, Dr. Humphreys, a physicist from Sandia National Laboratories has shown in his book, Star Light and Time, that mathematically, within the confines of relativity theory, that star light does NOT prove any millions or billions of years of age. Remember?!? We talked about that in great detail months ago.

Mr. Stump: Ah, yes. I think that day was one of the biggest headaches I ever had. I hesitate to ask this question, for fear of another screaming headache, but, what was this Humphrey's guy trying to imagine?

Matthew: Well.... It's been awhile... Ah.... I know. It's just like this school year!

Mr. Stump: Huh?!?

Matthew: Right! Just as this school year seems to be growing into millions of years, the beginning of time is somewhat similar.

Mr. Stump: How do you mean?

Matthew: On "Day 1" of creation, ...

Mr. Stump: Get the Bible out of class.

Matthew: OK, on the first day of time, the universe, the stars, and time all expanded together. The acceleration of this expanse was so great that time itself is affected. In effect, the universe and time grew together.

Mr. Stump: I think I feel that headache coming back.

Matthew: Never mind, Mr. Stump. My point is, some scientists interpret the red shift data and the expanding universe and calculate a very old age of the universe, and others take the exact same data and formulas and calculate the age of the earth to be very young. It all depends on how you include the gravitational affects of the beginning of time. Dr. Humphreys explains it very well in his book, "Star Light and Time" and in the video by the same name.

Mr. Stump: Where did you get this info?

Matthew: From the Institute for Creation Research. You can order the book or video off the internet at ICR.org.

Mr. Stump: OK, OK. Let's forget the stars.

Jayson: Well – we can't forget them. They are there and their data is observable. We need to acknowledge that this data can be interpreted in at least two different ways.

Mr. Stump: OK, Matthew & Jayson, you interpret it your way, and I will interpret my way.

Jayson: Agreed.

Mr. Stump: BUT, don't forget; YOUR interpretation gets marked as WRONG!

Matthew: {under his breath} I was afraid he was going to get to that. So much for academic freedom of expression.

Mr. Stump: Before you guys get all wound up – don't forget – there's numerous OTHER ways to measure the age of the earth. There's Potassium-Argon decay, Uranium-Lead decay, Strontium-Rubidium decay, just to name a few.

Phillip: You mean like the dust on the moon?

Mr. Stump: Now, Phillip, don't pull that dusty story on me.

Phillip: The dust on the moon. Based on evolutionary dogma, NASA thought the landing module would sink in mounds of dust.

Mr. Stump: No, Phillip. That's not true. BEFORE the first manned moon landing, NASA had an unmanned mission measure the depth of the dust. They knew what the depth of the dust was. That's an old defunct creationism story.

{Bell Rings!} {Class chatters loudly}

Mr. Stump: {Speaking OVER the chatter} Oh MY! I can't believe we're out of time already! We will continue this discussion tomorrow! Please keep the discussion within the frame work of our textbook!

Class: Chatter, chatter.

Taylor: {Grumbling} This isn't fair. His answers are always right. Other science is simply ignored. Matthew was right, "So much for academic freedom of expression!"

Timmy: Yeah, did you hear about the professor that was fired for having a creation orientation?

Taylor: You mean Dr. Gentry?

Timmy: Well, him, too. But one was fired THIS year!

Taylor: Really!?!

Tricia: Yeah, and I can't even pronounce those words he was using. What's he talking about?

David: With what?

Tricia: You know; "Potomac all gone," "your aunt led the way," and, and, "trombone – rubix cube." Something like that.

Jayson: You know, Tricia! Those are ways to date rocks.

Tricia: I wouldn't date a rock!

Jayson: Huh? Why wouldn't... Never mind!

Phillip: Hey, there's Mr. Frierson! MR. FRIERSON!! {others chime in} MR. FRIERSON!!

Mr. Frierson: Hi guys! How you doin'?

All together: {Ugh, chatter, terrible, you wouldn't believe it – EVERYONE chatter and complain loudly!}

Mr. Frierson: Oh – I get it. Another science class. What's the problem this time?

Phillip: Mr. Stump has all kinds of evidence for an old earth. He even said the moon dust story is a defunct creation story. Can you help us out?

Mr. Frierson: Well – I'd be happy to help you out. Which way did you come in?

Phillip: Huh? {pause} Ha, Ha. Very funny.

Mr. Frierson: Just kidding. Well, I don't know if "defunct" is an accurate way of describing it.

Tricia: I don't get it.

Mr. Frierson: Well let me explain.

Jayson: Don't mind her. She's still back on "Which way did you come in?"

Tricia: I am NOT! I came in over there!

Jayson: See.

Mr. Frierson: Sorry I mentioned it. {pause} The moon dust story is sad because it was exaggerated a bit. The truth is, NASA's dust calculations ranged from a few insignificant inches to depths so deep it would swallow the entire landing module. The truth is; they simply didn't know. This was a critical question. If the dust was too deep – well - it would ruin a few astronaut's day. Consequently, they sent an unmanned lunar module up to measure the depth before they sent a manned mission to the moon.

Phillip: That's what Mr. Stump said.

Mr. Frierson: Well, the story doesn't end there.

Phillip: You mean there's a sequel?

Mr. Frierson: Kind of. Do you remember the SkyLab?

Phillip: Sure. It was the size of a school bus, weighed 100 tons, and circled the earth for 6 years!

Mr. Frierson: Right. AND, it measured cosmic dust the entire time it was in orbit.

Class: Really, that's neat! What did it find out?

Mr. Frierson: Over 400 tons of cosmic debris bombards the earth every single day!

Class: Wow!!! That's a lot of dirt!

David: So that's how my room gets so dusty!

Mr. Frierson: No, sorry David. Most of the debris that is headed for the earth burns up in the atmosphere. And – keep in mind - the surface of the earth is much larger and it has a much stronger gravitational pull than the moon.

Phillip: {sadly} Oh, yeah. So what does that mean? Who's right?

Mr. Frierson: Well - there should have been enough to swallow half the landing module if not the entire thing!

Phillip: So it IS proof! I knew it!

Mr. Frierson: Not so fast. Let's not make the same mistake and exaggerate again. It's not iron clad yet.

Phillip: What do you mean?

Mr. Frierson: Based on a constant rate of cosmic debris bombardment and a creation model of less than 10,000 years, there should be significantly less than a few inches of dust on the moon.

Phillip: Even with 400 tons of debris per day!

Mr. Frierson: Yep. Keep in mind. The moon is a much smaller target, AND the gravitational pull is much less.

Timmy: I guess that idea just bit the dust.

Mr. Frierson: Not entirely.

Timmy: What do you mean?

Mr. Frierson: Well, remember, I said, “Based on a constant rate of cosmic debris bombardment.”

Timmy: Yeah?

Mr. Frierson: Well, we have no idea what the past bombardment was, so we can’t make any calculations based on previous bombardment rates, BUT, one thing for sure, EVERY solid planet and moon up there indicates that the bombardment rate used to be MUCH greater than it is now!

Timmy: So moon dust DOES support creation science after all!

Mr. Frierson: “Support” yes. “Prove” no.

Tricia: That’s exciting, Mr. Frierson. But Mr. Stump told us all about “Potomac all gone,” “your aunt led the way,” and, and, the “trombone – rubix cube.” What gives?

Mr. Frierson: What did she say?

Taylor: Oh, she’s trying to say “Potassium-Argon decay, Uranium-Lead decay, and Strontium-Rubidium decay.” Mr. Stump threw all these rock [dating methods](#) at us right as the class was ending.

Mr. Frierson: {laughing} Oh, OK. These are always creation stumpers.

David: That’s why they call him, Mr. Stump!

Mr. Frierson: Well, these shouldn’t really be stumpers. Notice that ALL of these methods rely on one radiometric decay process and numerous assumptions. One flaw in our understanding of the process or any of the assumptions - and all of these methods go down the drain. There are MANY, MANY other ways to estimate the age of the earth that don’t rely on these assumptions.

Uncle Ben: This sounds like a good place to take a commercial.....

{commercial}

Uncle Ben: Welcome back to God’s Creation..... I guess we need to get back to our story to see what all Mr. Frierson was able to teach these students.

{bell rings}

{excited chatter, chatter, chatter. Chatter hard, guys. You're ready to speak your mind!}

Mr. Stump: Good Morning, Class.

Class: {All together and VERY boldly!} Good morning, Mr. Stump.

Mr. Stump: Well – you guys are ready for class today. I'm sure glad we got our differences ironed out yesterday. I was afraid you guys, would..... well.... Never mind. Let's get started. What's our lesson about today?

Jillian: All the different ways to estimate the age of the earth!

Mr. Stump: RIGHT! And how many are there?

Jillian: HUNDREDS!!!

Mr. Stump: Hundreds?

Jillian: Yep. Hundreds!

Mr. Stump: Well, I see you guys did your homework last night. Our class isn't long enough to talk about hundreds. But - name a few. Shoot.

David: BANG! The salts in the oceans!

Mr. Stump: The salt in the ocean?

Tricia: Well, salts, plural, as in many salts.

Mr. Stump: Like what?

Tricia: How many cars were ate in the ocean. How many cows are in the ocean. How much of your, ... your,....

Taylor: Uranium.

Mr. Stump: WHAT on earth is she talking about?

Taylor: She's blonde. Let me explain.

Tricia: So are you!!!

Taylor: Ah,... Let me try anyway. Mr. Stump, What Tricia was saying is that the influx of numerous minerals in the ocean supports a very young earth.

Mr. Stump: Like what?

Taylor: Like **carbonate**, **calcium**, uranium, sulphate, chlorine, sodium, nickel, silicon, copper, gold, silver, mercury, lead, tin, aluminum, lithium, titanium, chromium, manganese, iron, cobalt, zinc, ... How many more do you want?

Mr. Stump: How many more are there?

Taylor: The list goes on and on.

Mr. Stump: OK, I get the point. I think. What is the point?

Taylor: ALL of these methods indicate that the earth is only thousands of years old. NOT millions and billions!

Mr. Stump: That's ridiculous. How do they do that?

Taylor: By measuring the current concentration and current influx of these minerals into the seas and making some simple calculations.

Mr. Stump: But that's ridiculous. Who would ever measure these rates? Who would pay for all these tests?

Timmy: Environmentalists!

Mr. Stump: Huh?!?

Taylor: Of course! EVERYTHING that flows into our precious seas is measured and quantified as accurately as possible. This is a HOT topic all around the world!

Mr. Stump: I never thought of that. I guess they do know how much of this stuff gets into the seas. Well, that's one. Any others?

Taylor: ONE?!? Mr. Stump, that was 22! They're all measured independently. And there's more. How bout barium, tungsten, thorium,....

Mr. Stump: OK, OK! I get the picture.

Clair: Mr. Stump? Do you ever worry about the moon falling on your head?

Mr. Stump: Clair, that's silly.

Clair: I'm not so sure about that. Can you imagine the Frederick Newspaper headline? Imagine this headline; "Mr. Stump killed by falling moon." If this actually happened – it wouldn't be silly. It would ruin life as we know it! Especially if it hit us on the head. {everyone laughs}

Mr. Stump: OK, ok. What's that got to do with anything?

Clair: Mr. Stump, EVERYTHING that orbits the earth is either moving towards the earth or moving away from the earth. Right?

Mr. Stump: Well, I guess so. Nothing is in a perfect orbit. UGH! Which way is the moon headed?

Clair: It's moving away from the earth.

Mr. Stump: That's good! I thought we were going to have to adjourn class early today. {everyone laughs}

Clair: How long do you think the moon could maintain its orbit around the earth?

Mr. Stump: Well, as long as it's moving away from the earth, it could go on for ever – or until it flew off into space.

Clair: Exactly.

Mr. Stump: What do you mean?

Clair: Your key words were, "As long as it's moving away from the earth."

Mr. Stump: What's wrong with that?

Clair: Nothing as long as you are looking forward into the future. But look back into the past for a moment.

Mr. Stump: Yes...?

Clair: There's kind of a time limit when looking backwards, isn't there?

Mr. Stump: I'm not sure I follow.

Clair: Mr. Stump, if the moon had been moving away from the earth for millions of years, that would have put it inside the Roche limit at one point in time.

Mr. Stump: Uh, Oh!

Clair: RIGHT! If that were the case, the moon would break into pieces and fall to the earth!

Mr. Stump: Ouch. I think it's time to find my hard hat.

Clair: I don't think that would help. Besides, God knows those principles, too. HE invented them! That's probably why the moon is outside the Roche limit!

Jayson: I kinda like the comets. You know – the shooting stars.

Mr. Stump: Ah – what about them?

Jayson: Unless there's a comet factory up there, they would have fully decayed by now if they were millions of years old.

Mr. Stump: I wondered about that.

Jayson: AND, the shape of the earth.

Mr. Stump: What's wrong with the shape of the earth?

Jayson: If the earth were hot molten material that took millions of years to cool, it wouldn't be round!

Mr. Stump: It's not round! The diameter at the equator is much greater than the diameter from pole to pole.

Jayson: Right. But that variance can be explained by a "cool" earth spinning. Don't forget, the surface of the earth is spinning at about 1000 miles per hour at the equator! If it took millions of years to cool, it would look more like a pancake than a ball!

Mr. Stump: Hmm,... I don't think the oceans would like that idea.

Jayson: Well, it wouldn't really matter. The earth's atmosphere would be so messed up – we wouldn't be living here!

Matthew: I like the sediment evidence. The amounts of sediment in the bays suggest that the earth is very young.

Mr. Stump: Oh, come on. Who monitors that?

Matthew: Lot's of different types of scientists.

Mr. Stump: Why?

Matthew: Well – what happened to the oysters in the Chesapeake Bay?

Mr. Stump: The farmer's fertilizer killed them!

Matthew: No – the nitrates have prevented the rapid return of the oysters, but that’s not what killed them.

Mr. Stump: What did? The fishermen?

Matthew: No, Agnes.

Mr. Stump: Agnes who?

Matthew: Agnes the hurricane in 1972. Agnes brought millions of tons of sediment down the rivers and into the bay. The oysters are the “vacuum cleaners” of the Bay. They kept it clean. The sediment killed so many of the oysters that the Bay started to die from the lack of vacuum cleaners. Then it was kind of a chain reaction. As more and more vacuum cleaners died, the water became dirtier. My point though pertains to sediments.

Mr. Stump: Yes...?

Matthew: Have you ever noticed that virtually all construction sites have those little fences controlling the sediment run-off into the streams?

Mr. Stump: Now that you mentioned it – Yes.

Matthew: That’s why. Sediment is guarded like gold. It builds river deltas and clogs shipping channels. That’s why large freighters can’t come into the Baltimore Harbor. The bay is too shallow. Too shallow because of – SEDIMENT.

Mr. Stump: Oh come on. Why don’t they just dredge it?

Matthew: They can’t. If they did, it would kill all the oysters again. They’ve been working very hard for 30 years to encourage oysters to grow in the bay again. One dredging would destroy all that work.

Mr. Stump: I think I’m starting to get your drift. So they really do monitor it closely?

Jayson: Absolutely! Dr. Benjamin Allen’s research indicates that the Mississippi river delta is only 5000 years old!

Mr. Stump: Incredible: Well, I guess that’s enough for me.

Phillip: Not for me! How bout the decay of the earth’s magnetic field? What about the amount of helium in the earth’s atmosphere? What about the Polonium 218 halos found in granite rock?

Mr. Stump: Whoa, Whoa! Whoa! Guys, Where do you find all this stuff?

Tricia: Well, certainly NOT in our textbook. Why aren't these in our textbook, Mr. Stump?

Taylor: Right, Mr. Stump. Is our textbook being [honest](#) with us? This is supposed to be science class, but it seems more like religion.

Mr. Stump: What?!?

Taylor: Yeah, IF the data doesn't fit the religion of evolution, it's no where to be found in our textbook. We just mentioned dozens of methods to estimate the age of the earth and they all suggest that the earth is VERY young!

Mr. Stump: Well, class, {pause} Uh, {pause} I don't know. But you still have to agree that the radiometric dating methods of rocks ALL prove that the earth is VERY old!

Abby: "PROVES" that it's old? Or suggests that it's old? We've just presented dozens of dating methods, but we haven't stated that ANY prove a thing. They are all pieces of the puzzle. We have to evaluate ALL of them together. Not pick and choose a couple that suit our fancy.

Mr. Stump: OK, HOW do you include the radiometric methods in your evaluation? Do you just throw them out because they don't fit your religion?

Abby: No, I throw them out because they don't agree with each other!

Mr. Stump: What do you mean by that?

Abby: Take the Grand Canyon, for example. There's a volcano on top of the canyon that has erupted and poured lava down into the canyon. The radiometric dating methods, the ones discussed here in this textbook, indicate that the volcano on top of the canyon is older than the bedrock at the base of the canyon. That's not very credible.

Mr. Stump: You can't throw them out just because of that! Those dates fall within the accuracy of the test. It simply states that both, the canyon, and the volcano, are millions of years old.

Abby: Not so fast, Mr. Stump. I agree that any single test has an error factor that may make it too difficult to know which one is older IF they are truly that old. BUT, the point is ALL of the radiometric dating tests indicate that the volcano is older than the bedrock. If there was an anomaly that skewed one method or test, it wouldn't skew every method and every test. IF it were truly the accuracy of the measurement, some tests would suggest that the volcano is older, and other tests would indicate that the bedrock is older. But that's not what we have. ALL of the radiometric tests show that the volcano on top of the canyon is older than the bedrock at the base of the canyon. That's impossible.

Mr. Stump: That's true. But, radiometric dating methods are still widely accepted as credible. {pause} generally speaking.

Abby: Not by everyone. This volcano is only one problem out of many. In fact, there are so many problems with radiometric dating methods that there is a team of scientists researching the method itself to find out what's wrong with it.

Mr. Stump: There is?

Abby: Yes. It's called the RATE project. R-A-T-E stands for Radioisotopes and the Age of The Earth.

Mr. Stump: I'm dumb founded. I don't know what to say. {pause} Perhaps I could summarize what you guys have been saying all in one paragraph.

Class: Really?

Mr. Stump: You guys have presented dozens of test methods that suggest the earth is young. I have presented a few, but they all work with the same set of assumptions. If one assumption of my method is wrong, then all of my methods are wrong. On the other hand, you guys have presented data by numerous unrelated methods. For your data to be wrong – well that would require numerous different types of errors in the different methodologies.

Class: EXACTLY!

Mr. Stump: All in favor of a young earth say "AYE!"

Class: AYE!

Mr. Stump: All opposed?

Class: {not a sound}

Mr. Stump: The "AYE's" have it. The earth is YOUNG!

{Bell rings}

Mr. Stump: Class dismissed.

Uncle Ben: WoW! And my vote is AYE for the young earth as well. What more evidence can you hope for? .....

## Dinosaurs

Mr. Stump: {open and close classroom door singing} Oh, what a beautiful morning!

Students: {Loud and all together.} Good morning, Mr. Stump!

Mr. Stump: {surprised} Hey, you guys are here early!

Clair: We couldn't wait to come to class today, Mr. Stump.

Mr. Stump: And why is that, Clair?

Jillian: Because today we're discussing our favorite subject!

Mr. Stump: Oh, yes, Dinosaurs! It does a teacher good to see his students so excited about learning!

Timmy: Okay, can we start now?

Mr. Stump: I don't think so.

David: Why not?

Mr. Stump: Well, David, aren't you all supposed to be in grammar class now?

Jayson: Ah, Com'on. Grammar's not THAT important. Ain't it, Mr. Stump?

Mr. Stump: Scram! I'll see you all later {chuckling}.

Uncle Ben: Good Morning, and Welcome to God's Creation....

{All Chatter loudly}

{The Bell Rings}

Mr. Stump: Good morning again, class!

Students: {loudly!} Good morning, Mr. Stump.

Mr. Stump: Now we can get started on our exciting discussion of dinosaurs. But I just want to say that I know you all are up to something.

Students: {All talk at the same time – loudly!} US?! Why would you think that,  
Mr. Stump?! What do you mean, Mr. Stump, etc.....

Mr. Stump: Because I've gotten to know you guys pretty well, that's why. {Laughter}

Clair: Seriously, Mr. Stump, we have some incredible news to share!

Mr. Stump: Oh yeah? Let's hear it.

Clair: Some home-schoolers have found an INTACT dinosaur skeleton!

David: Yeah, right here in Colorado! {All laugh!}

Clair: Right here?! We're in Maryland!

David: Well, right here in the United States, then.

Mr. Stump: Is that right? So, what's that got to do with the Bible?

Jillian: Who said anything about the Bible?

Mr. Stump: No one, but like I said, I've gotten to know you guys and I know that sooner or later one of you will bring up the Bible.

Jillian: You're right, Mr. Stump, but you know we just can't-

Mr. Stump: I know, "You can't separate science from the Bible." Okay, I'm all ears.

Clair: Well, it's like this. A group of home schoolers has excavated a large, rare, intact Allosaurus!

Jillian: This fossil measures more than 22 feet in length and 10 feet in height, with a complete skull more than a yard long.

David: WOW! That's a big skull!!

Jillian: That's for sure! Ah, David. A 36 inch yard, not your back yard! {All laugh!}

David: Oh. That's still pretty big for a head.

Mr. Stump: Hmm. Allosauruses are believed to be a close relative of the tyrannosaurus rex. They lived approximately 152 million 231 thousand years ago.

Clair: Excuse me, Mr. Stump.

Mr. Stump: Yes Clair?

Clair: This discovery helps debunk the theory of evolution.

Mr. Stump: Hmm, you don't say...Okay, debunk away.

Clair: Well, this dinosaur was found in pretty much the same position as he was at the time of his death and burial, which must have been pretty instantaneous, and caused by a catastrophic event.

Mr. Stump: Let me guess, Noah's flood?

Clair: How'd you guess?!

Mr. Stump: Like I said, I know you guys! Now, you need more evidence than just finding a dinosaur for me to believe your theory. What else?

Matthew: Well, the allosaurus was found lying in a bed of leaves and plant debris, but there is wood from trees mixed in with the bones.

David: Dino soup!

Matthew: Yeah, right. Anyway, some of the wood is petrified and some is not. It couldn't be millions of years old!

Mr. Stump: Why couldn't it be?

Matthew: Mr. Stump! How long does it take for dead stuff to rot?!?

Timmy: It didn't take that ground hog in our yard very long. Whew Stink!! {All laugh}

Matthew: After millions of years, it certainly would have all rotted away, been petrified, or something!

Mr. Stump: Well, that's true. But you know, there have been about 37 allosauruses that have been discovered around the world. Aside from the unrotted material, why does this one disprove evolution?

Matthew: I heard that myself and studied up on it. Of the 37 allosauruses found only 13 have been found with more than 25% of the fossilized remains intact.

Clair: Excuse me?

Mr. Stump: He means that only 1/4 of the dinosaur was still put together.

Phillip: The leg bone's connected to the thigh bone, the thigh bone's connected to the hip bone...{Laughter}

Matthew: Yeah, and of those 13, just three complete skulls have ever been recovered. Nearly 70% of the Skullcreek allosaurus has already been found. It may prove to be the best-preserved and most fully connected allosaurus yet to be found! It must have died in a unique catastrophic event – like a flood.

Mr. Stump: How's that?

Matthew: Well – if he died a normal death, scavengers would have attacked and dismembered it. It was apparently buried fully intact, or alive. We read lots of goofy stories about the habits of dinosaurs written by people with vivid imaginations, but I have NEVER heard a story about dinosaurs burying their dead! {All laugh! And keep laughing!}

Mr. Stump: {Breaks into the laughter} Enough, already! Wow, if what you say is true, this find is nothing less than historic! I just wonder why the Smithsonian or National Geographic hasn't reported it. By the way, why is it called the Skullcreek allosaurus?

Matthew: Because that's where it was found. And the Smithsonian and National Geographic Society would have loved to be the ones to report it but the property is owned by a Christian home-schooling family who gave the contract to a Christian group called Creation Expeditions.

Mr. Stump: They would, wouldn't they? Well, I'm glad that they found something, but perhaps it would have been more prudent to hand the job over to someone who was more, ahem, [scientifically](#) correct.

Jayson: Scientifically correct, Mr. Stump? You're talking about the same folks who said that those animals like the [giraffe](#), [woodpecker](#), and all the rest just evolved!

Mr. Stump: Well, um, yes, but that was just pure nonsense, as you guys very quickly pointed out to me in the last lesson.

Jayson: That's what I mean. This theory goes right along with the theory of evolution! If evolution was proved to be fictitious, then it would prove the whole theory of dinosaurs living [millions of years](#) ago to be pure fiction also!

Mr. Stump: Well, they had to have lived a long time ago! I mean, you don't see T-Rexes walking down the street these days!

Timmy: Sometimes Phillip looks like a T-Rex in the morning!

Phillip: Hey! {Everyone laughs}

Taylor: Okay, maybe you don't see dinosaurs around today, but they were not too long ago!

Mr. Stump: Taylor! What evidence do you have to back that up?

Taylor: Well, in Job 40:15-24, it gives a detailed description of a creature that Job calls a behemoth, that sounds very much like a dinosaur!

Mr. Stump: Ah-hah! I knew it. There you go with the Bible again! {hesitantly} Uh, what kind of description?

Taylor: Well, it says that the behemoth is really strong, has bones like iron, and his tail is like a cedar tree, it eats grass, and drinks a whole lot of water!

Mr. Stump: Hmm, strong bones, big tail, vegetarian, sounds like it could be something like what we know as a brachiosaurus!

Taylor: That's what a lot of people think that Job was referring to! He goes on, in chapter 41, to describe a "Leviathan," and the description seems to fit the dinosaur that we call a Kronosaur!

Mr. Stump: And you read all this in the Bible?!

Taylor: Yes!

Mr. Stump: Well, ahem, uh, all this is great information but we need to remember that, the Bible is NOT a science textbook! I just can't accept a description coming from a religious manuscript! Besides, didn't I hear somewhere that this behemoth, was an elephant or a hippopotamus?

Taylor: I've heard that too, Mr. Stump, but remember the part about the behemoth having a tail like a cedar tree? Hippos and elephants, well, their tails aren't exactly like cedar trees!

Mr. Stump: Well, you do have a point there.

Taylor: The real point is, Mr. Stump, that Job didn't write that millions of years ago! He wrote it just a few thousand years ago!

Mr. Stump: Well, all that is irrelevant anyway, because in order for Job to have been able to describe this dinosaur-like creature, he would have had to have seen one, or known someone who had seen one, and we all know that dinosaurs and humans didn't live on the earth at the same time! The dinosaurs died out millions of years before man evolved!

Taylor: I don't think so. He wrote with such detail, that he must have had first hand knowledge of them!

Jayson: Haven't you heard about the cave drawings that accurately depict dinosaur-like creatures? And how about the Paluxy River basin in central Texas, near the town of Glen Rose, where fossilized tracks of man and dinosaur appear together?

Mr. Stump (thoughtfully): Is that right?

Jayson: That's right Mr. Stump. In 1908 the river rose 27 feet in a flood and it was after this that prints began to be spotted. In 1938, a trail of brontosaurus tracks was removed from the river bottom under the supervision of the paleontologist, Roland T. Bird, and shipped to the American Museum of Natural History in New York, to be used in a display. Mr. Bird commented to one of the local discoverers that he must be mistaken about the man tracks, because man had not yet evolved at the time of the Dinosaurs. He claimed some sort of ape must have made them.

Mr. Stump: Well, now, I guess that turns the tables on that argument.

Jillian: Not quite, Mr. Stump. Apes and dinosaurs living together would be almost as devastating to the geologic time table as man and dinosaur together. And that's not all! The same formation also includes bear, mammoth, and tiger tracks!

Phillip: EXCUSE ME!?!

Jayson: She means that they couldn't have been pasted on the same spot on the evolutionist's timeline.

Mr. Stump: Go on, what happened?

Jayson: To make matters worse for the evolutionists, the particular layer in which the footprints are found is known as the Glen Rose formation, designated lower Cretaceous, and supposedly was laid down early in the Cretaceous period, estimated about 120 million years ago.

Matthew: Yea, and did you hear what one of the uniformitarian scientists suggested: "These man-like tracks couldn't be true man tracks, because man and dinosaur didn't live at the same time. Therefore, they must have been made by some undiscovered bipedal dinosaur with feet like human feet!"

Phillip: Did I just hear you say there was a bicycling dinosaur? I'm totally lost!

Jayson: He means that the footprints were from so long ago that they couldn't be human so they must be some kind of new dinosaur; a two legged one.

Phillip: Wow, another dinosaur to research?

Mr. Stump: Now wait a minute, that doesn't make much sense...

Tricia: You're on track there, Mr. Stump. Scientists dated two samples of plant remains from the area and used the **Carbon 14** dating method to show the age of the footprints.

Mr. Stump: Oh, yeah, you did your research paper on carbon 14 last year, didn't you? Okay, what'd they decide?

Tricia: The samples were dated at 38,000 years even though they expected it to be more like 100,000,000 years old! This being the case, some evolutionists are now making the claim that it's the dinosaur tracks that aren't real. Some scientists are trying to say that some of the human footprints were eroded by the river to look like dinosaur tracks. Personally, I think that's hog wash! First they couldn't believe they were human tracks in cretaceous deposits. Now they say they couldn't be dinosaurs in recent deposits.

Mr. Stump: Whew! {pause} Hey wait a minute. You were quick to totally disregard the rock dating methods because they contradicted themselves. How can you accept a 38,000 year date if the earth is only one fourth that age? Shouldn't you disregard all C14 dates as well? You can't just pick and choose which data to accept.

Tricia: We're not. Remember, carbon doesn't actually have a date stamped on it. The test actually measures the carbon 14 to carbon 12 ratio. Not age.

Mr. Stump: I know that!

Tricia: Right. So on the first day of creation, the earth would likely have practically no carbon 14 and almost ALL carbon 12. It would have taken a thousand years or so for carbon 14 to reach its current levels. This ratio that corresponds to 38,000 years actually provides further evidence that the earth is VERY young!

Mr. Stump: Really?

Uncle Ben: Well – This sounds like a good place to take a commercial break....

Commercial:

Uncle Ben: Back to our program....

Taylor: Mr. Stump, I have a riddle for you.

Mr. Stump: I'm not in the mood for riddles, Taylor.

Taylor: What do trilobites, dinosaurs, and humans have in common?

Mr. Stump: I told you – I’m not in the mood for riddles. {pause} Trilobites, dinosaurs, and humans. {pause – then quite confidently...} NOTHING! They lived hundreds of millions of years apart from each other!!!

Taylor: Nope! They all lived together at one time right here on earth.

Mr. Stump: Oh, please, Taylor. Don’t start that Bible stuff again. This is science class.

Taylor: OK, never mind. Do you have plans for August 4-9 this year?

Mr. Stump: Is this another riddle?

Taylor: No. Some of the most sophisticated and accurate radiometric dating research will be unveiled that week! This data will show that trilobites, dinosaurs, AND humans ALL walked the earth at the same time!

Mr. Stump: Oh don’t be silly. {pause} What kind of sophisticated research are you talking about?

Taylor: Are you familiar with the letters, A M S?

Mr. Stump: Of Course! Accelerator Mass Spectrometers! You have AMS data to show trilobites, dinosaurs, and humans all walked on the earth at the same time?!?

Taylor: No. {everyone giggles – loudly}

Mr. Stump: Oh quit pulling my leg. What do you mean, “No?” Did you just make this up?

Taylor: No, Mr. Stump. It’s not August 4<sup>th</sup> yet. The conference isn’t until August 4<sup>th</sup>. The data will be presented at the creation science conference in August.

Mr. Stump: You’re not making this up. Where is this conference? What is it?

Taylor: It’s the Fifth International Conference on Creation Science and will be held in Pittsburgh. Creation scientists from all over the world will be there.

Mr. Stump: Wow. That’s incredible. Maybe I should go to that conference. How many of these have they had?

Taylor: Well – this is the fifth. That’s why they call it The Fifth International Conference on ....

Mr. Stump: {interrupting} Huh, Oh – NO, I meant, how long have they been having this conference?

Taylor: The first one was in 1986 and they have it about every four years.

Mr. Stump: I guess I always thought you guys were just getting this stuff from your Bible believing buddies. You really have AMS data to show trilobites, dinosaurs, and humans all walked the earth together, huh?

Taylor: Of course. The Bible says that all creatures were created within a very short time of each other, so we would expect to see man and dinosaurs living together. And we also know how they died.

Mr. Stump: You know how they died? You KNOW how they died?

Jayson: I've read the beginning and the end in the Bible, God's textbook for man.

Mr. Stump: You know how I feel about Bible study during "school time." Tell me, what does our textbook say?

Jayson: Well, it says that there are two possible explanations. The first, called the gradualist theory, claims that a climate change caused the death of the dinosaurs. It says that the climate became drier and so caused the dinosaur's downfall.

Timmy: Would that be like beef jerky?

Jillian: That would be like, GROSS!

Mr. Stump: I'll ignore that, Timmy. Yes, Jayson, you correctly explained the Gradualist Theory. Tell, me, can you explain the second theory, known as the Impact Theory?

Jayson: I think so. The Impact Theory, claims that a meteorite hit the earth, triggering a nuclear winter scenario, causing all the dinosaurs to die out.

Timmy: So now we have froz—

Mr. Stump: Cut it there, Timmy (chuckling). Well, those sound like pretty good theories. Does anyone have any problems with them?

Jayson: Well, why did the dinosaurs die out, and not all the other animals? I mean, wouldn't animals like, say, frogs die out if the whole earth was plunged into winter? And wouldn't a climate drying out cause the deaths of more animals than just the dinosaurs?

Mr. Stump: Well, certainly some animals would have died out also, yes, but most of the animals around today would have adapted to the new environment. Remember survival of the fit-oh, never mind. Now, I think I should challenge you students to think a

little bit. Taking in mind the facts that you know, which of the two theories that Jayson mentioned seems the most credible?

David: Well, I think the gradualist theory is more accurate.

Mr. Stump: Why do you think that, David?

David: Because of Noah's flood.

Mr. Stump: Now David....

Phillip: He's right, Mr. Stump! You see, before the flood, it hadn't rained, because there was no wind to stir up the dust which precipitates rainfall. A great water canopy hung over the earth, keeping it relatively tropical all over. It was-what do you call it, Mr. Stump?

Mr. Stump: A greenhouse effect.

Phillip: That's right. And when Noah's flood happened, it rained so much that that canopy disintegrated, causing varying temperatures all over the earth; a climate change, just like the gradualist theory says. That could have caused the dinosaurs to die out, couldn't it?

Mr. Stump: Yes, IF Noah's flood really happened.

Phillip: Mr. Stump, there is evidence all over the earth of some catastrophic event, like a flood, that caused thousands of creatures to die all at the same time!

Mr. Stump: What evidence?

Phillip: Well, in Wyoming, there was a fish that was buried while eating another fish. When paleontologists found the fossil, half of the fish was sticking out of the other fish's mouth.

Timmy: Yuck.

Phillip: It's the truth, and that's just one example. There is tons of evidence that would support a worldwide catastrophic event, like Noah's flood. Continuous sedimentary layers have been found to extend into 5 and 6 states for example.

Mr. Stump: That's because the continents were covered by oceans multiple times.

Phillip: Perhaps. OR – perhaps it was a worldwide flood. There are coal seams that extend into 5 and 6 states, too. Coal is formed from the bark of gigantic trees which DON'T live in oceans. AND, remember the Paluxy footprints? Much of this sediment

is marine limestone. Marine limestone deposited over footprints of bears, mammoth, tigers, dinosaurs, and people. That's quite a flood!

Mr. Stump: Well, uh, I think that's enough on the extinction of dinosaurs; let's move on.

Phillip: Excuse me, Mr. Stump, may I say a little more?

Mr. Stump: Okay, what else do you have to say?

Phillip: Do any of these theories of how the dinosaurs became extinct really matter anyway?

Mr. Stump: Of course! It's part of the study of dinosaurs themselves! Why do you ask?

Phillip: Well, I heard that there have been about a hundred different theories about how the dinosaurs extincted.

Jillian: EXCUSE ME?!?

Phillip: Sorry, became extinct, I mean. I get a little excited about these things. There was a theory about poisonous plants, one about mass suicide by the dinosaur herds, and even one that says the earth was hit by an asteroid or comet.

Mr. Stump: Oh yeah, I've heard of that one. Somewhere in Mexico, right?

Matthew: That's right, Mr. Stump; on the Yucatan peninsula. The spot is called Chicxulub (pronounced CHEEK-shoe-lube).

Timmy: Shoe Lube? That sounds like a \$19.95 oil change joint!

Matthew: CHEEK shoe lube; it's named after a nearby Mexican village. And this is the cool part. (say this mysteriously) It can't be seen. Scientists only know it's there because of the changes in the gravitational pull and magnetic field in the area.

Tricia: Hey, wait a minute. Are you talking about this Cheep shoe lube place in Mexico, or Burkittesville just a few miles from here?

Matthew: That's a brilliant observation, Tricia. For years people have been saying the gravity is distorted in Burkittesville, too. Water seems to flow up hill, etc.

Tricia: My watch keeps good time driving through Burkeittsville.

Matthew: Your watch?

Tricia: Yeah. Everyone knows gravity affects time.

Matthew: Never mind the relativity theory, Tricia. The truth is – This hill in Burkittsville is just one big optical illusion caused by the overall lay of the land.

Timmy: Sounds like a job for Sherlock Holmes!

Mr. Stump: Burkittsville got hit by a comet or meteoroid?

Matthew: You know; there is no really strong evidence to show that any comet has ever hit the earth.

Mr. Stump: Agreed.

Matthew: So, it seems to me that, even if a comet did hit the earth, for it to have killed all the dinosaurs would be just, just...

David: Impossible to believe!

Timmy: Yeah, talk about Mission Impossible!

Mr. Stump: I guess you are right.

Tricia: Hey! I just thought of something! Maybe the dinosaurs didn't ALL die out after all!

Mr. Stump: Whoa, now hold on a second, this isn't Jurassic Park!

Tricia: Matthew is right, Mr. Stump. We have to face the facts. There COULD be dinosaurs around today.

Jillian: {Nervously} Uh, heh, heh!{gulp}

Mr. Stump: Don't worry Jillian, I seriously doubt that a T-Rex is going to stick his head in our classroom window.

Tricia: Well, like I was saying, there COULD be dinosaurs around today. There are many parts of our earth that we humans have not explored yet. {Mysteriously} Who knows what may lurk in the far unexplored corners of the earth? Who knows what creatures may be hiding just around the corner-

Mr. Stump: Let's not go too far, Tricia.

Tricia: Oh, sorry. {pause} Well, there have been people who have claimed to have seen dinosaurs.

Mr. Stump: Okay, give me an example.

Tricia: Well, one of the most credible instances is the one about-about-Mo-Moke-Mokele-mbembe.

Mr. Stump: {pause} Gesundheit.

Tricia: No, Mr. Stump, that's the name of the creature found in the Congo. Mokele-mbembe.

Mr. Stump: Oh, I see. Some folks might SAY they found that-that THING, but that does not prove anything. Like the so called loc ness monster. You can't believe everything you read in the tabloids. There are hundreds of people that say they have seen dinosaur-type creatures, when they really didn't.

Tricia: Ever heard of a guy named Roy P. Mackal?

Mr. Stump: Well, let me see. He's associated with the University of Chicago, isn't he?

Tricia: Yes. He was the one who led two expeditions to the Congo on the trail of this dinosaur. He even wrote a book about it, called "A Living Dinosaur."

Mr. Stump: Well, yes, I suppose he would say he's seen that Moke-that DINOSAUR, since he's probably one of those creationists, right?

Tricia: Actually, he's an evolutionist!

Mr. Stump: Oh. That isn't good.

Tricia: No, that isn't good, at least for the theory that all the dinosaurs died out millions of years ago. To have an evolutionist chasing a "living" dinosaur is amazing. There must be something in it, don't you think, Mr. Stump?

Mr. Stump: Well, did this Mackal fella actually really believe all this about a dinosaur in the Congo?

Tricia: He said, quote, "I admit that my own views are tinged with romanticism, but certainly not to the extent that I would endure extreme hardship, even risk my own life to pursue a dream with no basis in reality." Unquote.

Mr. Stump: Okay. So maybe there's one guy who still chases dinosaurs. No big deal. There are lots of other things to discuss about dinosaurs.

Matthew: So, you are just ignoring an issue because accepted assumptions have no way to explicate it?

Mr. Stump: Uh, excuse me?

Tricia: What he's asking, Mr. Stump, is if you are ignoring a subject because popular theory can't explain it.

Mr. Stump: Oh. I see.

Matthew: Well, are you?

Mr. Stump: Well, uh, I guess you could say that. But what you need to understand is that it's right here in our textbook, and so it's got to be true!

Matthew: Uh, haven't we already proven that textbook to be rather faulty in some areas?

Mr. Stump: Well, I have to admit its credibility is questionable in some areas.

Matthew: Actually before Mr. Mackal was herpetologist, James Powell from Texas, who actually introduced Mr. Mackal to the idea of the "living" dinosaur from stories from the Fang people about an enormous river monster. The local witch doctor actually picked out a diplodocus from a dinosaur book as the dinosaur he had seen.

Tricia: Or Herman Regusters, an engineer from Pasadena, California in 1981, or Congolese biologist, Marcellin Agnagna in 1983 or William J. Gibbons last year!

Mr. Stump: OK, OK, so there is no small interest in finding a living dinosaur! But he (or she) has not been found yet!

Clair: That's true, Mr. Stump, but isn't it interesting that evolutionists are looking for a creature they say died out millions of year ago?

Mr. Stump: Yea, I guess you are right. But anyway, back to the story, that is, the class. We are here to discuss dinosaurs. Now, has anyone been to a museum where dinosaurs are on display?

Class: (all together) I have, we have...[lots of loud talk]

Mr. Stump: So, I guess you've seen the impressive dinosaurs on display there.

Clair: Mr. Stump, not all museum displays are what they at first appear to be.

Mr. Stump: Explain what you mean.

Clair: In the National Museum of Wales in Cardiff in the United Kingdom are the remains of a swimming reptile, an Ichthyosaurus.

Timmy: Itchy-osaurus. What's wrong with him? Does he have hives?

Matthew: No, Timmy. This fossil has been on display for over a century. Supposedly, the complete structure was authentic fossilized bone. However, in 1999, it was decided to clean the specimen, and when the technicians started to do so, they found that some of the bones were made of plaster of Paris that had been covered by five layers of paint in order to make them look like fossil bones! The museum plans to put the Ichthyosaurus back on display as an example of Victorian forgery.

Mr. Stump: Oh my! Well, I suspect that is an isolated case...

Jayson: Unfortunately, that is not the case. Piltdown man was a hoax based on a human skullcap and an orangutan's jaw and was widely publicized as the "missing link" for 40 years. And Nebraska man was based on a single tooth of a type of pig now only living in Paraguay.

Mr. Stump: You're wandering away from our topic: dinosaurs.

Jayson: Oh, I'm just getting started, Mr. Stump! There are PLENTY of evolutionary hoaxes we could talk about! I gotta MILLION of 'em!!

Mr. Stump: That's OK, Jayson, I'll take your word for it. It sounds like I need to brush up on my creation science.

Mr. Auxt: I think that's an excellent idea, Mr. Stump. Join us at the Frederick Creation Society the second Tuesday of every month at the Frederick Adventist School.

## C14

Mr. Stump: Da dee dee dum..... Ah! It's good to be back in school today. I'm really looking forward to this ...

Mr. Mann: {Loud and rough} Mr. Stump?

Mr. Stump: Ah – Good morning, Mr. Mann.

Mr. Mann: May I see you in my office, please?

Mr. Stump: Of course, Mr. Mann. {Cheerfully} Are you ready to start a brand new school year? {door closes}

Mr. Mann: Mr. Stump, it grieves me to have to address this matter, BUT, we need to get one thing perfectly straight! As you know, my Great Grandfather had exceptionally high ideals in institutionalized education. It is our duty as public servants to ensure that each and every student in this building is indoctrinated properly in all aspects of education. Would you agree?

Mr. Stump: Well, of course, Mr. Mann. As a science teacher, I have dedicated my life to teaching truth – uh, as we understand it.

Mr. Mann: Mr. Stump, as you know, my Great Grandfather adamantly objected to individual parents teaching their children all sorts of wive's tales and nonsense. He believed that public education is the ONLY way to ensure that our youth get a well rounded, solid education with unity and conformance throughout the country. He believed that EVERY student was entitled to this education, regardless of how rich or poor that student may be. Do you agree, Mr. Stump?

Mr. Stump: Well, of course, Mr. Mann. As a science teacher, I have dedicated my life to .....

Mr. Mann: ENOUGH! Let's just make sure we have total agreement on this issue or your career could be abruptly terminated. Do you understand?

Mr. Stump: Yes, Mr. Mann. Can you tell me – specifically – have I somehow failed in my duties as a science teacher?

Mr. Mann: MR. STUMP! Is it true that you were fraternizing with the students a few weeks ago?

Mr. Stump: Are you referring to our museum visit?

Mr. Mann: I am! And you must understand that, as a teacher in this community, you must maintain a solely professional mannerism even during the summer months and away from this school building.

Mr. Stump: Yes, Mr. Mann, I do understand that. {pause} I believe you used the word, “grieve” a moment ago. Somehow I don’t believe you are alluding to merely fraternization.

Mr. Mann: You are quite perceptive. Isn’t it true that this was a religious building you visited?

Mr. Stump: Well, {gulp} it had a few stained glass windows. BUT, so do some of the older Smithsonian buildings. Other than that, it was strictly a nature center and science museum.

Mr. Mann: Well, it better have been, Mr. Stump. I am glad to hear that we see eye to eye on this subject. You just remember – your career as a reputable science teacher is at stake.

Mr. Stump: Ah, yes sir. Thank you, sir. {A door is closed} {pause} Wow. He was really upset. Hmm... My career is at stake? Whew, what a way to start off a new year.

Uncle Ben: Good Morning, and welcome to “God’s Creation.” I hope your first day back to school went better than Mr. Stump’s. It doesn’t sound like his first day is going very well at all. .... {Introduction to Frederick Creation Society, etc.} ... Let’s get back to our program. I hope the rest of Mr. Stump’s day goes better than it started!

Class: {All VERY cheerfully!} Good Morning, Mr. Stump.

Mr. Stump: Ah, yes, good morning, now take your seats.

Jillian: Mr. Stump, do you think it would be a good idea to take the class to the Nature Museum on a field trip?

Mr. Stump: NO! {loudly}

Jillian: I thought you enjoyed the museum.

Mr. Stump: Jillian, I do NOT want to talk about it. {angrily}

Jillian: I’m sorry, Mr. Stump, I just thought that...

Mr. Stump: {regaining his composure} Ah, well, Jillian, it wouldn't be right. You know, talking about a museum that only a few people in the class have seen. It's just not polite to the other students.

Clair: {Whispering to Jillian} I thought you were attempting to invite the whole class.

Jillian: {Whispering back} I was. Mr. Stump sure is acting strange today.

Mr. Stump: Timmy, what two epochs make up the Carboniferous Period?

Timmy: Excuse me, Mr. Stump? {whispering} What did he say?

Mr. Stump: The Pennsylvanian and the Mississippian, Timmy. David, what animals evolved during the Pennsylvanian Epoch?

David: Ah, I'm not sure, sir.

Mr. Stump: And, why NOT?!?! Did you not complete your homework? Do you dare to come to my class unprepared?

David: I'm sorry sir. This being the first day of class and all. Well, I didn't think we would have homework....

Mr. Stump: Class, your assignments are in your syllabus which you received in the mail over the summer. I expect you to come to class prepared every day. Is that understood? {pause for total silence} WELL?!?

Class: {murmuring} Uh, yes sir, we understand...

Clair: {whispering to Jillian} Now I know something is wrong with Mr Stump.

Jillian: {whispering back} Yeah. I wonder what happened.

Mr. Stump: AND we will have NO whispering in this classroom! If you have something to say, you will raise your hand and wait until you are appropriately addressed. Since it appears that none of you did your assignment, I will resort to spoon feeding you just this once. BUT, you had better come to class prepared from this day forward or your ... or your graduation from this school is at stake. Do you understand? Your graduation is at stake.

Mr. Stump: Now, open your textbooks to page 12. You will see the geologic column in the first chapter. The earth was formed about 5 billion years ago. The Paleozoic Era, which began about 570 million years ago, was the first era to have multi-celled [life](#). It begins with the Cambrian period. As you can see, the geologic column is divided up into Eras, Periods, and Epochs. I'm not going to read the whole chart to you. I expect you to

memorize it. It is your responsibility to be able to recite any aspect of this chart at a moments notice. For example, IF I mention the Pennsylvanian Epoch, you must be able to respond “330 million years ago – reptiles evolved and trilobites became extinct.” If I say, Cretaceous Period, you should instantly respond, “The period when dinosaurs ruled the earth.” And, if I say, Eocene Epoch, you should respond, “54 million years ago, when mammals first evolved.”

Jayson: {chuckles quietly to himself}

Mr. Stump: And WHAT is so funny, Jayson?

Jayson: Uh – nothing sir.

Mr. Stump: As I said just 20 minutes ago, IF you expect to participate in this class, you will raise your hand and wait until you have been appropriately addressed. Now – it is most impolite to chuckle amongst yourself. Share this little private joke of yours with the balance of the class.

Jayson: Uh – I’m not so sure you really want to hear it.

Mr. Stump: I will be the judge of that. What do you have to share?

Jayson: I am sorry Mr. Stump. It’s just that the three time periods you mentioned are the same ones I heard at a seminar recently.

Mr. Stump: Well, that may be coincidental, but it is NOT funny.

Jayson: Well, what’s funny is the riddle that goes with the time periods.

Mr. Stump: A riddle?

Tricia: {whispering} You better stop, Jayson. Mr. Stump may explode.

Mr. Stump: NO WHISPERING!

Jayson: I’m not so sure you want to hear this riddle Mr. Stump.

Mr. Stump: I DO want to hear the riddle, and if it is NOT related to this class discussion, you will get a zero for the day.

Jayson: Well – it IS related to today’s lesson. It is precisely related. The riddle goes like this? What do trilobites, **dinosaurs**, and mammals all have in common?

Mr. Stump: Absolutely nothing! They lived millions of years apart. The trilobites became extinct before the dinosaurs evolved, and the dinosaurs became extinct before the

mammals evolved. Jason, they have nothing in common whatsoever. That's my answer. What's yours?

Jayson: Well – here goes. The answer is, {pause} sir, uh, never mind.

Mr. Stump: Jayson, answer the question. Uh, answer YOUR question.

Jayson: They all walked on the earth at the same time!

Mr. Stump: Uh – Oh.

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: HaH! {In a forced laugh} That IS funny. No, it's ridiculous! Jayson, that's the most ridiculous thing I have ever heard. And I have a riddle for you. Guess what your score is for today's class?

Jayson: {beneath his breath} I knew it.

Tricia: Uh sir, excuse me sir, but there happens to be extremely sophisticated AMS data to back up that claim.

Mr. Stump: That's impossible.

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: Tricia, we studied the various rock dating methods last year. You know that the rubidium-strontium, potassium-argon, and uranium-lead [dating methods](#) clearly show that these epochs and periods occurred millions of years ago.

Tricia: That's true, Mr. Stump. We did talk about that, but we also talked about numerous other ways to date the earth, ALL showing that the earth was very young. AND, we showed that many of the rock dating methods contradicted themselves.

Mr. Stump: Well, Tricia, Jayson; you know what they say. Extraordinary claims require extraordinary evidence to back up that claim. Out with it. OR ....

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: Or, ... you will get a zero for the day. Back up your claim.

Jayson: {pause} May I bring it in tomorrow, sir. I have the notes at home.

Mr. Stump: No stall tactics. Out with it. No fables. Show me the data.

Tricia: But sir,

Matthew: I have it!

Tricia & Jayson: Huh?!?

Matthew: I have the notes right here.

Tricia: You do? Why would you have those notes with you?

Matthew: Well, looking at the syllabus, I thought Mr. Stump would be interested in them.

Mr. Stump: Interested in what? Now what are you guys up to?

Tricia: We went to a Frederick Creation Society meeting just the other night and the topic of discussion was “Measurable C14 in Fossilized Organic Materials.” You have your notes, Matthew?!? Wow, Thank you Lord!

Matthew: As we discussed last year, AMS dating methods are extremely accurate because they actually count individual atoms. That’s what makes the test so useful.

Mr. Stump: That’s right. That’s how they arrive at millions of years with the rock dating methods.

Tricia: True, but fossils are only found in sedimentary rocks, and the rock dating methods can only be used in igneous rocks. Giant assumptions are required to arrive at these dates.

Timmy: Wouldn’t it be better if the fossil itself could be dated directly?

Mr. Stump: Well, yes, of course. But we can’t date sedimentary rocks.

David: What if it weren’t completely fossilized. Lots of fossils still have carbon remains! What if we could date the actual bones?

Mr. Stump: Why would that help?

Timmy: Then we could use the Carbon 14 method.

Mr. Stump: That IS ridiculous.

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: {very confidently} You can’t use Carbon 14 to date a dinosaur. He died so long ago that ALL of the Carbon 14 would have decayed millions of years ago. Carbon 14 is completely gone in about 250,000 years.

David: That's true if evolution is true.

Tricia: But what if evolution is NOT true. Then you would expect measurable Carbon 14 in dinosaur bones, right?

Mr. Stump: That's conjecture. Evolution IS true. That's why you don't find Carbon 14 in dinosaur bones.

Timmy: Well, Mr. Stump, a fellow by the name of Dr. Paul Geim documented 90 different cases where items believed to be over 100,000 years old still had easily detectable Carbon 14 in them. As you mentioned, every one of these items should have been what they call, "Carbon 14 dead." There should have been no measurable Carbon 14 in any of them.

Uncle Ben: Well – It's time for our commercial break....{commercial} ... This is quite a turn of events for Mr. Stump, AND for all of the evolution scientists. Evolution requires millions of years for creatures to evolve. Without a geologic column of millions of years, evolution is dead! Creation scientists have successfully debunked virtually every aspect of evolutionary science. The "millions of years" radiometric rock dating methods were the evolutionists' last strong hold. Let's get back to our program to see if evolution is dead for good.

Timmy: There should have been no measurable Carbon 14 in any of these 90 items.

Clair: And, a man by the name of Dr. John Baumgardner, working with the Institute for Creation Research, separated these items into two categories; the "once living" items, like bones and coal, from the "never have lived" items such as diamonds and marble. The majority of the "once living" items appeared to have all died at approximately the same time.

David: That would be during Noah's flood.

Clair: And the "never have lived" items also seemed to have a common age.

David: That could be the beginning of time itself!

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: Oh come on. Show me that data!

Matthew: Here's Dr. Baumgardner's histogram, sir.

Mr. Stump: Why these data points don't line up exactly. Look at the scatter!

Timmy: We didn't say they lined up exactly. These data points were taken from reports offered by numerous different labs. Not all used the AMS technique. And we don't know the history of the specimens. Many could have been contaminated.

Mr. Stump: So – then I guess you could say this data doesn't prove a thing.

Tricia: No – but Dr. Baumgardner's report continues.

Taylor: He obtained 10 coal samples from different time periods and different locations around the United States. All 10 samples have been stored at Penn State University under extremely controlled conditions so as to not disturb their natural state.

Jayson: That's why I was chuckling earlier.

Mr. Stump: You better have a good reason.

Jayson: The time periods you just happened to mention; the Pennsylvanian, the Cretaceous, and the Eocene, are the exact same periods that these coal samples came from.

Mr. Stump: Jayson, the Pennsylvanian and Eocene are "Epochs" not "Periods." Please do not confuse the two.

Jayson: Well, I meant "generic time periods" not ....

Mr. Stump: They are "Epochs." Cretaceous is a period. We will choose our wording properly in this class.

Jayson: Yes, sir.

Matthew: Sir, I think this data will show that it doesn't make any difference.

Mr. Stump: How is that?

Matthew: Sir, these 10 highly controlled coal samples ALL had virtually the same age. They were all buried about the same time. Thousands of years ago. NOT millions of years apart. These 10 coal samples, taken from the evolutionary times of trilobites, dinosaurs, and mammals, ALL have the same age! So, what do trilobites, dinosaurs, and mammals ALL have in common?

Jayson: They all walked on the earth at the same time.

Mr. Stump: Uh – let me look at that data a little closer.

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: It's ridiculous. Totally ridiculous. They all walked on the earth at the same time. Measuring the beginning of time itself. The beginning of time was billions of years ago. How can you measure that! You can't fool me. And you can't fool the labs either. The radiometric labs won't even run tests on dinosaur bones and coal samples from the Pennsylvanian period because they know the Carbon 14 is all gone. If they received a sample of 300 million year old coal, they would think you were loony and just return it. If they received this sample from some religious group – they definitely wouldn't test it.

Taylor: You're right about that!

Mr. Stump: Of course I'm right. They wouldn't even test it!

Taylor: Dr. Baumgardner didn't tell the labs that the samples were ancient coal samples.

Mr. Stump: It doesn't matter. The Radiometric labs are NOT going to accept samples from this Institute for Creation whatever.

Taylor: That's why he sent them from Los Alamos National Laboratories.

Mr. Stump: Huh?

Taylor: Dr. Baumgardner is employed at the Los Alamos National Laboratory. He sent the samples from there.

Mr. Stump: That's not fair. He tricked them.

Taylor: That's not trickery. They just wanted to be treated like any other scientist.

Clair: After all, Mr. Stump, if the world is only thousands of years old, as the Bible says it is, we SHOULD be able to measure the beginning of time with Carbon 14 dating!

Mr. Stump: OK – Clair, when was the beginning of time? You'd like a zero for the day, too.

Clair: Uh – uh.

Matthew: {whispering} Clair – here's the report.

Clair: Uh, well, ..

Mr. Stump: Well.....

Clair: {Hesitating} Uh, I can't read this chart. Uh, zero point one pmc.  
Matthew, what's "pmc?"

Matthew: That's "percent modern carbon." It has to be mathematically converted to years. 0.1 pmc correlates to 57,000 years.

Mr. Stump: Ah – HA! So much for an earth that's only a few thousand years old!  
You guys are throwing up a smoke screen!

Matthew: Sir – I didn't say the earth is 57,000 years old.

Mr. Stump: Then for crying out loud, what DID you say?

Matthew: I said, 0.1 percent modern carbon correlates to 57,000 years. BUT the key word here is "modern." The 57,000 year correlation assumes the ancient Carbon 14 ratio is the same as the "modern" ratio. We know that's not true.

Mr. Stump: I think I'm getting confused.

Matthew: All radiometric dating methods have certain assumptions, right?

Mr. Stump: Of course.

Matthew: For Carbon 14 testing, one is that the Carbon 14 to Carbon 12 ratio in the atmosphere has always been the same. Right?

Mr. Stump: Well, yes. But dendrochronology proves that this is NOT the case.

Matthew: Exactly. We don't know what changes it, but dendrochronology, which also has its own set of significant errors, suggests that the percentage of Carbon 14 has oscillated up and down.

Mr. Stump: By a few hundred years perhaps. But NOT by 50,000 years!

Tricia: Under normal atmospheric conditions, Yes. But – it would have changed dramatically between 4000 and 4500 years ago.

Mr. Stump: That's pretty specific. Why would you say that!

Tricia: According to the Bible, Noah's flood was about 4500 years ago. Practically everything on earth died and was buried. That would make an enormous difference in the ratio since the formation of Carbon 14 would still be at approximately the same rate, but the amount of carbon to affect would be substantially less.

Mr. Stump: Hmm... If that's the case, the Carbon 14 ratio would be significantly higher today than it was before the flood.

Clair: Hey – That's neat. So people today are much more radioactive than the people who lived before the flood. I wonder if that's why people lived to be hundreds of years old before the flood.

Tricia: That's quite possible. But one thing for sure - It makes things that lived before the flood appear to be much older than they actually are. By 10's of thousands of years. NOT by millions of years.

Mr. Mann: {In a muffled voice} Mr. Stump, your career is at stake!

Mr. Stump: Tricia, that is totally ridiculous. Totally ridiculous. If most of the biosphere was quickly dead and buried, then the Carbon 14 ratio would have changed very rapidly! That's an extraordinary claim. IF you expect anyone to believe that – you better tell your creationist religious friends they better come up with extraordinary evidence to back it up! Otherwise, it's just nonsense. Pure nonsense!

Jillian: The evidence for a rapidly changing Carbon 14 ratio is pretty strong. It was just written off as being nonsense data. Now it seems to be pretty important!

Mr. Stump: Like what?!?

Jillian: For years, scientists have wondered how one mammoth bone could be three thousand years older than another bone in the same mammoth. They knew the tests were done properly and the results were accurate, but they didn't make sense, so they just threw them out.

Mr. Stump: Huh?

Jillian: It takes quite a few years for all the bone cells in a body to be replaced. That being the case, IF the Carbon 14 ratio was changing rapidly, we would expect to see data like this. Mammoths lived during the ice age, when creation scientists expect this change to have taken place. So – what seemed to be nonsense before – makes perfect sense now!

Mr. Stump: That's extraordinary data? That sounds like a fluke explained away by irrational thinking.

Taylor: Well – Mr. Stump, that was just the start. Clair mentioned that the “non-living” items still contained measurable carbon. How much was that, Matthew?

Matthew: Let's see here... uh, ... between 0.07 and 0.10 pmc.

Taylor: Uh – right. For years, scientists couldn't figure out what to do with this 0.07 to 0.10 number. They examined every theory they could think of to determine where it comes from; instrument problems, sample problems, sample preparation problems, etc. But they could never figure it out. So they gave up. They simply call it, “intrinsic Carbon 14” with no explanation. This is so well documented that most laboratories just subtract 0.07 from the end result. They don't necessarily tell you they have subtracted it, they just do it. This is one of the reasons for the data scatter in Dr. Geim's report. There is no way of knowing which items had this 0.07 number subtracted.

Mr. Stump: I thought we were talking about rapid changes in the Carbon 14 ratio, not intrinsic Carbon 14, or whatever you call it. Can we get back to appropriate material now!

Taylor: Well, Mr. Stump, it was this so called “intrinsic Carbon 14” that provided the most convincing evidence of a rapid Carbon 14 ratio change.

Mr. Stump: Really? How's that?

Taylor: The Leibnitz Laboratory, in Kiel, Germany, was so committed to answering this question of “intrinsic Carbon 14” that they made a Herculean study of it. They were convinced that there had to be an answer, and they wouldn't give up 'til they found it. As only God would have it, they chose clam shells from the ice age to study. These ice age clam shells should have been completely “Carbon 14 dead” according to evolutionary modeling. But they consistently came up with a variety of ages within the same shell! After numerous studies, they finally realized that carbon taken from the outside edges of the shell consistently measured to be 6000 years older than the inside of the shell. After spending enormous amounts of time and money, they eventually gave up and offered no explanation. Dr. Baumgardner has proposed an explanation. Clams grow their shells from the inside out. These clams were taken from an ice age deposit, at the time the Carbon 14 ratio would have been changing the most rapidly. Based on this extremely controlled study, the data indicates that the Carbon 14 ratio was changing by approximately 1000 years / year! That is a very rapid change! And it happened right when Bible believing Christians would expect it to happen! Right after Noah's flood.

Mr. Stump: {pensive} I don't know what to say. That's incredible.

Clair: Would you consider that to be “extraordinary evidence?”

Mr. Stump: Well – yes. That's phenomenal evidence.

Mr. Mann: {In a muffled voice} Mr. Stump, your career could be abruptly terminated!

Mr. Stump: It's ridiculous though. I mean, it just doesn't fit.

Clair: Mr. Stump, it fits the Bible perfectly well.

Mr. Stump: There must be a flaw in it somewhere. Where can I get a copy of this paper?

Timmy: You can find it on the ICR.org web page. Click “Research,” and you will find it near the top of the list. It’s called “Measurable C14 in Fossilized Organic Materials.”

Mr. Stump: Wow. That is impressive data. It doesn’t actually prove anything though. It merely contradicts the rock dating methods. One test says thousands of years and one says millions. In order for your Carbon 14 data to actually prove that the earth is young – you would have to first prove that the other methods; uranium-lead, rubidium-strontium, etc., are wrong. That’s not going to happen! You’d have to prove that the decay rate has changed. Or something radical like that.

Taylor: Well – Mr. Stump – they did that, too.

Mr. Stump: They did WHAT?!? WHO did what?

Taylor: Scientists have been studying the Oklo Natural Nuclear Reactor for 30 years.

Mr. Stump: That sounds familiar. What’s the “Oklo .. reactor?”

Taylor: It’s a uranium mine in Africa. The uranium was concentrated enough to cause a nuclear chain reaction right there in its natural state in the ground.

Mr. Stump: Oh, yes. I remember. {pause} But that doesn’t mean anything. That could happen. Isn’t that why they call it a “natural” reactor?

Taylor: Yes – but there are many areas of the mine that supported a chain reaction when the uranium concentration was nowhere near high enough to support such a reaction. The concentration was so low, that even if the uranium decayed for 2 billion years, it would have never been enough to cause the reaction. That is UNLESS the strong forces within the nucleus, were different at one time from what they are today. That being the case – we don’t know what the so called “million year” dates of these rock dating methods mean! They are totally meaningless.

Mr. Stump: I’m stunned. Where can I see this data? Is this on the ICR web page, too?

Timmy: No – it’s part of the ICC03 proceedings. A paper submitted by Mark Matthews. You can purchase a copy of these proceedings from the Creation Science Fellowship.

Uncle Ben: Wow! This is really exciting creation research! There truly is NO reason to believe that the earth is millions of years old. If you would like to obtain a copy of these ICC03 proceedings, you can order them from:

CSF, INC.

P.O. BOX 99303

PITTSBURGH, PA., 15233-4303

Printed Copy = \$46.95    On CD = \$37.00

## Flight

Uncle Ben: Look! Up in the sky! It's a bird! It's a plane! It's...

Students: Mr. Stump!?!?

Mr. Stump: {robustly} Good MORNING, Students!! {Loud Laughter!}

Clair: Mr. Stump, WHY are you wearing that Superman outfit?!?

Mr. Stump: Don't you remember our topic for today, Clair?

Clair: Oh yeah, {pause} flight.

Mr. Stump: Right! December is the 100<sup>th</sup> anniversary of the Wright Brother's flight. December 17<sup>th</sup>, to be exact. Did you all come prepared for our discussion?

Students: Yep, sure did, ...

Clair: But, WHY are you wearing that Superman outfit?! {everyone giggles}

Mr. Stump: {patiently} Because teachers are supposed to inspire their students' imagination and motivate them to higher levels of learning.

Clair: Oh.

Mr. Stump: {sigh} Well, get out your flight logs and I'll be right back after I change into something more comfortable. {Open and close door, muffled} AAH! My cape's caught in the door! How did he ever get around in one of these things! {LAUGHTER}

David: He is one cool teacher.

Jillian: Yeah, if only he were a Christian...

Uncle Ben: Good Morning, And welcome to God's creation.....

Mr. Stump: Okay, I'm back.

Jillian: And looking more like yourself!

Mr. Stump: Thanks, Jillian. As we already know, December 17<sup>th</sup> was the 100<sup>th</sup> anniversary of Orville and Wilbur's flight. It always amazes me to think about how much has been accomplished in 100 short years.

Jillian: What do you mean?

Clair: I know what he means. I'm amazed, too. The Wright Brothers' first flew an airplane on December 17, 1903. Now, just 100 years later, look how far we've come! Think of how quickly we can get from one side of the world to the other and all the space travel that seems no big deal to us now.

Mr. Stump: Yep, amazing. Now, since I know that you all have done some research on the Wright Brothers and their contribution to the world, who would like to share something they've learned? How about we start from Orville and Wilbur's childhood? Let's see if we can see what made them tick. Yes, Jayson.

Jayson: You mean besides the fact that God put in them the drive to discover the "how" of flight and it was within God's plan that man discovers flight at that point in history?

Mr. Stump: {sigh, undertone} Why me? Yes, Jayson, besides all that.

Jayson: Can't think of a thing! {Laughter}

Jayson: Just kidding, Mr. Stump. Actually, I learned that Wilbur was born in 1867 and Orville in 1871. They were two of seven children and their father was a minister.

Phillip: Yeah, a really strict one.

Stump: Well, that's a point. Do you think having a strict father helped them make such an important contribution to science?

Timmy: My dad tells me someday I'll be thankful. {giggles}

Mr. Stump: Okay, someone else. Yes, Phillip.

Phillip: I learned that Wilbur was hit by a bat in a baseball game when he was 18. That injured him so badly that he could not go to Yale, like his parents wanted him to. And Orville was so shy that he could never talk in front of people, and left high school before graduation.

Jayson: But they were not dumb. They both read almost everything they could get their hands on. Books about all different fields of science, literature, the arts, history, philosophy... All in all, they were incredibly intelligent. They were excellent writers, too.

Mr. Stump: Great! Next? Yes, Matthew.

Matthew: Well, I learned that Orville didn't leave school just because he was shy. He decided to become a printer, so he left school early to start his business. Wilbur joined him and they had a successful operation. Then, in 1892, the bicycling craze swept the country and both became involved in a YMCA-sponsored racing league. It was then that they opened a bicycle shop in Dayton, Ohio.

Clair: I learned they even built their own production machinery and one big motor to run it all!

Stump: Okay, this is great. See how interesting class can be when you guys study properly? Now did anyone come across in your research a little incident that started the brothers off on their interest in flight?

Tricia: I did! Mr. Wright, their father, traveled a lot. He always brought home gifts for his children. One time, when Wilbur was 11 and Orville was 7, he called the boys to his side. He held his hands closed while the boys watched expectantly. He then opened his hand wide and a toy leaped upward, whirring its way to the ceiling. Years later Orville recalled, Could I quote him, Mr. Stump?

Mr. Stump: Sure, Tricia!

Tricia: He said, "Our first interest in flight began when we were children. Father brought home to us a small toy actuated by a rubber spring which would lift itself into the air. We built a number of copies of this toy, which flew successfully."

Mr. Stump: That's right, Tricia. Thank you. And do you know, students, that that one small incident planted a seed in their minds that germinated for years. Then, the first shoots broke through in 1896 when Wilbur and Orville learned of the death of Otto Lilienthal.

Jillian/Abby: WHO?

Mr. Stump: Come on, someone had to have come across him in their research. Ah, Jayson, go for it.

Jayson: C'mon guys, you remember. Otto Lilienthal was the German would-be inventor of the airplane. I say "would-be" because he died in a glider crash in 1896.

Abby: Oh, yeah! Now I remember, that happened right before Orville came down with typhoid fever that lasted six weeks. He almost died.

Mr. Stump: Wow! You guys really know your stuff! Thanks for studying so hard to prepare for our class.

Students: Well...Um...Uh...

Mr. Stump: Yes? What is it?

Abby: Well, Mr. Stump, we have to admit that we didn't really study all that hard to come up with all of this.

Mr. Stump: Say again?

Phillip: Well, you see, Mr. Stump, we studied all of this in our Sunday school class last week with Mr. Frierson. You remember him, don't you, Mr. Stump?

Mr. Stump: {a little chagrined} Yes, I remember Mr. Frierson. Now, do I dare ask why you would be studying the Wright Brothers in Sunday school class?

Abby: {excited} Glad you asked Mr. Stump!! You see, we were doing the same thing on Sunday that we're doing today. Commemorating the 100<sup>th</sup> anniversary of the Wright Brothers flight.

Mr. Stump: Well, I'm in this far so, okay, I'll bite. What does the Wright Brother's flight have to do with Sunday school?!

Phillip: Isn't it obvious, Mr. Stump!? The ability of the Wright Brothers to fly an airplane is just another example of what an incredible Creator God is!

Mr. Stump: {sigh} Here we go...

David: Right! Mr. Frierson says that-

Stump: Whoa now. Stop right there! Mr. Frierson saying something does not make it true. Where are the facts? {whisper to self} Mr. Frierson, why must you always do this to me?

David: Okay, the Bible says that-

Mr. Stump: Whoa again! We're not in Sunday school. Let's get to the facts. First, we need to remember that the Wright Brothers were not just a couple of ordinary guys who happened upon the ability to fly an airplane. Write this down in your notebooks {take a deep breath} The activities of the Wright brothers included: Library research, imagining of a solution, kite experiments, communication with experts, glider experiments, experiments with a wind tunnel and propeller design. During the years of 1896 through 1899 they read everything they could on the subject of manned flight. They realized the problems of other would-be inventors and devised techniques to solve them. They built their own biplane in 1899 and conducted their own experiments on it. They went through a very long process of experimentation. They invented an elevator to control the airplane's tilt up or down. The list goes on and on, Students. Their achievement was the result of an incredibly high degree of intelligent planning. {DEEP breath} So there.

Timmy: Yep, so there you go!

Stump: What do you mean, “There I go?”

Timmy: Think about bugs.

Mr. Stump: Bugs?!?

Timmy: Yep, bugs. Do you know what it takes for an insect to fly?

Mr. Stump: Of course I know what it takes for an insect to fly; I’m a science teacher!

David: Well I don’t. What does it take for an insect to fly?

Timmy: Is it lunchtime yet?

Tricia: First, did you know that 99.9% of all insects fly? And they can be found all over the world? Even Antarctica?

Jillian: Brrr!

Matthew: A horsefly can fly at 30 miles per hour and some dragonflies can fly 38 miles per hour. A monarch butterfly flies 4,000 miles from Canada to Mexico. And that’s only a couple of examples!

Abby: A monarch butterfly flies at 4000 miles per hour?!?

Matthew: NO! A monarch butterfly flies 4000 miles from Canada to Mexico!

Mr. Stump: So...

Matthew: So it’s obvious that if the Wright brother’s flight took so much intelligence then an insect could not have “just evolved.”

Phillip: Just like it says in the Bible, “fearfully and wonderfully made.”

Abby: Could we slow down? I’m losing you guys.

Mr. Stump: {chuckle} Okay, what Matthew is saying, I think, is that she would like me to compare the Wright Brother’s airplane with an insect’s flight. Right?

Matthew: Ex-actly!

Mr. Stump: Okay, remember what we need for flight to occur? As a matter of fact, let’s examine the aspects of flight as compared to the insect’s flight. Ready, Jillian?

Jillian: Power, you need power, like an engine. In an insect that would be muscles, right?

Mr. Stump: Right. Jayson.

Jayson: A way to take the power and use it for thrust; a propeller. And that would be the wing of an insect.

Mr. Stump: Great. Tricia.

Tricia: Umm. The wings of an airplane give it lift. Do the wings of an insect do the same thing?

Mr. Stump: Yes, except the insect's wings are flexible. Clair.

Clair: Control? Someone to fly the airplane? An airplane pilot? Now you've got me. Who flies a bug?

Mr. Stump: {chuckling} No one, Clair. The pilot would be likened to the insect's nervous system.

Abby: We didn't get in this deep at Sunday school, Mr. Stump. I have a question.

Mr. Stump: Okay, great, I love questions. {To self, sing-songy} I know something Mr. Frierson doesn't know.

Abby: If the insect gets its power from the muscles, well, I didn't think an insect had muscles in its wings.

Mr. Stump: Anyone know the answer?

Matthew: The muscles are in the thorax; they power the wings.

Jillian: What's the thorax?

Matthew: The middle part. You know, head, thorax, abdomen.

Mr. Stump: As a matter of fact, when you compare the number of contractions per second, insects have the most powerful muscles known in any animal. Now, there is another thing we have not mentioned: Fuel. We put fuel in airplanes. What is the insect's fuel?

David: I think the gas tank would have to be pretty small.

Phillip: FOOD! And just like the fuel in an airplane is delivered to the engine by the carburetor, the bloodstream delivers the fuel for an insect! Cool, very cool.

Mr. Stump: Very. But wait 'til you hear this. An insect also needs an incredible amount of oxygen when flying. Up to 400 times the amount they need at rest. But this oxygen is not delivered to the muscles by the blood. It is delivered by ...are you ready? Drum roll please...air tubes.

Students: AIR TUBES!!!????

Mr. Stump: Air tubes. Really they are called tracheae. I'll give you the simple explanation: Air is brought from outside the insect through openings in the tubes called spiracles. Then, the insect can move its abdomen in such a way as to cause tiny balloon-like sacs to pump air through the tubes. New air is pumped in, stale air is pumped out.

Jillian: Did you say that you were giving us the simple explanation?

Mr. Stump: Yes, it's extremely complex; something you wouldn't expect to learn until advanced Biology.

Timmy: So there.

Mr. Stump: There? Again?

Timmy: YES! How could something that complex have just happened by chance?

Mr. Stump: Point taken. Let's continue. Does anyone know the difference between the wings of a bird and an insect's wings?

Tricia: I remember reading that a bird can change the length of its wings while flying by flexing its shoulder joints. Like when we shrug, or reach for something. But an insect can actually change the shape of its wings to help them fly more efficiently. As the wings move up and down they twist one way and then the other. A fly's wings move in a figure eight.

Mr. Stump: That's right. And that creates a current of air that provides lift and thrust.

Matthew: My little brother is always reading books on insects. Only problem is, he can't read yet so I have to read them to him. Anyway, in one of these books it told how fast insects move their wings up and down each second.

Mr. Stump: Fascinating. Let's hear some data.

Matthew: Well, I can't remember them all but the ones I do remember are a medium butterfly: 8-12 beats, large dragonflies 25-40 beats, bumblebees 130, houseflies 200, mosquitoes 600 and gnats 1,000

Mr. Stump: Incredible.

Timmy: Incredible design!

Uncle Ben: It is incredible! And it's time for an incredible .....

Abby: Did you know that a dragonfly has four wings and they all function independently?

David: Huh?

Abby: I mean that they can move each of their four wings in different directions whenever they want.

Jillian: With all this talk about insect wings, I'd like to know what they're made of.

Mr. Stump: Good question! First, insect wings are not like an arm of a person or a wing of a bird. They are made of two thin layers of a material called chitin. They gain strength from a network of hollow veins. The wings are flexible which make them stronger still. And then to even make them stronger the wings are pleated.

Jillian: Like a pleated skirt?

Mr. Stump: A skirt?!? {pause} OH! Exactly. Pleating not only gives strength, it enables the insect to fold its wings away. {Lower voice, Importantly} Then of course you have the microscopic hairs that prevent turbulent eddies from forming, small vein-supporting brackets; spines; scales; sensory structures; and the hemolymph pumped through the wing veins helps to keep the wings from drying out and becoming too fragile for flight. Got all that? Why are you looking at me with such blank stares?

Jayson: Uh...

Matthew: Ahem...

Clair: Is it lunchtime yet?

Mr. Stump: Pretty advanced stuff, huh? Don't worry; it won't be on the test.

Phillip: Here's a question. If an insect evolved by chance, with no Designer, why don't we figure out how they do all those fancy air stunts and make a plane that can do them too?

Mr. Stump: We're talking about little tiny critters. Not big airplanes.

Tricia: Dr. Parker talked about a dragonfly fossil that's almost six feet long!  
That's not so little.

Mr. Stump: Well, still, the thorax...Middle part, Phillip...is a complex of flight muscles and mechanisms so sophisticated that it boggles the mind. It is the thorax that enables an insect to loop, swoop, climb vertically, fly upside down, sideways, backwards, to hover, and to vary between all of these in a fraction of a second. And in answer to your question, well, no one has been able to figure it out. Next question? Phillip.

Phillip: I understand that the wings are pretty strong. But, you know, I've held a fly's wing in my hand-

Clair: EWWW!

Phillip: AND it still feels pretty fragile to me. Why don't they eventually break when the fly goes banging against walls and windows and stuff?

Mr. Stump: Actually, Phillip, the insect has many elastic, rubber-like elements in the flexible wing base to absorb the shocks.

Timmy: God has such a wonderful imagination, doesn't He?

Mr. Stump: Ahem, yes, well.

Matthew: Back to my brother's insect books. I remember reading that locusts can use their abdomen like a rudder and some insects can turn in flight by stretching out a hind leg in the direction they want to turn. Instead of giving hand signals for his turns, he gives foot signals. {laughter}

Mr. Stump: That's right. As a matter of fact, flight for insects is so advanced and automatic that they are incapable of falling from the air.

David: You mean they don't make mistakes and crash?

Mr. Stump: Correct.

Tricia: This is getting really weird.

Mr. Stump: What do you mean, Tricia, weird?

Tricia: Well, my parents have been working on getting us kids to get along better.

Mr. Stump: And?

Tricia: So they've been telling us to always try to see things from the other guy's viewpoint. This morning I told myself that no matter what we talked about today I would try to see it from your side.

Mr. Stump: A noble pursuit.

Tricia: So, I'm sitting here trying to believe that all this incredible stuff in an insect just happened over billions of years without any help. No plan, no designer, no builder. Just POOF! Perfection! Like I said, "Weird."

Mr. Stump: Well, first of all it isn't just POOF! It's done.

Jayson: {a little sarcastically} No, it's millions of little poofs!

Mr. Stump: Say that respectfully and you have a valid point, Jayson. Evolution didn't just happen. It took millions of years of tiny changes to the physiology of an insect to create – I mean, evolve into what we have today.

Abby: Well, you said that an insect flies perfectly, right Mr. Stump?

Mr. Stump: Right.

Abby: Well, if an insect now flies perfectly and evolution is true, where do we go from here? How more perfect can an insect fly?

Mr. Stump: Do I detect us getting off course here? Does anyone have another question about the flight of insects?

Clair: I do. How do insects tell where they're going? I mean, they fly around so fast. I'd be crashing all the time if I were flying that fast.

Mr. Stump: Then we're all glad you do not have a pilot's license! Ha ha! Anyone have an answer?

Jillian: Well they have a lot of eyes, don't they?

Mr. Stump: Compound eyes, to be exact. That way they receive information about what's ahead, to the side, above and below. Do you remember learning that different areas of the brain control the body's functions? Well, the area of an insect's brain that controls sight is the largest area.

Timmy: Insects have other kinds of eyes, don't they? Aren't they called "Simple eyes?"

Matthew: That would be the ocelli. I remember learning that they help maintain stable flight.

Mr. Stump: Don't tell me. Your brother's books. I'm so glad you read to your little brother. He's certainly learning a lot and so are we!

Matthew: And that's not all. Insects have other sense organs that help them in flight. All winged insects have a structure located in the second segment of each antenna. It's called Johnston's organ.

Jillian: Does Johnston play—

Mr. Stump: No jokes, please, Jillian. Do you recall what this Johnston's organ does?

Matthew: Yes, it monitors the insect's bending in flight. I guess this helps keep it on the straight and narrow.

Jayson: Also, dragonflies have hairs between the head and the body that send information to the brain about the position of the body.

David: Cool. Very cool.

Mr. Stump: And I have something to contribute, too. Flies do not have a second pair of wings. They have small knob-like structures that vibrate at the same frequency as the wings. They are said to serve as a gyroscope.

Timmy: What's a gyroscope?

Jayson: A gyroscope is a wheel that spins inside a frame and keeps the frame balanced. They're used on ships and aircraft to keep them steady.

Phillip: So that's what they do for a fly? Keep them steady?

Mr. Stump: Right, Phillip.

Jayson: {gaining in excitement} Did you know that insects know just where to place their feet for the best lift off and also know to face the wind when lifting off AND some insects have longer legs to help them leap into flight AND some jumping insects have like a spring in their legs to catapult them into the air at just the right moment?

Matthew: But not the grasshopper.

Mr. Stump: Not the grasshopper?

Matthew: No, the grasshopper has a stretch of elastic cuticle on the outside of one of its hind leg joints. The cuticle is fully stretched and held by a catch until the moment when, LIFTOFF!! All the power is released at once.

Jillian: Wow! Just like a slingshot!

Clair: This sounds like a lot more than just wing flapping, Mr. Stump, it's incredibly, well, incredible!

Mr. Stump: I agree. Mother Nature is truly amazing.

David: I've never met her. {laughter}

Mr. Stump: Now, now.

Phillip: But seriously, doesn't this all seem a lot more complicated than the Wright Brother's airplane?

Mr. Stump: I'd have to agree with that.

Phillip: Or even any other airplane built since?

Mr. Stump: I'd have to agree with that also.

David: So there.

Mr. Stump: I was expecting that.

Jillian: Well, if insects evolved, when did they actually start flying?

Mr. Stump: Excellent question. I have a couple of articles here on the subject. One is called The Evolution of Insect Flight by an A. Brodsky. The other is titled The Biomechanics of Insect Flight by R. Dudley. Tricia, look through this file and see if you can find the answer to Jillian's question.

Tricia: Okay. {Shuffle papers, "thinking noises like hmmm} Oh wow! Look. It says here that "assuming that the ability to fly arose somewhere between the Devonian and the Carboniferous, 20 million years of the evolutionary development of winged insects are shrouded in mystery."

Timmy: Translation?

Mr. Stump: It means they don't know.

Tricia: And here: "Unfortunately, the evolutionary origins of flight in insects are not well known. Paleontological records of transitional forms are absent, and the likely selective forces acting on early winged morphologies can only be surmised, precluding any paleobiological interpretation of this major event in metazoan evolution."

Timmy: Another translation, please?

Mr. Stump: Um, it means they've never found a fossil of an insect in the process of evolving, and so, um, they have to make up what they think is the truth.

Clair: So, in other words...

Students: They just don't know!!

Jayson: That's an awful lot of fancy words to use when all you're trying to say is "We don't know." They almost make it sound like they DO know.

Matthew: I'd like to know how to do that at test time! {laughter}

Tricia: Here's something I do understand. It's a quote from Borne on the Wind by S. Dalton: "Odonata (which are dragonflies) are the oldest surviving order of flying insects, and...the aerial equipment of the dragonfly has remained essentially unchanged."

Phillip: So, a dragonfly is a dragonfly is a dragonfly.

Mr. Stump: Seems so, Phillip.

Matthew: So don't you see, Mr. Stump? The Wright brother's airplane could ONLY fly because it had very smart men designing it. Does it make sense that an insect can fly by accident? And we already said that insects are more complex than anything we could ever build. So...

Tricia: So there!

Jayson: So what do you say now, Mr. Stump?

Mr. Stump: What do I say? I say, "Hmmmmm."

Jay: I agree..... Hhmmmmmm! When you look at some of the old films of some of the goofy early attempts to fly, one might think that the Wright brothers just stumbled onto the right design. The truth is, the Wright brothers clearly used their God given intelligence to develop the airplane. One by one, they tackled each of the problems associated with flight. They made numerous advances and numerous failures. But they capitalized on the advances AND failures. Eventually – 100 years ago this month, they flew the first airplane!

If evolution were true, there should be numerous transitional forms of critters that are progressing towards flight. This idea is so preposterous it's even difficult to imagine what these transitional forms would look like. Partially formed wings? Special thorax muscles connecting to some sort of appendage that later becomes a wing? But it isn't up to us to try to imagine what these transitional forms would look like. It's up to evolution to show

us what these transitional forms look like! What does the fossil record tell us? Nothing. The silence on this subject is deafening.

How do you think the Wright brothers would feel if history claimed that they invented the airplane by mere accident; just time and chance? I think they'd be highly offended. What do you think God feels like when we accept any of this nonsense that His spectacular creations just happened by time chance?

When I look around, I see God's handiwork in ALL of His creation. I get excited by science because every time I turn around, I learn something new – of HIS handiwork. So the next time you see a jumbo jet – put it into perspective. It may be large, but from a design standpoint, it's pretty small compared to the design of an insect. Once we get things into the proper perspective – we see how truly awesome our God really is!

In Summary: 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: (Col 1:16)

## Mount Saint Helens

**Purpose:** To demonstrate how God used the events that occurred during the Mt St Helens eruption of 1980 to turn science completely upside down and totally change the way scientists look at many aspects of geology, the age of the earth, and the environment.

Uncle Ben: Good morning, and welcome to God's Creation.....

Mr. Stump: Good Morning, Class.

Class: Good Morning, Mr. Stump.

Mr. Stump: Today we will be talking about volcanoes. I suppose you ALL did your homework assignment, Right?

Class: Right! (All answer someway somehow, independently.)

Mr. Stump: Good. I'm glad to hear it. Perhaps we can get through one science class without you creationists pushing your creationism on me for a change. After all, what could you possibly contribute on the subject of volcanoes? Uh – never mind! That was a rhetorical question.

Clair: Mr. Stump, we're not trying to annoy you. It's just that, if God created the universe, then His handiwork should be evident in EVERY aspect of science. It's not that we're picking on you.

Mr. Stump: I understand, Clair.

Taylor: Romans Chapter 1 verse 20 tells us that God's handiwork is so evident in science that we have no excuse for missing it!

Mr. Stump: Uh, Taylor, this is science class. As I just said, we will be discussing volcanoes today. Volcanoes! Not Bible verses. Volcanoes are kind of straight forward science. They have nothing to do with your Bible!

Jillian: Nothing? Psalm 104 verse 32 says, "He touches the mountains and they smoke."

Mr. Stump: Uh, thanks, Jillian. Now that you guys have had your Bible lesson for today, can we get on with our science class? Jayson, what is the most active volcano in the United States?

Jayson: Kilauea Iki, on the Big Island of Hawaii. It has been erupting to some extent more often than it has been quiet for the past 30 years. It's so active that land can be purchased for almost nothing on the south side of the island; the direction of the lava flows.

Mr. Stump: Right. Uh, huh? Why would anyone want to buy land in the direction of the lava flows? Where did you hear that?

Jayson: My father wanted to move to Hawaii, but that was the only land he could afford, so he decided not to. {everyone laughs}

Mr. Stump: OK, OK. Phillip, WHY is Kilauea so active?

Phillip: Because it promotes tourism. {everyone laughs loudly!} Well – tourism is Hawaii's biggest industry.

Mr. Stump: That may be true, but that's not the answer to the “why” question.

Phillip: Well – not anymore maybe.

Mr. Stump: Not anymore!?! What do you mean by that?

Phillip: Well, the Park Service had built their tourist center up hill and on the back side of the volcano so that it would be protected from the eruptions. Yet - a few years ago, Kilauea sent hot cinders and fire up into the air and burned the visitor's center to the ground. I guess you could say – it “back fired” on them. {everyone laughs} Get it. “Back fired” on them.

Mr. Stump: Yes, Phillip. I get it. And your little jokes are going to back fire on you soon, too. Get it?

Phillip: Ah, yup!

Mr. Stump: Good. Let's go on. Where were we? Hhmm..... David, What was the most powerful volcanic explosion in recorded history?

David: Mount Saint Helens!

Mr. Stump: No, that was certainly a large one. But there's one larger.

David: Really? But Mount Saint Helens was the size of over 400 millions tons of TNT.

Mr. Stump: That may be true. But there's a larger one.

David: But the Mount Saint Helens explosion was the size of 33,000 atomic bombs! That's humongous!

Mr. Stump: That may be true, but - - Where are you coming up with these numbers? Never mind. Who knows what the biggest volcanic explosion was? It's discussed in our textbook. Timmy

Timmy: Krakatoa! On August 26, 1883, it was a small mountain in the Pacific Ocean. It was one of the Indonesian islands. On August 27, the next day, it was a hole in the bottom of the ocean!

Phillip: That would crack more than a toe!

Timmy: The explosion was so loud that it could be heard 3000 miles away!

Phillip: My mom says you could hear me explode 3000 miles away when I cracked my toe!

Mr. Stump: I could crack a wise crack about now, too. Phillip.

Phillip: Oops. Never mind.

Timmy: It caused 115 foot tidal waves that traveled over 8000 miles and killed thousands of people.

Mr. Stump: Very good, Timmy. And what was the most photographed volcano eruption ever? David?

David: Mount Saint Helens!

Mr. Stump: Right, David.

David: I knew I'd get one of these questions right.

Mr. Stump: And why was it photographed so much?

Phillip: Because the post card industry ..... uh, .... Because it had been showing increasing signs of significant activity every day for almost two months prior to the May 18, 1980 eruption. In fact one side of the mountain was growing at a rate of 50 feet per day for the three days prior to the eruption! And, besides, it was a perfectly clear, beautiful day. Great for photographs!

Mr. Stump: Good recovery, Phillip. And what did the photos reveal?

Matthew: The explosion took place at exactly 8:32:17 on the morning of May 18<sup>th</sup>, 1980. An earthquake of 5.1 on the Richter scale initiated the explosion. The mountain

ripped open like a big giant upside down zipper and blew steam, rock, and ice 200 miles per hour, horizontally, towards the north.

Mr. Stump: 8:32 and 17 seconds? That's pretty precise. I don't remember reading that in our textbook.

Matthew: It's not? Oh that's right. That number came from Dr. Stephen Austin's presentation on Mount Saint Helens.

Mr. Stump: Well – it's good to hear that you have been doing some outside research. Volcanoes are fascinating aren't they?!

Matthew: Absolutely! The plume cloud was so large and so dense, that three and a half hours later, it was so dark in Yakima, Washington, 75 miles away, that the automatic street lights all came on!

Mr. Stump: Really?

Matthew: Yes, and the blast was so devastating that it knocked down 3.2 billion board feet of timber! Enough to build 640,000 average size three bedroom houses!

Clair: Never mind the 3.2 billion board feet of timber. The blast killed 57 people; including Harry Truman.

Mr. Stump: Harry Truman?!? President Harry Truman?

Clair: No, no, no. This Harry Truman was born in 1897 and died in 1980 when his cabin on the south side of Spirit Lake was in the direct blast zone of the eruption. After months of Park Service warnings, earthquakes, and hot cinders falling on his doorstep, I can't imagine how 57 people could just ignore all those warnings! All 57 people virtually chose to die.

Mr. Stump: That is sad. Hhmmm.... Well.... {pause} Yes, Jayson?

Jayson: Speaking of Spirit Lake; did you know it is now 250 feet higher than it was prior to the eruption?

Mr. Stump: No, really? Where does all the extra water come from?

Jayson: It doesn't. The lake bottom was elevated! The blast pushed all the water up the side of the opposite hillside, filled in the lake bottom, dragged all the broken trees back into the lake, but settled down 250 feet higher than where it was before!

Mr. Stump: Wow! That is spectacular! It looks like you and Matthew did your homework for a change.

Jayson & Matthew: For a change!?!

Mr. Stump: Just kidding. Very good guys. Anything else you discovered?

Matthew: Absolutely!! The eruption completely changed scientists' view of how coal is formed.

Mr. Stump: What?!? Really? It comes from peat bogs under heat and pressure.

Matthew: Well, that's what scientists thought because they had no other logical explanation. BUT – when you look at coal – even with the naked eye, you don't see twigs, roots, etc. Coal appears to be formed from bark. Just plain bark.

Mr. Stump: Bark? That's ridiculous. How could you ever get mass deposits of just bark. Some coal deposits are huge!!

Matthew: That's right. And that's why scientists figured coal came from large peat bogs. But Spirit Lake provided a much more likely explanation. As Jayson said, all of these broken trees washed back down into the lake. They floated on the lake like a large log mat with the wind blowing them back and forth. As this log mat drifted back and forth, ALL the bark was knocked off and dropped to the bottom of the lake.

Mr. Stump: Oh, come on!

Matthew: It's true. I have pictures of these 6 foot diameter trees – completely stripped of their bark; AND pictures of massive bark deposits on the bottom of the lake!

Mr. Stump: Well – that's impressive. But you're talking about a little lake. That doesn't explain how you could get bark deposits the size of West Virginia and portions of 5 surrounding states!!

Matthew: Well – it does in the context of Noah's flood. The tectonic plate activity associated with the flood would have easily knocked down trees and produced standing water of magnitudes much larger than these 6 states!

Mr. Stump: I figured you would find some way to interject Noah into this discussion. Matthew, over millions of years, the U.S. has been submerged under the seas several times.

Matthew: Possibly. But, if the continents were slowly submerged over millions of years, large forests wouldn't get knocked down to form these large log mats.

Mr. Stump: Hmm.... I guess I have to agree with you there. That's interesting. A giant floating log mat. I can't think of any other way for such huge bark deposits.

Matthew: Neither could Dr. Austin. He actually did his PhD dissertation on this exact possibility. One year after he received his PhD degree, as only God could arrange it, Mt St Helens erupted and proved his thesis to be true! Now that's "providence" if you ask me!

Mr. Stump: Ok. Ok. Let's stop the preaching. We were talking about floating log mats. Not some sort of "providence."

Jayson: Well – we were talking about log mats, too. Did you know that a certain small percentage of these logs were floating vertically?

Mr. Stump: Floating vertically? What do you mean?

Jayson: You know – up and down. Most logs float horizontal. BUT, because one end of a log is always denser than the other, some logs would actually up-end themselves to a vertical position.

Mr. Stump: Hhmm... Well, I guess that makes sense. Hhmm... In fact, I guess it almost makes sense why most logs should eventually float up-right. But – I can't say I've ever seen one like that. Are you sure?

Jayson: Absolutely! They're in the same pictures that Matthew was talking about. Percentage-wise, there were very few floating vertically. But when you are talking about billions of board feet of timber being knocked down, there were a lot of vertical logs floating back and forth across the pond. In fact, they estimate about 30,000 vertical logs!

Mr. Stump: I guess that's interesting, Jayson. But we were talking about volcanoes, not Lincoln Logs.

Jayson: Right, but it is monumental catastrophic events, like the Mt St Helens eruption, that cause these unusual phenomenons.

Mr. Stump: Well - OK. But it's not so unusual that a tree would float vertically. After all, a tree's density always decreases as you go up the tree. But that was your science lesson back when you were in elementary school. You are in High School. Let's move on.

Jayson: Well – sir – I was trying to. {pause} As these vertical logs drift back and forth across the lake, the bottom end of some logs will eventually get hung up in shallow water. So – these logs get "re-planted" in a different location from where they originally grew. Being near a volcano, more deposits are made and perfect conditions exist for petrification of the "newly planted" dead trees.

Mr. Stump: You mean "petrification." There's no such word as "petrification."

Jayson: Right. It turns to rock!

Mr. Stump: Well, that would look pretty funny. Can't say I have ever heard of that happening though.

Jayson: Actually – you have seen pictures of it.

Mr. Stump: I have? What do you mean?

Jayson: Sure. Everyone has. Remember the “Petrified Forest” of Yellowstone National Park?

Mr. Stump: Jayson! Those are ancient petrified forests left over from millions of years ago. As I recall correctly, there were 25 to 30 different forests there.

Jayson: Well, that's what puzzled scientists. What process, over millions of years, would keep petrifying 27 different forests in the same location? Then – why did the tree rings of different forests, supposedly millions of years apart have amazing similarities?

Mr. Stump: Where are you headed?

Jayson: Well – after the event of Mt St Helens, scientists became very curious about these “forests” at Yellowstone. So they dug around the bases of several of these petrified trees, and guess what?

Mr. Stump: I'll bite. What?

Jayson: No root bulbs. No root systems at all. Just a broken stub. These weren't trees growing here. These were broken logs that were redeposited here.

Mr. Stump: Oh, come on. Jayson, Yellowstone is huge. You could fit a thousand Spirit Lakes in Yellowstone National Park. What do they say about it?

Jayson: Well – remember the sign that said, “Across the valley rise the slopes of Specimen Ridge, ...etc etc etc... 27 distinct forests that flourished 50 million years ago”?

Mr. Stump: Something to that effect.

Jayson: Well – the sign has been replaced. The new sign states that these “trunks had been relocated by moving muds...”

Mr. Stump: They changed the sign? Based on the evidence at Mt St Helens?

Jayson: Yep! Based on Mt St Helens.

Mr. Stump: See, class. I told you this was going to be an exciting class today. Volcanoes are very interesting to study!

Uncle Ben: That brings us to our non-commercial break.....

Phillip: That's not all. Remember those wacky million year dates when people use radiometric dating methods on rock?

Mr. Stump: Oh come on. The rock at Mt St Helens is too young to date.

Phillip: Should be too young to date by these methods. BUT, several laboratories have dated Mt St Helens lava rock and obtained dates ranging from 350,000 years to 2.4 million years! This proves that rock dating methods indicating millions of years are seriously flawed.

Mr. Stump: That's pretty wacky.

Tricia: It sure is! And that's just the start.

Mr. Stump: Just the start?!?!

Tricia: Yeah. Prior to the Mt St Helens eruption, scientists always assumed that very fine layers of sedimentation had to be laid down very slowly. Scientists argued over whether it was thousands of years or millions of years, but they all agreed that fine lamination indicated slow formation.

Mr. Stump: Well – of course. They still do.

Tricia: Ah, not exactly. Mt St Helens laid down 600 feet of sediment in three 200 foot layers on three separate days. Each layer was laid down in a matter of minutes! Minutes! Not thousands or millions of years. Not even one year. Literally in a matter of minutes.

Mr. Stump: But these layers ..... Well – yes, but they didn't have such fine lamination. These were obviously laid down very quickly.

Tricia: Some deposits showed rapid deposition. But others had extremely fine lamination that would previously tell any scientist that it was laid down over enormous lengths of time. But – the truth be known – they were laid down extremely fast. In minutes!

Mr. Stump: But how? Why would there be fine lamination if it was laid down rapidly.

Tricia: Because it was formed by a chiropractic mud flow.

Matthew: She means, "Pyroclastic" mud flow.

Tricia: Right. I guess.

Jillian: What's that?

Mr. Stump: A pyroclastic mud flow is when mud moves horizontally at extremely high velocities.

Tricia: Right. They estimate this flow was moving in excess of 100 miles an hour. It was accelerated by subsequent steam blasts after the original eruption. It was over so quickly, it didn't even have time to get a speeding ticket! {everyone laugh – lighten things up a bit!}

Mr. Stump: Well – if I were the policemen on duty that day – I don't think I would want to be the one to have to stop it! {everyone laughs}

Taylor: It's good you didn't try. Nothing else could stop it. Not even solid rock!

Mr. Stump: Huh? I missed something.

Taylor: Not even solid rock. This chiropractic...

Matthew: Pyroclastic.

Taylor: Right. ...mud flow ripped right through the granite bedrock that was in its way! Nothing stopped this flow. It stopped when it ran out of steam. Uh, ... literally. Get it – ran out of steam! {everyone groans}

Mr. Stump: Well – I guess 100 mile an hour mudflows are pretty invincible. I guess that makes sense. More property damage was caused by the mudflows associated with the aftermath of Mt St Helens than the eruption itself.

Clair: Wait a minute. Oh, you said property damage. OK. But most of the 57 lives were lost due to the initial blast.

Mr. Stump: Those people must have made quite an impression on you, Clair. Did you know any of them?

Clair: No. After months of Park Service warnings, earthquakes, and hot cinders falling on his doorstep, I can't imagine how Harry Truman and all those 57 people could just ignore all those warnings! All 57 people virtually chose to die.

Taylor: Yeah, it's sad. But – getting back to the mud flows. Prior to Mt St Helens, scientists always assumed that rivers cut gorges and valleys. It turns out – that this is not always the case.

Mr. Stump: What on earth are you talking about?

Taylor: Well, it's kinda like the old "chicken or egg" scenario. Although anyone that has ever read Genesis chapter one knows that God made the chicken first. The river valley isn't quite so straight forward. Many rivers do not seem to have ever been able to have collected enough water to have cut the gorge or valley that it lays in. So which came first? The river? Or the valley?

Mr. Stump: You have me stumped. The river cuts the valley, right?

Taylor: Not always. There are five different canyons near Mt St Helens that were cut by pyrocl... 100 mile an hour mud flows. The rivers didn't cut the canyons at all. The rivers simply follow the path of least resistance. Down through the canyon!

Mr. Stump: Well, what do you know? Mt St Helens sure is an interesting study isn't it? Thank you Taylor. That was very interesting.

Taylor: You're welcome. Would you like me to finish?

Mr. Stump: There's more?

Taylor: Of course. You see, the canyons at Mt St Helens are relatively small. They show localized catastrophe. But what about the Grand Canyon? It's thousands of times larger. How would the Colorado River climb up over a 1000 foot mountain ridge to get to the other side? How is it that the relatively soft sandstones and the hard bedrock are cut fairly evenly as if they were cut by the same sharp knife? How can the side canyons be formed with nowhere near enough water shed to cut such impressive canyons?

Mr. Stump: One giant pyroclastic mud flow? You're kidding!

Taylor: You've got it. Caused by Noah's flood.

Mr. Stump: Oh come on. How could mud flows cause the side canyons?

Taylor: Well they would have occurred very soon after the initial mudflow by a process called "sapping." This is where....

Mr. Stump: Oh – OK, where the side wall sediments sort of collapse into the canyon. {pause} I don't think you're going to see the National Park Service change their pitch quite yet though.

Taylor: They already are.

Mr. Stump: What!?! That's impossible! The redwall limestone is a perfect example of sedimentation over millions of years.

Taylor: They already are. Evidence that the Grand Canyon was cut very rapidly is mounting so fast that the Park Service recently held a seminar for all the tour guides. They needed to share all this evidence with them. Dr. Stephen Austin, of the Institute for Creation Research, was one of the invited speakers. Dr. Austin presented unprecedented evidence that the redwall limestone could have only been laid down by a pyroclastic mud flow. This stratum is so finely laminated that the tour guides used to claim it was their proof positive for millions of years! Now it appears almost certain that this particular stratum of the Grand Canyon was laid down in the entire canyon in only a few hours!

Mr. Stump: You guys sure have done your “volcano homework.” Are you sure you’re not just ganging up on me again? Where did you get this information, anyway?

Taylor: All of this information is published in numerous books and technical papers. One book that I particularly like is Grand Canyon, A Different View.

Mr. Stump: That sounds interesting. Who wrote it?

Taylor: It was written by 23 different authors; mostly scientists. It includes spectacular photography and would be appropriate on everyone’s coffee table! Another great coffee table book is called Footprints in the Ash. It’s filled with numerous fascinating photos and illustrations! But Mr. Stump, the question is, “Why doesn’t our school library have this information? Why isn’t this information in our textbook?!?!”

Mr. Stump: I don’t know. It sounds like it should be! {pause} But guys, be reasonable. It’s pretty tough to believe that Noah’s flood could have really happened. From a practical standpoint, a significant amount of the world’s wildlife would have disappeared for good. The whole world couldn’t have been repopulated from just a few parents.

Timmy: Why not? For one; numerous ancient animals are extinct now. Our fossil record, most of which was laid down during the flood, proves that. And second; Mt St Helens provides interesting data here, too.

Mr. Stump: What are you talking about, Timmy?!?!

Timmy: Well – countless plants and animals survived in Spirit Lake. Gophers, though buried under hot ash, survived. Birds and insects returned to the area in masses only a few years later. Elk returned by the herds. Since they had no trees for shade to keep cool, they would lay down in puddles of water. And deer, that normally have one fawn per year, were having twins and even triplets! We can’t explain all the “how’s” and “why’s.” But we can make the observations and say, “This is what is happening!” If it is happening now on this small local scale, it could have happened on a much larger scale after the flood.

Mr. Stump: Incredible. Absolutely incredible. Amazing what can be learned if we pay attention.

Clair: Especially from Harry Truman.

Mr. Stump: Why are you so interested in this Harry Truman fellow?

Clair: He looks like such a lovable grandfather. As you will recall, after months of Park Service warnings, earthquakes, and hot cinders falling on his doorstep, ....

Mr. Stump: Yes, yes, 57 people ignored all those warnings.

Clair: Right. Just like today. Our Bible gives us numerous signs that the end of time is near. People believing in evolution is one of those signs. People professing themselves to be wise but are actually fools. The Bible warns us all of a final judgment. Our conscience warns us everyday. Just as the hot cinders on the doorstep did for Mr. Truman. Yet – millions of people all over the world choose to ignore these signs and warnings. Just like at Mt St Helens on May 18, 1980.

Jay: It's a sobering thought, isn't it? 2 Peter 3 tells us that "The Lord is not slack concerning his promise; but is longsuffering toward us, not willing that any should perish, but that all should come to repentance. Although we all will die someday, not one of those 57 people had to die on that day. Although we all will die someday, not one of us should die without Jesus Christ as our Savior. Not one of us! Our Lord is longsuffering toward us! New, solid evidence of that longsuffering is revealed through the sciences at Mt St Helens on a continuing basis.

You see – If God wanted us to continue this idiotic belief that coal was laid down in peat bogs over millions of years, He could have left us to accept that misconception. But He didn't.

If God wanted us to believe that Specimen Ridge represented 27 petrified forests spanning millions of years, He wouldn't have unraveled this new secret for us.

If God wanted us to believe that fine sediment laminations represent extremely long periods of time – He didn't have to show us otherwise.

If God wanted us to think that erosion is always a slow process, He could have left us wallow in that mud, too. Instead, He showed us that the rivers follow the canyons! - A totally different way of looking at it.

The list goes on and on. The events of Mt St Helens, without a doubt, turned conventional science upside down. God didn't have to reveal any of this to us. It is only because he loves us and is longsuffering towards us. It is His will that we would all come to Him.

But don't take my word for these amazing science discoveries. Check them out. There are two brand new books that I recommend everyone should read. They are great coffee table books. They are full of great photos that would prompt a discussion by visitors and

houseguests. They are, get out your pencil, Grand Canyon, A Different View, and Footprints in the Ash. The Grand Canyon book was written by 23 scientists, compiled by Tom Vail, a Grand Canyon whitewater tour guide and photographer. The Footprints in the Ash book was written by Dr. John Morris and Dr Steven Austin; both of the Institute for Creation Research. Both books can be purchased through numerous sources including ICR, Master Books, and AIG. They are a wonderful value, in my opinion, easily worth four times their selling price.

There are numerous other books available. If you are interested in more of the technical details, the book, Grand Canyon: Monument to the Flood is an excellent book. Or you can log onto the ICR web site. Many of their recently peer reviewed technical papers are posted there.

Also, Dr Steve Austin and John Morris have compiled a set of slides showing the spectacular eruption of Mt St Helens. If your church or organization would like to see this slide presentation, contact Uncle Ben here at WJTM and I would be happy to share that exciting presentation with you.

Lastly, keep in mind that the Frederick Creation Society meets on the second Tuesday of every month. We meet at the Adventist School on Jefferson Pike at 7:30 and discuss all sorts of aspects of God's wonderful science – all from a creation perspective. Come join us!

## **The Grand Canyon And Final Wrap Up**

Uncle Ben: Good Morning. And WELCOME to God's Creation.....

Mr. Stump: {Open/Close door, singing} I sing the mighty power of God that made the mountains rise—Oh, good morning students! {Long pause} I said Good morning, students! {Long pause} HEL-LOOOO?!

Clair: You were singing a hymn?

Mr. Stump: Yep! Nice one isn't it? How about this one: This is the day, this is the day, that the Lord hast made, that the Lord hast made...want to sing with me?

Jillian: {Whisper} Something's going on here.

Mr. Stump: Singing's really uplifting isn't it? Wakes up the brain, brings out the sunshine. I know some more, too. Want to hear them? Oh, never mind, we've got a class to get to. Who remembers our topic for today?

Philip: {Whisper} More hymns?!

Timmy: I remember, Mr. Stump. The Grand Canyon.

Mr. Stump: Right! Now, according to the text book when was the Grand Canyon formed?

Matthew: According to the text, Mr. Stump, the Grand Canyon was formed between 60 and 70 million years ago.

Mr. Stump: Correct. Now, when you are asked that question on the test tomorrow you will write 60-70 million years ago, right?

Students: Yes, Mr. Stump.

Mr. Stump: But you won't believe it, right?

Students: Huh?!!

Mr. Stump: Well, you Creationists could never believe such a bunch of malarky, could you? You, and now "I" know that the Grand Canyon was formed by the flood that WE know as Noah's Flood.

Students: HUH?!?!?

David: Do you mean that----

Taylor: Mr. Stump are you saying that...

Mr. Stump: uh, huh!

David: I KNEW IT! I KNEW IT!!!

Students: MR. STUMP GOT SAVED!!!!!! WE DID IT!! YES!!!!!! ALL RIGHT!!! WAY TO GO GUYS!!!! THIS IS AWESOME!!! WE GOT MR. STUMP SAVED!!!!!!

Jayson: I know what made it happen. It was the day I told you that there was no way a scientist could take a bit of bone and know how the outside of the animal looked.....

Tricia: No, it wasn't! It was when I explained to him that just because a giraffe happened to stretch out its neck a little, that did not mean that its babies would have longer necks.....

Philip: Well, what about the time I made him see that a woodpecker's beak would need to be stronger than any other bird's to be able to peck at a tree a hundred times a minute and--

Matthew: Wait a minute! I'm the one that told him about the bombardier beetle's ability to fire boiling-hot noxious gases into the face of its enemy

David: I think I'm the one who told him about the Answers in Genesis website.

Jayson: No you weren't; I was!

David: Well, maybe I told him about the Institute for Creation Research?

Taylor: No, that was me!

David: Didn't I tell him anything?

Abby: I remember very patiently explaining to Mr. Stump about the archer fish. It was my description of how this fish can catch bugs above the water by spitting water at it that finally proved to Mr. Stump that evolution could not possibly be true.

David: Oh, please.

Mr. Stump: I think we're getting a little out of hand here, guys.

Taylor: Look guys, I told Mr. Stump about the cave drawings of dinosaur-like creatures AND the discovery at the Paluxy River of tracks of both man and dinosaur together. So there.

Clair: Excuse me! Was it not I that made Mr. Stump think about the fact that if the dinosaurs died during a global freeze then most other animals would die also?

Jillian: Children! Children! I do believe it was I that brought up the fact that there could still BE dinosaurs around today because there are many parts of our earth that have not been explored.

David: Could it have been the Frederick Creation Society that I told him about?

Jayson: Negative, David. That was me.

Timmy: Seriously, Mr. Stump, don't you remember the day I stunned you with the information that Piltown man was a hoax?! AND told you that the Nebraska man was based on a tooth from a pig?!?

Mr. Stump: I don't remember being exactly "stunned," but, yes, I remember the conversation.

David: Now I have one! I informed Mr. Stump that the Neanderthal man has been proven to be totally human!

Philip: Sorry, Kiddo, that was me.

David: UGH!!

Abby: You know, guys, Mr. Stump has just gotten saved so it MUST have to do with our last class: The Wright Brother's Flight.

David: Yeah! I know I said something then!! But what could it be?

Matthew: Well then, guys, it's no question! I was the one that explained to Mr. Stump that the Wright brother's airplane could ONLY fly because it had very smart men designing it. THEREFORE, it does not make sense that an insect can fly by accident.

Tricia: Hey, Guys! Let's stop arguing! It wasn't just one of us, it was all of us that got him saved {confidently} Wasn't it, Mr. Stump?

Mr. Stump: {quietly} Well, you were all helpful, but you are all wrong, this time.

Students: HUH!??

Mr. Stump: I learned yesterday that Jesus is the only One who can save us and the great news is that He has saved me!

Students: {in awe, softly} Wow! Yeah...

Jillian: Could you tell us about it Mr. Stump?

Mr. Stump: Well, it's a long story but I'll try to make it short. There was a death in my family and the funeral was held this past Saturday. It was quite a way off; up in the mountains. While I was driving, just enjoying the view that "Mother Nature" was providing, I felt a nagging suspicion that something was not right. Anyway, after the funeral as I was driving back down the mountain I started thinking about what would happen to me when I died. I gotta tell you I was really bothered! Anyway, when I got home I felt like I should call someone and talk about it. {Chuckling} Does the name "Mr. Frierson" mean anything to you?

Taylor: You're kidding! But how did you get his number?! You don't even LIKE Mr. Frierson!

Mr. Stump: How many Frierson's do you think there are in the phone book?

Taylor: Oh yeah, good point.

Mr. Stump: Anyway, he came right over and.....{fade to conversation between Mr. Frierson and Stump}

{Knock on door, open/close door}

Mr. Stump: Hello, Mr. Frierson! Thanks for coming right over.

Mr. Frierson: No problem! I dropped my wife at the mall so I think we'll have all the time we need! {laughter}

Mr. Stump: You can just lay your coat on that chair and have a seat. Can I get you a cup of coffee?

Mr. Frierson: Well, I never touch the stuff, but some tea would be great if you have it.

Mr. Stump: Sure thing. We can talk while I get it. First I'd like to apologize to you for the ill feelings I've had towards you. It seemed like so often when I presented the students with evidence for evolution they would come back at me with, "Well, Mr. Frierson said..." I gotta tell you, I was beginning to think of you as Mr. Irsome instead of Mr. Frierson!

Mr. Frierson: {laughter} That's okay; all's forgiven. {chuckling} The kids told me you could get pretty worked up in class. By the way, call me Dale.

Mr. Stump: Okay, Dale, I'm Randy. Well, I guess you're wondering why I've invited you here.

Mr. Frierson: The thought did cross my mind. Does it have to do with science class?

Mr. Stump: More like "Bible class," I think. I went to a funeral today and it really got me thinking about what would happen to me when I die. I used to think that I would just cease to be. You know, poof!

Mr. Frierson: What do you think now?

Mr. Stump: I'm not quite sure what I think. I just have this feeling that there is something more to life than what I've known up to this point.

Mr. Frierson: And you want me to help you explain it, is that right?

Mr. Stump: In a word, yes.

Mr. Frierson: I am so glad that you called me. It's an honor to be able to talk to you about the love of my life: Jesus.

Mr. Stump: I've given Christians a really hard time in the past but I think I'm ready to hear about Jesus now (and I see you brought your Bible with you).

Mr. Frierson: Never leave home without it! First, I'd like to tell you about a wonderful place: Heaven. The Bible says in—hey, do you have a Bible?

Mr. Stump: I think so, it's probably in this closet. {open door, make reaching high noises} Here it is, up on this shelf. It's pretty dusty. {blow and choke}

Mr. Frierson: Like I was saying, the Bible says in John 14:2 In my Father's house are many mansions: if it were not so, I would have told you. I am going there to prepare a place for you.

Mr. Stump: Wow, I've never really given heaven a thought. Mansions, you say?

Mr. Frierson: Yes, but not all are going there. Here in Romans 3:23 it says, "For all have sinned and fall short of the glory of God." You see, Randy, no one – not one person – can ever get to heaven by himself. Sin keeps people out of heaven. Ever since Adam and Eve sinned, the Bible tells us that everyone has sinned.

Mr. Stump: Well...that's a problem. Could you explain that a little further?

Mr. Frierson: Sure: We'll need to go back to the very beginning of the Bible, the book of Genesis. You can scan the text while I tell you the facts: See here where it tells us that

God created a perfect world? He created man in His own image. Then he created a woman to be the man's helpmeet.

Mr. Stump: Yes, I see all that. And as a science teacher one thing that jumps off the page at me is the fact that animals were created on the SAME day as man! Whew! This is really life changing.

Mr. Frierson: Jesus does make all things new –he did me! Now, do you see that God gave Adam a commandment to not eat from the tree of knowledge of good and evil?

Mr. Stump: I'm with you.

Mr. Frierson: Then what happened?

Mr. Stump: 1 ¶ Now the serpent was more subtil than any beast of the field which the LORD God had made. And he said unto the woman, Yea, hath God said, Ye shall not eat of every tree of the garden?

2 And the woman said unto the serpent, We may eat of the fruit of the trees of the garden:

3 But of the fruit of the tree which [is] in the midst of the garden, God hath said, Ye shall not eat of it, neither shall ye touch it, lest ye die.

4 And the serpent said unto the woman, Ye shall not surely die:

5 For God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as gods, knowing good and evil.

6 ¶ And when the woman saw that the tree [was] good for food, and that it [was] pleasant to the eyes, and a tree to be desired to make [one] wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat. Yes, that's definitely a problem.

Mr. Frierson: Yes, but not too big of a problem for God. You see, after Adam and Eve sinned, an animal had to be killed to cover their sin. But God promised to send a Savior to die for everyone's sins. One day He sent that Savior. His name is Jesus. 1John 1:7 (that's in the New Testament) says "The blood of Jesus, his Son, purifies us from every sin."

Mr. Stump: I'm not sure I understand. Did you say, "every sin?"

Mr. Frierson: Yep, EVERY sin. You see, we are totally unrighteous; there is no way we can fulfill God's standards of what is right and wrong. Jesus is totally righteous. Only through Him can we get to God.

Mr. Stump: Well then, how can we be saved?

Mr. Frierson: John 1:12 says, "Yet to all who received him, to those who believed in his name, he gave the right to become children of God."

Mr. Stump: So, I say I believe and I'm saved?

Mr. Frierson: Uh, not exactly. Ephesians 2:8 says For by grace are ye saved through **faith**; and that not of yourselves: [it is] the **gift** of God

Mr. Stump: So, I can't even work up the faith to believe in God? He has to give me that, too?

Mr. Frierson: Exactly. Jesus draws us to the point where we cannot resist and our hearts respond to him out of thanksgiving and love for the One who paid the price for our sin.

Mr. Stump: Wow. Dale, you have really helped me. I've got a lot to think about.

Mr. Frierson: I'm only a phone call away if you need any other guidance. You see, I cannot save you but I can help guide you through the Scriptures. Do you mind if I pray with you right now?

Mr. Stump: I'd appreciate that and then I'd better let you go. I imagine your wife is wondering what's taking you so long.

Mr. Frierson: {chuckling} I'm sure she's fine; she's got the check book. {laughter} Dear Jesus, it is such a joy and honor to meet with Randy this evening.....{fade}

Uncle Ben: {non-commercial time.} Or "I knew it! I knew the Lord was working on Mr. Stump's heart! With an honest view of the sciences and our environment, how could someone NOT see the handiwork of God! ..... And now, back to God's Creation with Mr. Stump."

Mr. Stump: Well, class, after Mr. Frierson left, I spent a lot of time searching the Scriptures and just asking God to make it plain to me. I confessed to him my sins. I was so weighted down by the sin of teaching so many children so many lies about the creation of our world. I thought THAT one would crush me but then I came across a passage in Matthew 11.

Taylor: Oh, I know that one! Matthew 11:28-30 Come unto me, all [ye] that labour and are heavy laden, and I will give you rest. Take my yoke upon you, and learn of me; for I am meek and lowly in heart: and ye shall find rest unto your souls. For my yoke [is] easy, and my **burden** is light.

Mr. Stump: Exactly

Timmy: Wow! That is awesome.

Mr. Stump: So you see, class, that is why I said you have been very helpful but it was not you that saved me. Only Jesus getting hold of my heart and filling me with the faith to believe could (AND DID!!!) rescue me from my eternal sin.

Tricia: This is so exciting.

Mr. Stump: It is exciting, Tricia! I've got a lot to learn and I find that I have a hard time putting down the Bible! HOWEVER, I have a class to teach because you have a test to take tomorrow. Ready? Where were we?

Clair: In the Grand Canyon?

Mr. Stump: Correct, Clair. 60-70 million years ago, right?

Students: {bored} right.

Jillian: Mr. Stump, I think we're all pretty ready for the test tomorrow. How about if we talk about how the Grand Canyon was REALLY formed?

Mr. Stump: Well, Jillian, if everyone agrees; I wouldn't want anyone to fail the test because of a lack of review.

Students: It's okay, we're ready, PLLLLLEEEAAASE???.....etc.

Mr. Stump: Okay, but you'll be teaching me this time. This time; that's a joke, you've been teaching me all along! Go for it! Yes, Jayson.

Jayson: Well, to begin with the canyon was formed about 4500 years ago during the time of the world-wide flood told about in Genesis 6-9.

Mr. Stump: How do you know that?

Jayson: In Sunday school we studied "Grand Canyon: A Different View" by Tom Vail. He states in his book that "based on the lineages laid out in the Bible and other historical documents, creation occurred about 6,000 years ago." The flood can then be calculated to have occurred about 1,500 years later. I highly recommend the book, by the way.

Mr. Stump: Fascinating. Wait a minute! I've heard of that book! It was placed in the park services bookstore at the Grand Canyon. That caused a big problem for evolutionists. They really wanted that book out of there!

Tricia: You want to know what I think is interesting, Mr. Stump.

Mr. Stump: Yes, Tricia?

Tricia: Some evolutionists say that over the last 70 million years, the Colorado River has carved through solid rock to form the Canyon. That leaves me with a really big question.

Mr. Stump: I see where you are going with that, Tricia. You know before the Glen Canyon Dam was built, the river transported as much as 500,000 tons of sediment per day. Calculator, please, Matthew.

Matthew: But this isn't math class!

Mr. Stump: Ahem! Calculator, please, Matthew.

Matthew: Okay, got it.

Mr. Stump: If the river carries 500,000 tons per day, what would that be per second?

Matthew: Let's see. 60 seconds in a minute, 60 minutes in an hour times 24 is 86,400 seconds in a day. That would be 500,000 divided by 86,400. Wow! That river transports 5.78 tons of dirt a second!

Mr. Stump: Now, back to Tricia's really big question:

Tricia: Where'd all the dirt go?

Mr. Stump: No one knows! It's not in MY back yard! There is another, even more popular theory called "stream capturing." This theory states, speculates, I should say, that the water of the Colorado River drained out through the Little Colorado River drainage to the east or through the Kanab Creek drainage to the north. Then only about six million years ago, a "gully" was eroded back through the Colorado Plateau from the west by a process called headward erosion. This new gully, or canyon, then "captured" the Colorado, changing its course to flow through what is now known as the Grand Canyon. According to the stream capturing theory, the plateau has since been uplifted so that both drainages now drain into the Colorado River. Got it?

David: Could we change the subject? I'm totally lost.

Mr. Stump: Well, this is your class, what would you like to talk about? Let's just keep to our subject of the Grand Canyon. Yes, Clair.

Clair: What about the fossils in the Canyon?

Mr. Stump: Good question, Clair. But first, who can give me a definition of "fossil.?" Yes, Matthew, I see you are looking it up in your text.

Matthew: It says here that fossils are the remnants or traces of living things, both plant and animal found most often in sedimentary rock.

Mr. Stump: Right, but remember, fossils are not formed by something simply falling to the bottom of the ocean and waiting around for millions of years to be buried. The burial process must be catastrophic in nature.

Philip: We learned in Sunday school that the most important thing about fossils is that they represent death.

Mr. Stump: Yes, and that makes me think about what I learned this weekend; sin brought death into the world.

Jayson: Ken Ham from Answers in Genesis would say that if fossils are in layers millions of years old, then how do we account for “Billions of dead things buried in rock layers laid down by water all over the earth?”

Mr. Stump: I like that, Jayson! You’re right. Or he’s right. Or-nevermind. What I’m trying to say is that if sin brought death into the world, how could we have all these fossils formed before the fall?

Abby: I never thought I’d hear you say that, Mr. Stump!

Timmy: ‘Know what else, Mr. Stump?

Mr. Stump: What, Timmy?

Timmy: Genesis 3:18 says that thorns and thistles were a consequence of sin. So how can there be fossils of thorns thought to be millions of years old.

Mr. Stump: Good point. I’m learning!

Taylor: AND, Mr. Stump, you know what else is found in the fossil record?

Mr. Stump: What’s that?

Taylor: Disease! Like cancer and arthritis. How could that be if everything God created was “very good?”

Mr. Stump: It couldn’t unless the fossils were formed after sin came into the world.

Jillian: And what about fossils that show animals in the middle of evolving?

Mr. Stump: There are none. But let’s get back to the Grand Canyon. What types of fossils are found there?

Tricia: I read something interesting. Billions of creatures called nautiloids are entombed in a six foot thick layer at the base of the massive Redwall Limestone formations.

Mr. Stump: Yes, I know what you are talking about. Nautiloids were relatives of the modern-day squid and octopus. They were pretty big: 18 inches to 5 feet!

Matthew: That's right. The fossils show that a gigantic population of these nautiloids was wiped out in some catastrophic event. It was a mass kill of an entire population. Some fossils are even found standing on end.

Mr. Stump: Actually, 25% of the fossils are standing upright or at some angle that shows they were buried alive VERY rapidly. What else can be seen in the Canyon?

Jillian: Mr. Stump, can I change the subject? I was wondering....

Mr. Stump: Wondering what, Jillian?

Jillian: Can you get fired for this?

Mr. Stump: For becoming a Christian? Definitely not

Abby: Well, what about not teaching evolution any more. I mean, you know it's not true.

Mr. Stump: Well, I'm allowed to do certain things (believe me, I spent some time studying up on this one; the grocery budget depends on it, you know). I can teach that the world was created through intelligent design.

David: Intelligent Design?

Clair: He means God.

Mr. Stump: Well, we know I mean God, but I'm not allowed to teach who the Intelligent Designer is.

Tricia: That would be very difficult.

Stump: Tell me about it. But I'm also allowed to teach the fallacies of evolution.

Philip: Could you explain that?

Jayson: He means that he can teach what's not true about evolution.

Jillian: That would be one LONG class!

Mr. Stump: I will, though, have to give up my membership in the National Science Teacher's Association and National Center for Science Education.

Timmy: Why?

Mr. Stump: Well, their mission is, Ahem, Defending the Teaching of Evolution in the Public Schools.

Students: OOOOH.

Taylor: Well, what about your boss? Didn't you get into some trouble for going with us to the Creation Nature Center?

Mr. Stump: Well, that was when Mr. Mann was principal. Our new principal, Mrs. Jackson may be a little more lenient; we'll see. All I know is that my first and foremost goal must be to glorify God.

Mrs. Jackson: {open/close door} ENOUGH! Mr. Stump, do you realize what you are doing? I have been outside this door listening for quite some time and it may be that you WILL lose your job after the display I have witnessed here. I, for one, will not relinquish my membership in these National education associations and I will expect you to abide very carefully by all the rules.

Mr. Stump: I did not know you were a member.

Mrs. Jackson: Yes, {proudly} I taught science for 20 years. I'm proud of the contribution I have made to teaching the next generation our evolutionary past. Students, I'd like to apologize on behalf of Mr. Stump for trying to derail your education. Please keep this in the classroom; it would be of no benefit to tell your parents what has gone on here because I assure you it will not happen again. Good day, Mr. Stump. And remember, you never know who is listening outside your door. {open/close door loudly}

Mr. Stump: Whew!

David: WHY THAT—I'LL FIX HER---

Mr. Stump: It's okay, David, maintain respect for your elders, please. I understand being a Christian comes with its trials.

Matthew: How can we respect her when she just attacked you and threatened you!

Mr. Stump: Well, she sounds like someone I used to know. Doesn't she, class?

Taylor: You? {chuckle} Yeah, Mr. Stump, you're right about that.

Mr. Stump: So....?

Clair: I know...pray for our enemies.

Mr. Stump: Right-o, Kiddo!

David: Yeah, that'll fix her!

Jillian: But what if you do lose your job, Mr. Stump? I mean, what if you're like GONE? {sob} we'll miss you, Mr. Stump!!!

Students: {sobbing!! Keep it up until Stump hollers}

Mr. Stump: Children!....Children? CHILDREN!!! I'm not gone yet and I may never be gone. So, come on, buck up! I will say, though, there may come a time when I feel I must quit, but we'll leave that to the Lord, okay?

Tricia: QUIT?!?!?

Students: {sobbing}

Mr. Stump: Now don't start that again!

Abby: Hey! We won't need to miss Mr. Stump! We'll see him every Sunday in church, won't we?

Jayson: Yeah, you'll come to our church, won't you, Mr. Stump?

Mr. Stump: I may do just that very thing. Thanks for the invite.

Mr. Auxt: Good idea, Mr. Stump. Make sure you find a church that teaches ALL of God's Word. Hello, this is Jay Auxt, of the Frederick Creation Society. Is God's Word just a story book? Did God leave it up to us, mere man, to pick and choose which parts of His Word are true and which parts are fables? If we rationalize false science with God's Word, then we are, by definition, picking and choosing which parts are true and which parts are false. The Bible and evolution cannot possibly both be true. If this be the case, how do we know where we stand with God? Do we think we can pick and choose our standing as well? If so, based on what criteria? That which we have picked? The good news is, and I tell you this with great excitement, we don't have to pick and choose. God's Word is true from cover to cover. True science supports it! You can bet your life on it. (In fact, you already have.) And that brings us to why I am so excited. I know where I stand with God. I know because He told me in no uncertain terms. And I'd simply like to share that excitement with you!

Thank you Uncle Ben, and all the staff here at WJTM. Thank you for allowing us to share our excitement for God's Word.

Matthew: Thanks to Uncle Ben for letting us have this show. I've enjoyed it. It's really helped me to see how creation can be fortified with scientific fact.

Taylor: Uncle Ben, it has been so awesome to have a radio show! Thank you so much for helping us through with this project. I hope that the people who have listened to this show have learned as much about God's creation as I have through doing it. Thanks again!

Clair: Thank you, Uncle Ben, for allowing us to do the Mr. Stump radio broadcast. It's been a bunch of fun and it's been very interesting. I hope I can do more radio shows sometime.

Jillian: Thank you, Uncle Ben, for helping us do the Mr. Stump broadcast. It's been really, really fun and I'm going to miss doing it!

Tricia: Uncle Ben, thank you for your vision of using the radio to reach people with the creation message and allowing us to be a part of that vision. I hope and pray that sometime in the near future some or all of us can get back together and carry your vision through, or be the stepping stone for so great a work.

Jayson: It's been really great working on this show. Thank you, Uncle Ben. I hope you enjoyed it as much as I did and I hope it has touched somebody.

Phillip: Thanks, Uncle Ben, for allowing us this program. It's a lot of fun!

Timmy: Thanks, Uncle Ben! I have had fun doing Mr. Stump. I hope I can do other shows.

David: Thank you so much for the radio show. I'm going to miss it. I hope the Word of God reaches the whole earth!

## Index

- Abortion [64](#)  
Agnes, Hurricane [107](#)  
Allen, Dr Benjamin [107](#)  
Allosaurus [111](#)  
Amoeba [61](#)  
AMS [117](#)  
Appendix [72](#)  
Archaeopteryx [45](#)  
Archaeoraptor [48](#)  
Archer Fish [93](#)  
Australopithecus [41](#)  
Baby's Heart [79](#)  
Barnhart, Walter [82](#)  
Baumgardner, Dr John [131](#)  
Behemoth [114](#)  
Belief System [6](#)  
Berg, Dr Otto [13](#)  
Bird, Roland [115](#)  
Bombardier Beetle [50, 90](#)  
Brush Turkey [92](#)  
Carbon-14 [116](#)  
Carbon, origin of [13](#)  
Chicxulub [120](#)  
Chromosomes [61](#)  
Coal [132, 158](#)  
Dark Energy [18](#)  
Dendrochronology [134](#)  
Diadectes [46](#)  
DNA [29](#)  
Duck-billed Platypus [49](#)  
Earth Shape [106](#)  
Earth Temperature [26](#)  
Eldredge, Niles [83](#)  
Embryo [65](#)  
Eohippus [82](#)  
Fetus [65](#)  
Flipperpithecus [43](#)  
Freud, Sigmund [63](#)  
Geim, Dr Paul [131](#)  
Genocide [63](#)  
Gentry, Dr Robert [99](#)  
Geologic Column [127](#)  
Gill Slits [76](#)  
Giraffe [84](#)  
Gish, Dr Duane [28, 49, 88](#)  
Glen Rose [115](#)  
Grand Canyon [108, 167](#)  
Haeckel, Ernst [58](#)  
Heart, Baby's [79](#)  
Helium [107](#)  
Heribert-Nilsson [83](#)  
His, Dr Wilhelm [59](#)  
Hitler, Adolf [63](#)  
Humphreys, Dr Russell [15, 97](#)  
Hurricane Agnes [107](#)  
Ichthyosoraurus [124](#)  
Incubator Bird [92](#)  
Lamarck, Chevalier de [85](#)  
Mackal, Roy [122](#)  
Macro-Evolution [4](#)  
Magnetic Field [107](#)  
Mammoth [115, 135](#)  
Mann, Horace [125](#)  
Mastopaola, Dr Joseph [34](#)  
Micro-Evolution [4](#)  
Miller, Stanley [26](#)  
Mokele-mbembe [122](#)  
Moon Dust [100](#)  
Moon Orbit [14, 104](#)  
Mound Builder [92](#)  
Neanderthal Man [42](#)  
Nebraska Man [42, 124](#)  
Noah's Flood [45, 112, 119, 135, 158, 163](#)  
Ocean Salts [103](#)  
Oh, Dr [32](#)  
Oklo Natural Reactor [137](#)  
Ontogeny [53](#)  
Owen, Richard [82](#)  
Paluxy River [115](#)  
Parker, Dr Gary [78](#)  
Percent Modern Carbon (pmc) [134](#)  
Pepper Moth [7](#)  
Phylogeny [53](#)  
Piltdown Man [42, 124](#)  
Polonium-218 [107](#)  
Probability [37](#)  
Punctual Equilibrium [4](#)  
RATE Project [109](#)  
Red Shift [12, 98](#)  
Reducing Atmosphere [25](#)  
Radiometric Dating [108](#)  
Relativity Theory [15, 97](#)  
Richardson, Dr Michael [59](#)  
Roche Limit [106](#)  
Rowe vs Wade [64](#)  
Sediment [106, 161](#)  
Seymouria [46](#)  
Solar System [19](#)  
Starlight and Time [15, 97](#)  
Summers, Dr David [72](#)  
Thompson, Dr Keith [61](#)  
Tonsils [72](#)  
Trilobites [117, 128](#)  
Woodpecker [88](#)  
Yolk Sac [71](#)  
Zuckerman, Lord [41](#)  
Zygote [65](#)