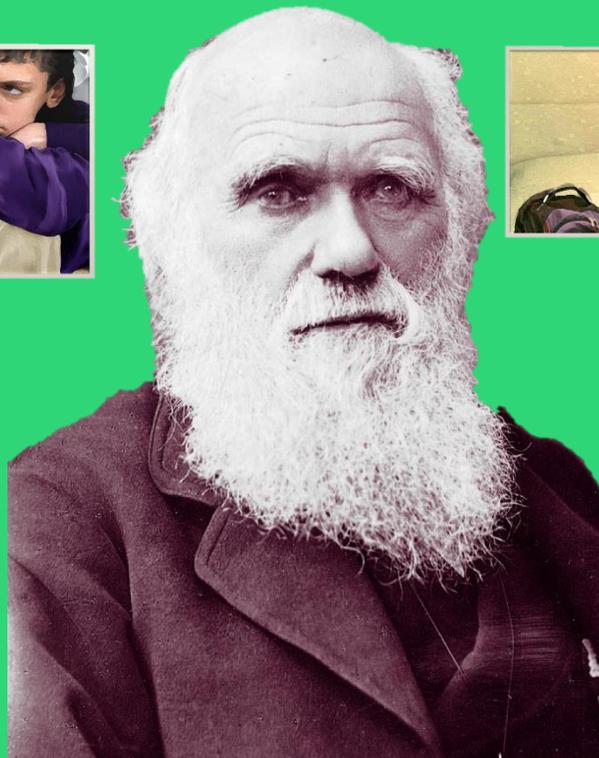


Battleground Textbook



By Zachary Schertz

Introduction



Prologue

The only explanation for the origin of the Earth found in the textbook is “evolution” and “millions of years”. Evolution is taught as an undeniable fact that no one should question.

This work will discuss the scientific flaws and other inaccuracies that are present in many school textbooks around the world.

Of course, not all of these misconceptions will be found in every textbook. However, these concepts are held true by the scientific community, even if they are not in your textbook.

This work is designed to provide as much information as possible in order to help students, parents, and teachers better understand what the textbook teaches and why it is wrong.

These errors are not just present in textbooks, but in children’s books and every form of media. These inaccuracies are perpetuated without evidence from even before children can read.

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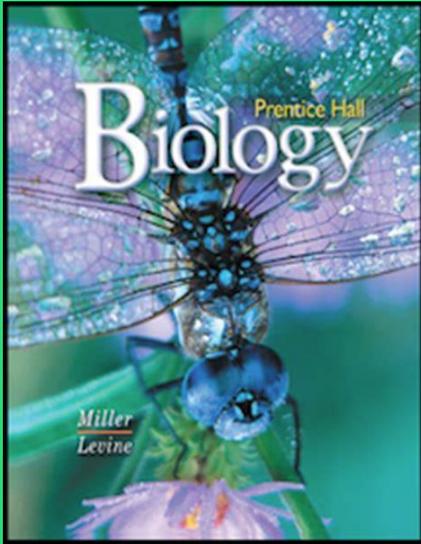
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CHAPTER 1

Evolutionary Ideology



What Does the Textbook Teach?



The textbook will teach that Darwin was a respected scientist. That on his journey on the HMS Beagle, he truly recognized the history of the world and the common ancestry of all organisms. (Section 1)

It will also teach that we should accept evolution because of how a theory is defined. (Section 2)

Finally, it will teach you that no rational person, let alone a scientific intellect would even consider that the Earth is not millions of years old. (Section 3)

Section 1

DARWIN'S JOB:

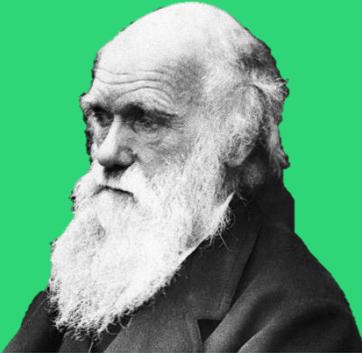


Fig. 1.1.1 Charles
Darwin

The textbook will say that Darwin (Figure 1.1.1) was a naturalist aboard the HMS Beagle when he went to the Galapagos Islands.

In reality Darwin had no formal training in the realm of science, especially not biology. He was a theology student that could not initially get a job anywhere in his field of study.

He eventually got a job as the captain's companion. In those days, the captain was not allowed to interact with the crew on a personal level. Darwin's job was to keep the captain company and to provide someone to talk to.

There is no evidence to suggest that his travels were for his research or that he was brought on board because of his credentials.

Many of the things that we are taught about scientists in the past are wrong. These myths are often propped up and the truth ignored so that we will not scrutinize their findings or credentials. If we did look more closely, we would be less likely to believe what they taught.

Another overlooked fact is that in Darwin's time, our knowledge of biology, especially cell biology, was very limited.

This limited knowledge of the cell led Darwin and his contemporaries to vastly overestimate the possibility of evolution.

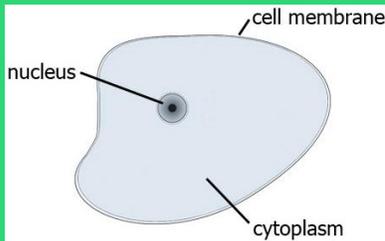


Fig. 1.1.3 An early cell model

Scientists at the time thought that the cell was little more than a membrane with genetic material (Figure 1.1.3). We

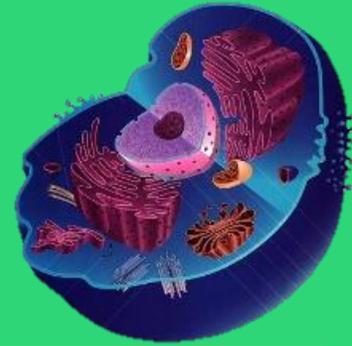


Fig. 1.1.4 A modern cell model

now know that the cell is infinitely more complex than anything that we could have ever imagined (Figure 1.1.4).

For comparison, those in Darwin's time thought that a cell had the complexity of a hut (Figure 1.1.5A), but we now



Fig. 1.1.5 A hut and a city

know that it is as complex as an entire city (Figure 1.1.5B).

The partial knowledge of Darwin and his contemporaries

concerning microbiology hindered how they saw the world. Because scientists thought that the cell and therefore any organism was simple, it seemed obvious that this took millions of years to form. With present microbiology, it is much more farfetched to hold this assessment.

Section 2

Definitions:

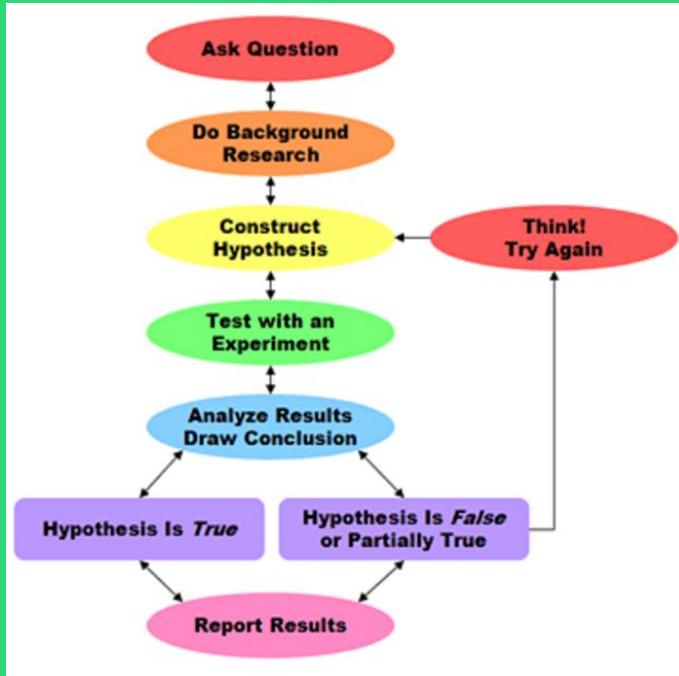


Fig. 1.2.1 The Scientific Method

The textbook will say that evolution is a theory, just like gravity. However, we do need to get a few definitions straight.

A hypothesis is an idea that has yet to be tested. One of the first steps of the Scientific Method is to hypothesize (Figure 1.2.1).

A theory is something that has been tested and has held up to

scrutiny. A theory can still be disproven if more evidence comes to light.

A law is a theory that has been proven true beyond all doubt. This is often reserved for mathematical proofs such as $E=MC^2$.

Now the question is: Which of these definitions best fits evolution?

Naturally, we can rule out “law”.

Throughout this work, we will see that evolution does not hold up to scientific scrutiny. Thus, the argument that evolution is a theory, just like gravity is nonsense.

Let us analyze gravity as a law based on the scientific method:

1. Ask a Question:

Why do objects fall to the Earth?

2. Construct a Hypothesis:

I theorize that objects will fall to the Earth regardless of what the object is.

3. Test With Experiment:

I dropped 250 different objects to the ground from 1.8 meters.

4. Analyze Results:

Every single object fell to the ground, although some fell faster than others.

5. Find Solution:

Therefore, all objects will fall to the ground.

Because of this and many repeated experiments, scientists found that gravity always causes an object to fall to the ground. This became known as The Law of Gravity.

Now, the question is why do objects fall to the ground? The reason for why the objects fall is The Theory of Gravity.

A supposed explanation for why objects fall to the ground would be a Hypothesis of Gravity.

The rest of this work will show how the evidence used to support evolution theory are lacking in empirical evidence.

Two more important definitions need to be established: experimental science and historical science.

Experimental science refers to that which can be tested and observed via the scientific method. This is the branch of science that has brought forth spectacular achievements in the field of science such as medicine and space shuttles (Figure 1.2.2).



Fig. 1.2.2 Space shuttles and medicine



Fig. 1.2.3 Historical science

Historical science depends on deductive reasoning to put together clues to understand the past. This branch is much more prone to bias. Historical science is the science behind forensics (crime scene investigation) (Figure 1.2.3).

Once the scientist observes all of the facts, he will attempt to try to put a narrative together to explain how the crime occurred. Naturally, if the scientist is certain that there was a murder before looking at the evidence, even if there is no evidence of a murder, he may still come to the conclusion that a murder took place.

The same is true for evolution. If a scientist is certain that the Earth is millions of years old that is how he will interpret the data.

There is not a single component of experimental science that has shown any improvement or has made any new achievement with evolution and millions of years.

Section 3

Scientists of the Past:

There are countless occurrences, across history, in which the majority of scientists believed something that was contrary to what is observed. Two prime examples of this bias are the flat earth and geocentrism (the theory that the Earth is at the center of the universe).

The textbook will say that the majority of scientists throughout history have believed in evolution. Even if this were true, that does not make evolution true.

In contrast, here are just a few of the famous and ground-breaking scientists that believed in a young Earth:

- Francis Bacon (Figure 1.3.1) developed the scientific method that we still use today.
- Dr. Raymond Damadian created the MRI that scans the human brain.
- Dr. John Baumgardner founded the modern study of catastrophic plate tectonics.
- Carl Linnaeus (Figure 1.3.2) developed the modern classification system.
- Dr. John Sanford developed the gene gun.



Fig. 1.3.1
Francis Bacon



Fig. 1.3.2
Carl Linnaeus

- **Werner Von Braun was the founder of rocket science that helped to get man to the moon.**
- **Sir Isaac Newton (Figure 1.3.3) was the founder of modern day physics.**
- **Galileo Galilei's (Figure 1.3.4) observations furthered our understanding of the universe and our planet's place in the solar system.**
- **Sir William Herschel built better telescopes than anyone had ever seen before.**
- **Sir David Brewster's work led to a better understanding about how the lens in the eye worked.**
- **Michael Faraday's work in metallurgy helped lead to the discovery of how electromagnetism causes motion.**
- **Louis Pasteur (Figure 1.3.5) developed a process to kill microorganisms to keep milk fresh longer.**
- **Joseph Lister (Figure 1.3.6) helped bring about the practice of sterilizing clothing and equipment before surgery.**



Fig. 1.3.3
Sir. Isaac Newton



Fig. 1.3.4
Galileo Galilei



Fig. 1.3.5
Louis Pasteur



Fig. 1.3.6
Joseph Lister

- **James Clerk Maxwell showed that magnetism, electricity, and light were simply different manifestations of the same fundamental laws.**
- **George Washington Carver (Figure 1.3.7) was a brilliant chemist who found countless uses for the peanut.**



Fig. 1.3.7
George Washington
Carver

These are just a few examples of the most brilliant scientists in history and founders of their respective fields that believe in a young Earth and did not accept the millions of years theory which is vital to evolution.

IN CONCLUSION:

Although Darwin had no qualifications as a scientist, his findings are still taken as law. (Section 1)

Furthermore, the actual definition of the word “theory” in regards to evolution does not fit what we observe via empirical science. (Section 2)

Finally, many renowned scientists across history believed in a young Earth. (Section 3)



Questions for Further Discussion:

1. Why would people boast Darwin as a scientist when he did not have any formal training or authority? (Section 1)
2. Why would evolution be called a theory when it only fits the definition of a hypothesis? (Section 2)
3. Why would the textbook tell us that all scientists throughout history believed in millions of years when that is factually untrue? (Section 3)
4. What other scientific phenomena do you think have been falsified?

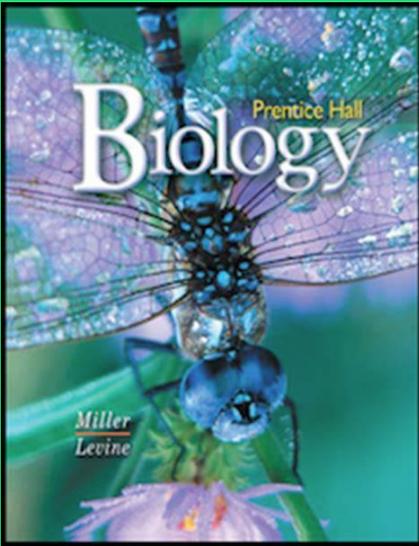


CHAPTER 2

Ancient History Part I



What Does the Textbook Teach?



The textbook is going to teach that the Earth's surface has been changing slowly over millions of years. (Section 1)

It will also tell you that scientists have evidence of when creatures around the world lived based on fossils that formed over millions of years. (Section 2)

The textbook will then describe that fossils are not the only things that take millions of years to form. (Section 3 & Section 4)

Section 1

Tectonic Plates:

The textbook will say that at some point in the past, there was only one continent called Pangea (Figure 2.1.1). There is no empirical or observable science to support this.

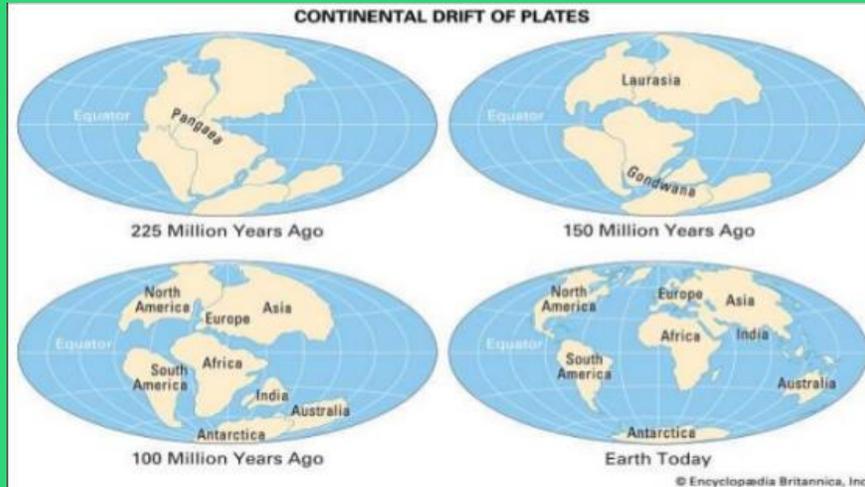


Fig. 2.1.1 The movement of the continents.

However, the textbook will say that the best support of

Measurement	Length	Variation	Height	Variation
Africa 1	61	148.78%	53	88.33%
South America 1	41		60	
Africa 2	60	150.00%	55	85.94%
South America 2	40		64	
Africa 3	61	145.24%	56	100.00%
South America 3	42		56	
Africa 4	57	150.00%	54	103.85%
South America 4	38		52	

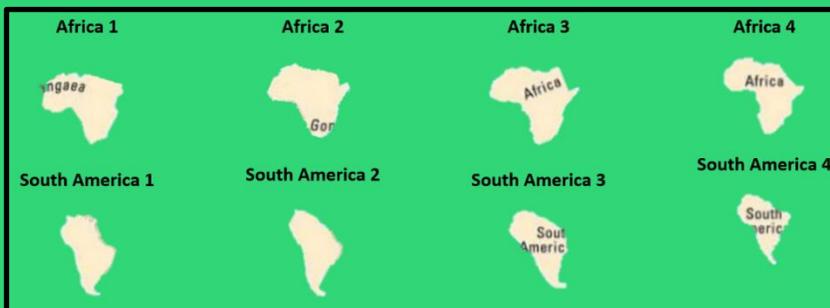


Fig. 2.1.2 The shift in dimensions and area.

this is how well South America and Africa fit together. The textbook will not tell you that the dimensions of the two continents are radically shifted in between the pictures (Figure 2.1.2). The reason that they must change the

dimensions in between the pictures is that the dimensions do not fit what the scientists expect to see. Furthermore, most of Central America just appears between the third and fourth stages.

The reason that the textbook will ingrain the idea of Pangea is that it adds credence to saying that the Earth is millions of years old.

Section 2

The Geologic Column:



Fig. 2.2.1 Charles Lyell

In the 19th Century, Charles Lyell (Figure 2.2.1) published *Principles of Geology*. This

work claimed not only that the Earth was millions of years old, but that there was a so-called geologic column (Figure 2.2.2).

The textbook will say that when an organism dies, if it fossilizes, scientists expect a methodological placement of the organism.

The textbook will further describe that over time, dirt and other sediments will form on top of it. Over millions of years, other organisms will fossilize and be buried in the next layer up. If this pattern continues, you would in theory be able to see this geologic column.

Lyell, gave each period a name, age, and index fossil. These ages were put forth before any dating method had been

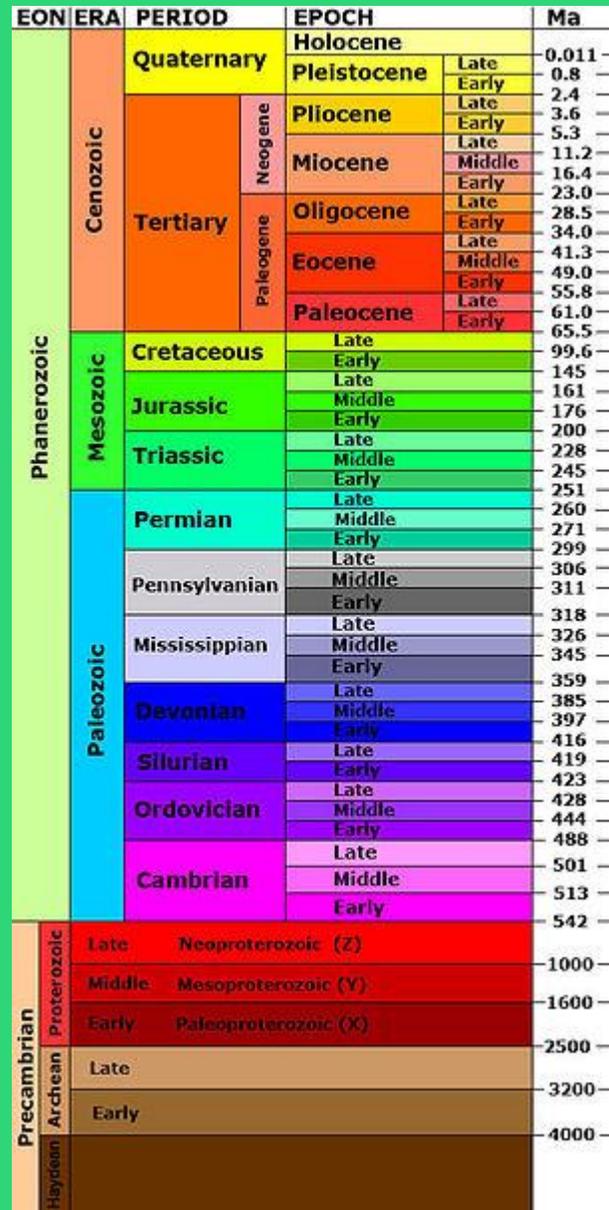


Fig. 2.2.2 The geologic column

discovered. In fact, dating fossils would have been impossible if the geologic column had not been constructed first.

Despite having no dating method, Lyell was able to create his geologic column. Even if this was not a problem, over the entire planet's surface, there are only a handful of places where the fossils are seen in the right order.

Even if these fossils are found in the right order, there are still problems.

Introducing the coelacanth (Figure 2.2.3). This is a fish has been found off of the coast of Madagascar, in spite of the "evidence" that it should have died out millions of years ago.

It is found very early in the fossil record and thus the textbook will conclude that this creature appeared very early on in Earth's history.

However, since this fish is alive today, they should be present throughout the fossil record. Despite how the evolutionary theory requires that these fish be present throughout the geologic column, they are not fossilized in the upper layers of the column or in the same layer as humans.

The next major misrepresentation in the textbook is in relation to dinosaurs.

The textbook will say that dinosaurs evolved into birds. However, we find birds and dinosaurs in the same layer.



Fig. 2.2.3 The
Coelacanth

Scientists have found evidence to suggest that dinosaurs ate birds (Figure 2.2.4). Contrasting the evolution theory, an organism cannot evolve into something that already exists.



Fig. 2.2.4 A microaptor attacking a bird.

Furthermore, fossils have been found in the wrong layer far more often than the evolutionist wishes to admit. Every time that a fossil is found in the wrong place, it should motivate scientists to rethink Earth history. This update to the evolutionary world view never occurs.

The reason that the geologic column needs to be updated is because it based on false and unverifiable assumptions. Paleontologists question the order of the geologic column rather than questioning if the geologic column exists.



Fig. 2.2.5 A polystrata tree

Next we have poly-strata fossils (Figure 2.2.5). These fossils are mostly trees that poke through multiple layers of strata. Since the textbook will tell you that each layer took millions of years to form, these fossils should not exist.

Trees, like any other living organism, require nutrients to live. If they do not have them, the organism will die. If this tree stood by for millions of years while the layers formed around it, it would have rotted away in the meantime.

Section 3

Fossilization:



Fig. 2.3.1 A fossil

One of the vital components for the geologic column is gradual fossilization. However, the same problem with poly-strata fossils comes up with every single organism.

Fossilization has to occur very quickly. An organism can only fossilize if it is covered in sediment quickly to prevent decomposition.

The textbook will say that soft tissue rarely ever gets fossilized, but this is untrue.

Jellyfish do not have any bones and are all soft tissue, but they are very readily fossilized (Figure 2.3.2).



Fig. 2.3.2 A jellyfish fossil

Another example is soft tissue in bones. While transporting dinosaur bones, paleontologists accidentally dropped a bone and broke it in half. This was initially thought to be a tragedy until they took a closer look. The scientists found soft tissue and blood cells

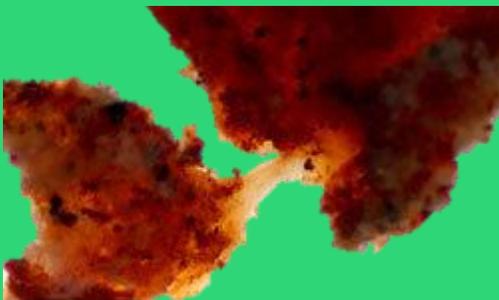


Fig. 2.3.3 Soft tissue from a Tyrannosaurs femur

inside (Figure 2.3.3). Since dinosaur bones should be millions of years old, any piece of soft tissue could not have survived for millions of years.

To further complicate the issue, scientists have made fossils in a lab that are indistinguishable

from fossils that form in nature. It only logically follows that since the fossils do not take millions of years to form, the ages given to the geologic column are up for debate as well.

Section 4

Diamonds and Oil:

Fossils are not the only items that the textbook will say take millions of years to form. Purportedly, diamonds and oil also take millions of years to form.



However, since both have been made in a lab, it is nonsensical to say that they took millions of years to



form. These scientists claim that they did in a short time what took nature millions of years to do.

There is no evidence that the Earth is millions of years old based on what develops out in nature.

IN CONCLUSION:

The maps created to show how Pangea eventually broke into the continents that we see today are doctored to force them to fit in with the assumptions inherent in millions of years. (Section 1)

The timeline of tectonic plates is not based in science and neither is the geologic column. (Section 1 & Section 2)

There are enough organisms that are fossilized with and without bones to give quite a bit of information. (Section 2)

Soft tissue, despite being very fragile, has survived over all of this time. (Section 3)

Diamonds and oil can arise very quickly and do not take millions of years to form. (Section 4)



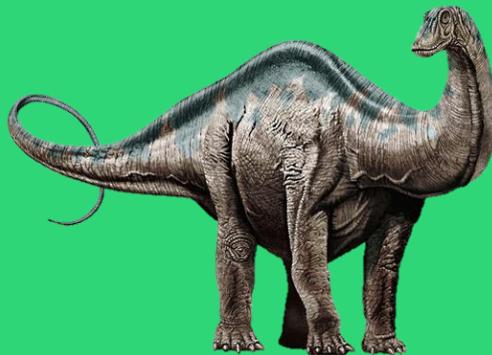
Questions for Further Discussion:

1. Why was the map for Earth's history in regards to Pangea changed? (Section 1)
2. Why would scientists force the idea of Pangea? (Section 1)
3. Is there any evidence supporting the geologic column? (Section 2)
4. If soft-bodied creatures are fossilized, what does that mean about fossilization? (Section 3)
5. If soft tissue is still present in bones, what does that mean about fossilization? (Section 3)
6. Why would scientists claim that fossils, oil, or diamonds take millions of years to form? (Section 4)
7. Is there another hypothesis that will explain these phenomena?

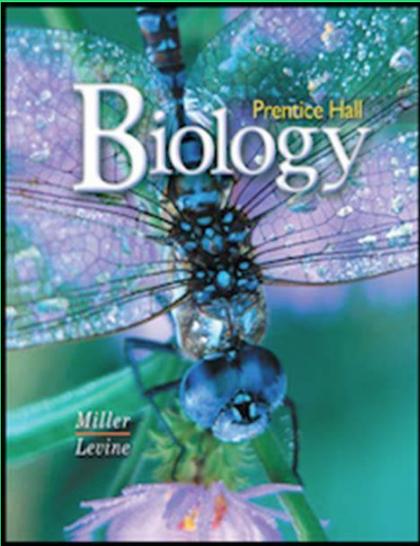


CHAPTER 3

Ancient History Part II



What Does the Textbook Teach?



from non-life. (Section 3)

The textbook will say that the Earth is millions of years old and that there are a number of scientific measurements to prove this. (Section 1)

The textbook will say that dinosaurs lived millions of years ago. (Section 2)

It will also tell you that life arose

Section 1

Geologic Clocks:

Evolution and millions of years is based on one central assumption, gradualism. Gradualism is the theory that everything that we see today has always been occurring at the same rate.

This is in stark contrast to catastrophism, which states that there are events in Earth's past that radically changed Earth's history in a very short time.

The world view of the observer will change how he sees the evidence.

The moon and the ocean are two good measurements to determine Earth's relative age.



Fig. 3.1.1 The Earth
and the Moon



The moon has a strong effect on the Earth. The moon has to be far enough away from the Earth to not get pulled back in and crash down to the surface, but close enough so that it does not just float away. Naturally, there is no distance that is

just right and the moon is drifting away from the Earth at a rate of about 4 centimeters per year.

Because of modern astrophysical observations, we know that, the moon is about 240,000 miles from the Earth on average. Let us compare what we observe to what millions of

years would predict as opposed to what a much younger Earth would predict.

If the Earth-moon system is 4.5 billion years old, that means that the moon should have drifted 11.2 million miles or 46 times the distance between the Earth and the moon

If we assume that the Earth-Moon system is much younger, such as 10,000 years we get a very different number.

At 4 centimeters per year, this puts the total distance that the moon has drifted at 0.249 miles. This is about the same distance between the Earth and the moon's present location.

Here a world view of millions of years that does not coincide with observed evidence.

Another geologic clock for calculating the age of the Earth is the salinity (saltiness) of the oceans.

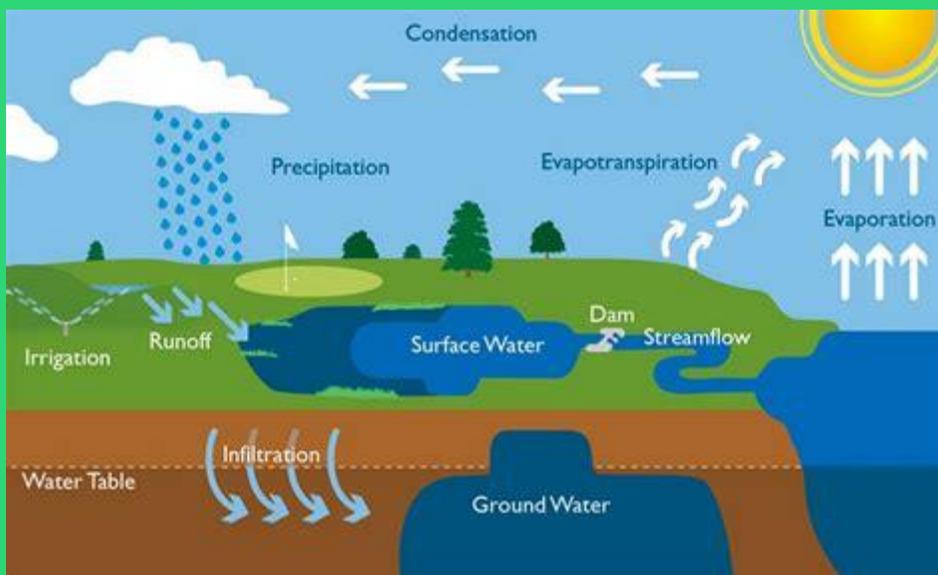


Fig. 3.1.2 The
Water Cycle

As rain and other natural forces push sediments into the ocean, it becomes saltier (Figure 3.1.2). When evaporation occurs, the

salt remains, but the water returns to the atmosphere.

Therefore, if we calculate the average rate today as to how quickly the salinity of the oceans is increasing, we can (assuming gradualism) calculate how old the Earth is.

Scientists, Dr. Steve Austin and Dr. Russell Humphreys, originally calculated the age of the oceans to be a maximum of 62 million years old. The only problem is that Austin and Humphreys assumed the lowest input of sediments possible (gradualism).

Scientists now know that the salinity of the oceans is increasing far faster than these two had originally proposed (catastrophism). Austin and Humphreys expected the sediments to be .01-10% from runoff, mostly rivers. However, after studying radium in coastal waters, scientists now believe that the runoff may be as much as 40% from river flow.

This means that the river flow may be much faster than Austin and Humphreys originally thought. If true, the oceans have been increasing in salinity faster and thus to reach the concentration that we see today, the Earth could not possibly be millions of years old.

The problem is that Austin and Humphreys began with an assumption that was altered by their world view.

Therefore, since using gradualism contradicts what we see in nature, perhaps we need to consider that large portions



Fig. 3.1.4 Natural
disasters

of the Earth were shaped by catastrophic forces.

Floods, volcanos, earthquakes, storms, and many other natural phenomenon (Figure 3.1.4) can change an entire landscape overnight. Sometimes the changes can

occur in just a few minutes. Instances of large environments being changed drastically by a single event are quite common throughout history.

Since it is an unquestionable fact that massive changes occur very quickly, the entire notion of gradualism should not be trusted as the primary method to date anything in Earth's history.

Section 2

Dinosaurs:

The textbook will say that dinosaurs died out millions of years ago. However, did you ever stop to think why we are so certain that they died out millions of years ago?

The evolutionist reasons that the now extinct dinosaurs were unique and fantastic. Because they are not alive and are truly fantastic, humanity must have never seen them.

As discussed in the previous chapter, the main method of dating the fossil of an organism is by determining which layer it came from. Since this is unscientific and has no facts supporting it, we need to question this reasoning. This should lead scientists to believe that the dinosaurs lived much closer to the present day than previously theorized.



Fig. 3.2.1 The
Platypus

Consider the platypus (Figure 3.2.1). It is a creature with such strange features that when it was first reported, many thought that it was a hoax.

Such as mashup of creatures is something that

would be expected in the world of mythology (Figure 3.2.2).



Fig. 3.2.2 The Chimera of
Greek Mythology

However, skeptics were eventually proven wrong when live platypuses were captured. We see many other strange creatures even today.

- The Tufted Deer (Figure 3.2.3) is a deer that has fang-like teeth.
- The Blob Fish (Figure 3.2.4)
- The Japanese Spider Crab (Figure 3.2.5) has a leg length of 18 feet from claw to claw.



Fig. 3.2.3 The Tufted Deer



Fig. 3.2.6 The Dodo

Also, consider the dodo (Figure 3.2.6). It, like the dinosaurs, is extinct. No one is going to deny that there are a vast number of creatures of just about every shape and size around the



Fig. 3.2.4 The Blob Fish



Fig. 3.2.5 The Japanese Spider Crab

world. Why is it so farfetched to believe that there were creatures that were alive in the past that are now extinct that were truly spectacular?

Therefore, it is logically unsound to say that just because there are no dinosaurs alive today that they lived millions of years ago.

Now that we have looked at the fact that there were spectacular creatures in the past and the dating methods behind them are subject to debate, do we see dinosaurs in any historical account other than paleontology?

The word dinosaur did not exist until 1842 and means “Terrible Lizard”. You will not find the word dinosaur in any historical record, although they may have been called dragons in the past.



Fig. 3.2.7 Babylonian Gate 600 BC

These amazing “dragons” are depicted in artwork all over the world and across history.

Here are just a few examples of the hundreds of artistic depictions all over the world. Far too many are shown in paintings (Figure 3.2.7) and



Fig. 3.2.8 Cambodian Temple

in paintings (Figure 3.2.7) and



Fig. 3.2.9 Ica Stones of Peru

wall carvings (Figure 3.2.8) and therefore much less likely to have been created recently. This is without mentioning the Ica Stones of Peru (Figure 3.2.9).

In addition, the sheer number found all around the world (Figure 3.2.10) shows that early man saw these creatures. They were more than likely hunted to extinction.

The Carlisle Cathedral in England even has dinosaurs alongside so-called “extant species”. These were encased around the tomb of Bishop Bell who died in 1496 (Figure 3.2.11).

The tomb not only includes sauropods, but also dogs, fish, birds, and eels. What reason would the artist have for showing one very particular species of an organism that had not even been discovered yet?



Fig. 3.2.10 Even more dinosaur art

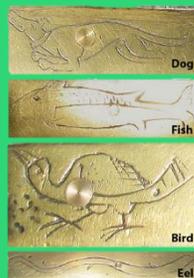


Fig. 3.2.11 Sketchings at the tomb of Bishop Bell

This means that medieval brass workers put sauropods around the burial plot. Not only is this 500 years ago, it is also almost 350 years before the word “dinosaur was even coined.

Since the dating method is questionable and there is evidence to suggest that there were dinosaurs

that lived alongside man centuries ago, why would the textbook claim that they lived millions of years ago?

This chapter would be remiss if it did not mention anecdotal evidence to suggest that travelers and natives in



some lesser developed parts of the world have reported seeing creatures that could only be described as dinosaurs.



Fig. 3.2.12 Armadillo vs. Ankylosaur

For example, a native in the jungles of Bolivia claimed to have seen an amazingly large armadillo (Figure 3.2.12A). However, when a westerner showed him a picture of an ankylosaur (Figure 3.2.12B), he claimed that was what he saw.



Another example is the kongamato of Central Africa (Figure 3.2.13). According to

the people of the region, it will eat any dead or decaying flesh that is left behind.



Fig. 3.2.13 Kongamato attacking



Fig. 3.2.14 Pterodactyl

When asked to describe the creature, the natives will describe it as a large bat-like creature. When a westerner showed them a picture of a pterodactyl (Figure 3.2.14), it was immediately recognized as a kongamato.

These communities have never heard of dinosaurs or that they are millions of years old.

Section 3

The First Cells:



Fig. 3.3.1 Organic,
Inorganic, and non-living

The textbook will say that all life arose from inorganic materials in the ancient past. This, like many falsehoods in the textbook, has no evidence to support it.

It is fitting to define the terms organic, inorganic, and non-living. Organic refers to

any collection of matter that presently exhibits all of the signs of life (Figure 3.3.1A). Inorganic refers to any collection of molecules that does not exhibit the signs of life and was never alive (Figure 3.3.1B). Non-living refers to a collection of molecules that once exhibited the signs of life, but no longer does (Figure 3.3.1C).

The only way that evolution over millions of years could be true is if life arose from inorganic materials. If life did not spontaneously arise from inorganic materials, evolution over millions of years could never have occurred.

The textbook will say that the first life evolved out in the oceans millions of years ago.

Charles Darwin* proposed that the first life arose in a warm little pond somewhere. Thus, a single-celled organism evolved here which eventually became the ancestor of all organisms on Earth.

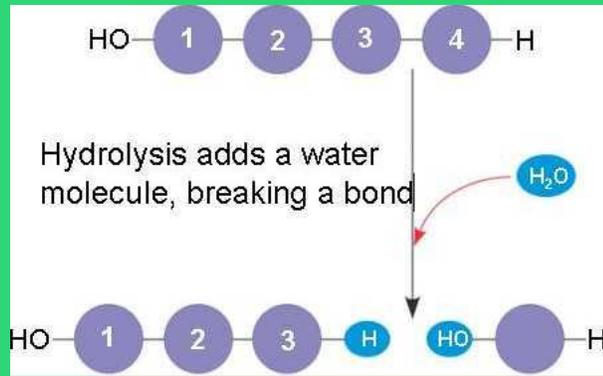


Fig. 3.3.2 Hydrolysis reaction

Unfortunately, Darwin did not understand hydrolysis (Figure 3.3.2). Hydrolysis is a chemical reaction in which water causes different compounds to break apart to form new smaller compounds. If the compounds combine to form a larger compound, it is known as condensation. Thus, hydrolysis is the reverse of condensation.

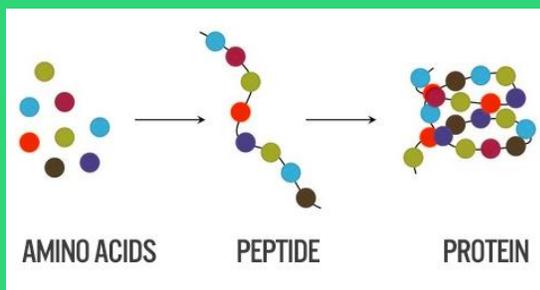


Fig. 3.3.3 A simple protein

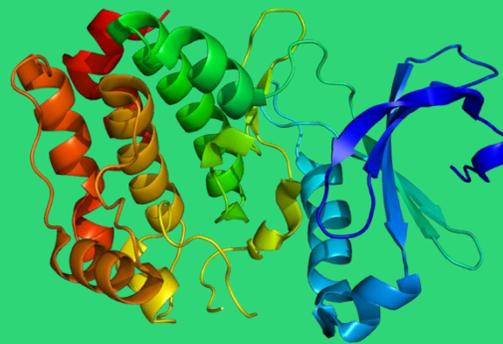


Fig. 3.3.4 A complex protein

*Review Chapter 1 for more information on Darwin's qualifications and research. To remain consistent with current textbook teachings, we will treat Darwin's research as a scientific analysis.

This is important because if there is water (a warm little pond) present, the condensation reaction does not occur. This is the equivalent of trying to reconstruct a salt crystal underwater.

The proteins do not come together in water without an outside force.

The textbook will say that the Miller-Urey experiment (Figure 3.3.3) provided the first piece of evidence that life arose from inorganic materials. This experiment was severely flawed.

The simple explanation of the experiment is that the scientists put some organic compounds (ammonia (NH_3), methane (CH_4), and hydrogen gas (H_2)) in a closed system and zapped evaporated water with electricity.

This experiment was fallacious. Firstly, it was conducted in a closed system, whereas the actual oceans are open systems.

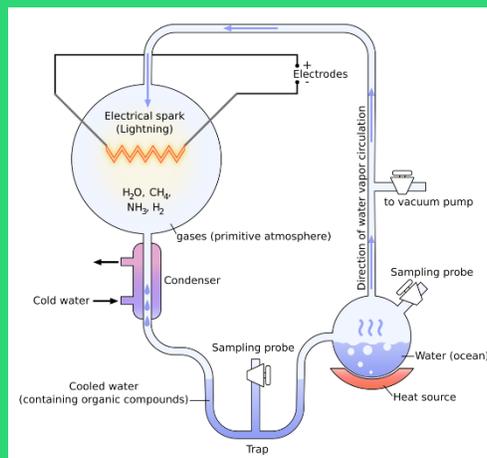


Fig. 3.3.3 The Miller Urey experiment



Fig. 3.3.4 A rusted chain

A much more glaring problem is that the experiment excluded oxygen since this would break down organic compounds, just like how iron rusts (Figure 3.3.4). Without oxygen in the atmosphere, Ultraviolet (UV) light

would break down ammonia. Since this was one of the compounds in their experiment, Miller and Urey could not have ammonia break down. Obviously, since these two excluded oxygen from their experiment, this apparatus does not accurately depict nature.

In addition, even if the geologic column (from the previous chapter) was true, the lowest layers always have oxygen and there is no evidence to suggest that the Earth was ever free of oxygen.

The results of the experiment are troubling as well.

The results produced 85% tar 13% carboxylic acid and 2% amino acids. The first two are toxic to life. If a compound is 98% toxic compound and 2% living cells, no creature will survive.

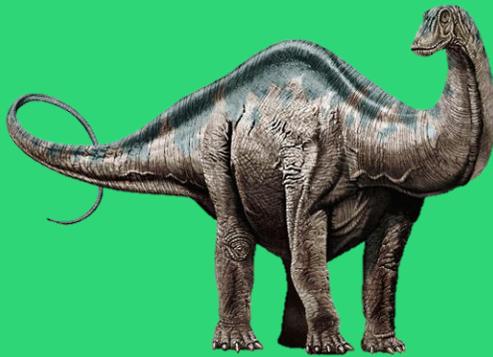
If life cannot come about by natural forces over millions of years, the evolutionary timeline has no backing at all.

IN CONCLUSION:

There are a number of ways to tell that the Earth is not millions of years old. (Section 1)

There are accounts of dinosaurs in artwork over the centuries. There are also anecdotal accounts in relatively unexplored parts of the world. (Section 2)

Life always comes from life and not from inorganic material (Section 3)



Questions for Further Discussion:

1. Why would scientists limit themselves to only certain geologic clocks and be closed to those that imply a young Earth? (Section 1)
2. Is there any scientific evidence that dinosaurs are millions of years old? (Section 2)
3. Why would dinosaurs be depicted in artwork alongside man around the world before the first fossil was discovered? (Section 2)
4. Why is it so important that life arose from inorganic material. (Section 3)
5. Why would scientists trust an illogical experiment to try to create life? (Section 3)
6. Is there another hypothesis that will explain these phenomena?

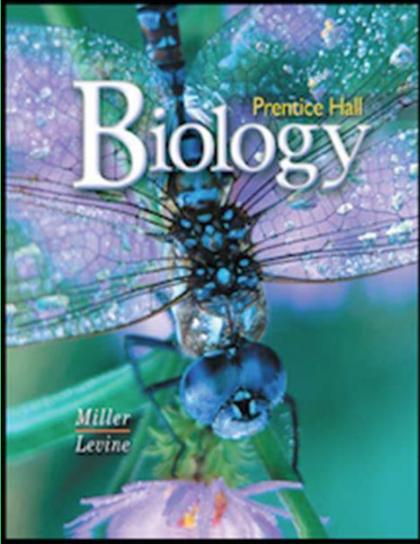


CHAPTER 4

Radioactive Dating



What Does the Textbook Teach?



The textbook will say that if you measure the radioactive decay of certain elements that make up a substance, you can determine the age. (Section 1)

The textbook will say that because of research in this field, the Earth is millions of years old. (Section 2 & Section 3)

Section 1

Why Dating Methods Fail:

One of the main problems with modern dating methods is that it is based on unverifiable assumptions.

To accurately calculate the time elapsed, you need to know the starting amount, the ending amount, and the half-life rate (Figure 4.1.1) and assume that there is a closed system.

$$A = A_0 * 2^{(-t/h)}$$

A=Ending Amount

A₀=Starting Amount

t=Time Elapsed

h=Half-Life Rate

Fig 4.1.1 Half-Life formula



Fig 4.1.2 Water filling up a glass.

Simply put, imagine a glass of water that is half full. Now imagine that water is dripping into the glass that fills it at an average of one tenth of a glass per hour (Figure 4.1.2).

How long has water been dripping into the glass?

You might conclude that it has been on for five hours, but this is not necessarily true. You are assuming that there was no water in the glass to start with (starting amount), no water

evaporated (closed system), and that the water has always been dripping at the same rate (Half-Life Rate).

These assumptions can radically shift the answer.

Let us compare this to radioactive dating.

Radioactive elements decay from one element (parent compound) to another element (daughter compound) (Figure 4.2.2). If there is any of the daughter compound present at the start of the reaction, it will look older than it is. This is the equivalent of having some water in the glass before the faucet was turned on.

We also have to assume a completely closed system. Any outside force that alters the environment can change the decay rate. If water washes away some of the compound or a dog eats part of the sample, the numbers will change. In essence we are assuming that no water evaporated or was poured out of our glass.

Finally, we are assuming that the half-life rate was always the same and no factors were involved to change the rate. Circumstances that could possibly change the rate are myriad including environmental pressures and weather. This would be the equivalent of changing the flow of the faucet during the experiment. Even so, one must consider that the rate is still very theoretical.

Since measuring radioactive decay is based entirely in unverifiable assumptions, it cannot be trusted.

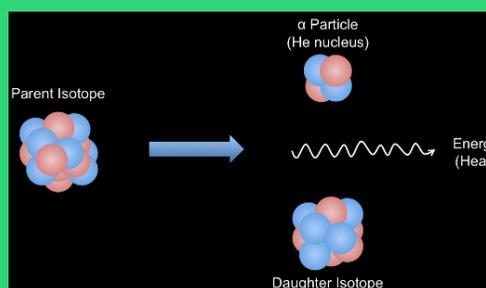


Fig 4.2.2 Radioactive decay illustrated.

Section 2

How Dating Methods Fail:

Now that we have established that the modern dating methods cannot be trusted from a theoretical standpoint, can they be trusted in practice?

There are actually a plethora of examples too numerous to list here. However, let us examine a few:

- The decay rate of Carbon 14 is about 5,730 years, but scientists have found statistically significant amounts in diamonds (Figure 4.2.1) that are supposedly millions of years old.
- The lower leg of the Fairbanks Creek mammoth (Figure 4.3.2) had an age of 15,380 years, while its skin and flesh were 21,300 years, according to Harold E. Anthony. This is a discrepancy of 72% or 5,920 years.
- Living mollusk shells were carbon dated as being 2,300 years old according to scientists, M. Keith and G. Anderson.
- A freshly killed seal (Figure 4.2.3) was carbon dated as having died



Fig 4.2.1 A diamond containing C14



Fig 4.2.2 A mammoth dated at two different ages.



Fig 4.2.3 A living seal dated at thousands of years old.

1,300 years ago according to the *Antarctic Journal* in 1971.

- **Shells from living snails were carbon dated as being 27,000 years old according to *Science*.**

These are just a few examples. It seems that radioactive dating is not a reliable method since we cannot observe the events that occur. In addition, when events are observed, the dating method is called into question.

Furthermore, if the dating methods give two different dates, the evolutionist will use the date that best fits the evolutionary timeline (the geologic column).

Section 3

When To Use Dating Methods:

Based on what we have learned, it will come as no surprise to learn that most scientists do not actually use radioactive decay to date tissue, fossils, and rocks. This is because scientists realize how inaccurate radioactive dating can be. Despite this, it will still be taught in the textbook as if it were fact.

Radioactive dating is only used when the results support the evolutionary worldview. In general, if you were to take a sample to a lab to have them date it, the scientist would ask you what layer it was found in before dating it.

This is not to determine the environment, but it is so they can find out which layer it is in. This is because the layer dates the fossils “more accurately” than any radioactive dating method.

Aside from sciences such as anthropology (the study of people and cultures), radioactive dating methods are rarely used. Even when anthropologists use radioactive dating, they will still only use the date that best fits the geologic column.

In fact, different dating methods can provide very different results.

On May 18, 1980, Mt. St. Helens (Figure 4.3.1) erupted. Cooled lava was pulled in 1992 and Potassium-Argon dated to



Fig 4.3.1 Mt. St. Helens

be 350,000 years old. Ever since it hardened, the “radiometric clock” should be at zero. Furthermore, the minerals were dated to be 2.4 million years old. There is not a single other field of science where such a large margin of error would be accepted.

Polonium has a very short half-life (three minutes at most). The textbook will say that the Earth’s surface was molten from its formation that eventually cooled down. However, there are polonium “halos” (Figure 4.3.2) that are present in stone such as granite. If the polonium was in stone that slowly cooled and hardened over millions of years, such halos should not exist.

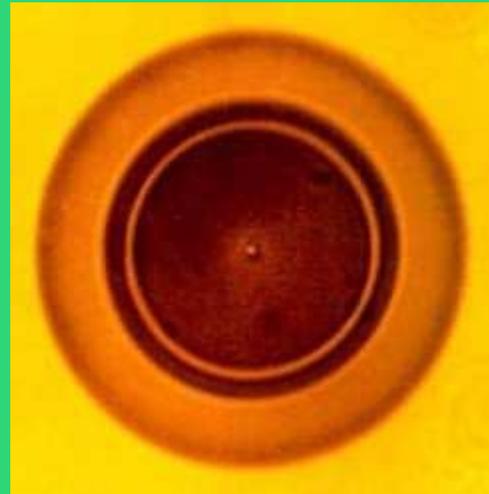


Fig 4.3.2
Polonium Halos

IN CONCLUSION:

In reality, radioactive dating methods are flawed based on unverifiable assumptions. (Section 1)

If dating methods cannot be supported by historical data, the radioactive date is rejected. (Section 2)

Radioactive dating cannot be trusted since it can give dates that differ even by hundreds or even thousands of years. (Section 3)



Questions for Further Discussion:

1. Why would scientists use a dating method that is unreliable as a standard? (Section 1)
2. Why would scientists use an unreliable dating method only when they do not have historical data to find the age? (Section 2 & Section 3)
3. Is there another hypothesis that will explain these phenomena?



CHAPTER 5

Forming Elements



What Does the Textbook Teach?

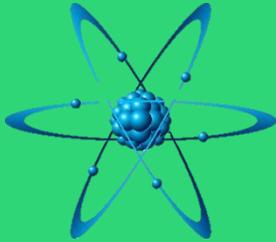


The textbook will say that all the advanced elements in the universe were formed from fusion. (Section 1)

The only way for there to be the time to make all of the larger elements would be if the universe was millions of years old. (Section 2)

Section 1

FORMATION OF ATOMS:



Atoms are phenomenally complex objects. You could spend a whole career studying these things and never fully understand them.

In order for the millions of years of evolutionary history to make sense, scientists believe that the elements, which makeup everything in the universe, need to have been formed in the hearts of stars.

Stars generate their vast power by fusing hydrogen atoms to create helium (Figure 5.1.1). This is a process known as nuclear fusion.

Now the bigger the atom, the more difficult it is to fuse. You can melt different types of metal, but they are still made from the same atoms that you started with. It does not make a new element. New elements require a more complicated process.

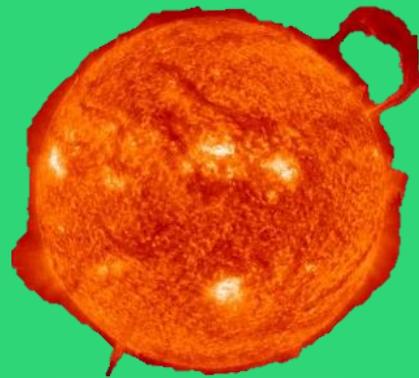


Fig. 5.1.1 A star uses fusion for power.

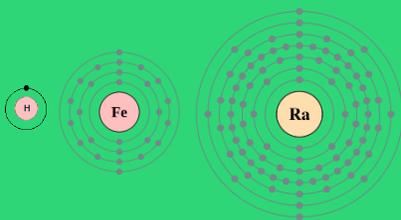


Fig. 5.1.2 Hydrogen, iron, and radium atoms

Going up the periodic table drastically increases the complexities of the atom (Figure 5.1.2).

Fusing the atoms together to create new atoms is a different story altogether. So far, scientists have been unable to find a star that can fuse past iron. Iron is only

number 26 of 86 naturally occurring elements. The remaining 60 exist, but could not have formed by fusion, at least with the present model.

It has been suggested that multiple stars dying simultaneously could produce enough heat to fuse past iron. With all the heavy elements such as Zinc (30), Cesium (55), and Platinum (78) on Earth and in asteroids it is illogical to think that these formed from dying stars. If all of the advanced elements in the universe were formed from multiple stars dying concurrently, there should not be any stars left.

The process of nuclear fusion is responsible for forming the elements above hydrogen. These elements then came together to form the stars. Stars are formed by the super-compression of elements. This will be further discussed in Chapter 9.



Fig. 5.1.3 The chicken and the egg.

Therefore, the elements are needed to make the stars, but the stars are needed to make the elements. One cannot have come into existence by purely natural forces without the other. The elements would need to form so that they could produce a star and the star

was needed to produce the elements (Figure 5.1.3).

Section 2

FORMATION OF THE UNIVERSE:

The universe, as we know it today is quite large and has levels of complexity that are impossible to fathom.

The textbook will say that the Big Bang theory is the explanation for the formation of the universe.

This theory posits that at some time in the distant past, the entire universe and all that it contains (all of the matter and all of the energy) existed in a singularity smaller than the period on this page (Figure 5.2.1).

This singularity began to expand and eventually everything that we know today came into existence over slow and gradual processes.

If this hypothesis is true, the expansion occurred slowly and over, billions of years just like the fusion that created the heavier elements.

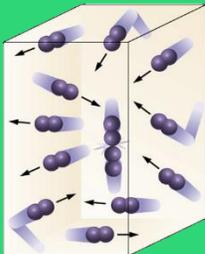


Fig. 5.2.2 Gasses expand

A glaring problem with this hypothesis is the force of gravity. Anyone who has watched a space shuttle launch can tell how difficult it is to break through the Earth's atmosphere. This is comparable to expanding gasses (Figure 5.2.2).

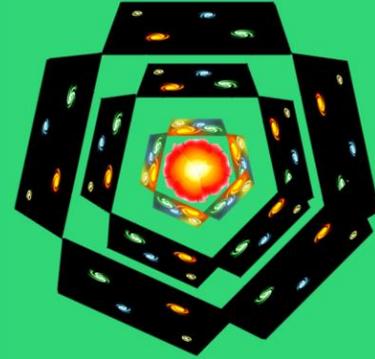


Fig. 5.2.1 The expansion of the universe

Imagine all the matter in the universe in a single dot and how much gravity this would hold. If the laws of physics hold true, the expansion should not have occurred.

IN CONCLUSION:

Even just the atom is complex beyond all measure and forming elements is exceptionally difficult. There is no method by which elements past iron can form. (Section 1)

Since the stars are needed to form the elements and the elements are needed to form the stars, one could never have existed without the other. (Section 1)

Saying that the universe formed by a rapid expansion does not fit empirical science. (Section 2)



Questions for Further Discussion:

1. If we see iron and many other heavier elements across the cosmos, how did these elements come into existence? (Section 1)
2. Which came first the elements or the stars? (Section 1)
3. How did the universe come into being if not from a rapid expansion? (Section 2)
4. Is there another hypothesis that will explain these phenomena?

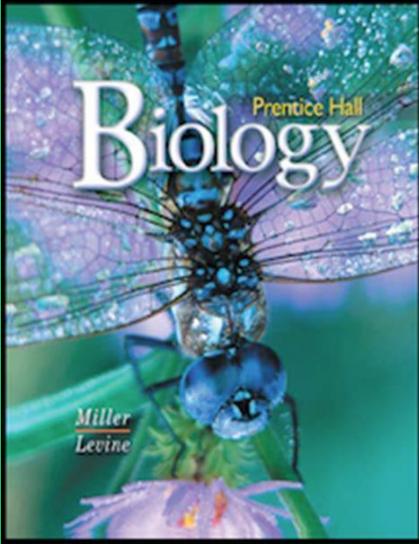


CHAPTER 6

Genetic Changes



What Does the Textbook Teach?



The textbook will teach that small changes over long periods of time is what it takes to change from one type of organism to another. The textbook will define this as evolution. (Section 1, Section 2, and Section 4)

It will teach you that two major pieces of evidences for evolution are microbes gaining immunity to disease and mutations in humans. (Section 3 & Section 5)

Section 1

DARWIN'S FINCHES:

When Charles Darwin* went to the Galapagos Islands, he found a number of species of finches (Figure 6.1.1). He noticed that each of their beaks were slightly different depending on their diet.

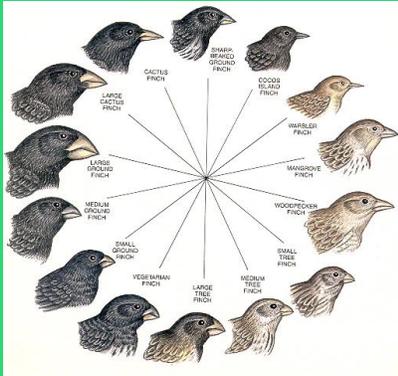


Fig. 6.1.1 Variations of finches

Because of this, Darwin concluded that humans and pine trees shared a common ancestor. In his book, *Origin of Species*, he describes the similarities amongst different birds as proof that all living organisms on the face of the Earth share a single common ancestor (Figure 6.1.2).

Recall from Chapter 3 that Darwin* also insisted that all life evolved from non-living materials.

*Review Chapter 1 for more information on Darwin's qualifications and research. To remain consistent with current textbook teachings, we will treat Darwin's research as a scientific analysis.



Fig. 6.1.2 A human and a pine tree

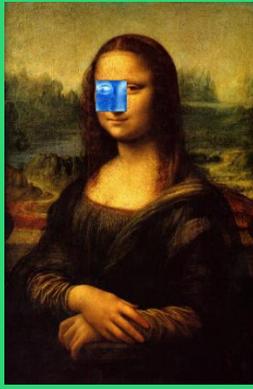
Section 6.2

GENETIC VARIABILITY:

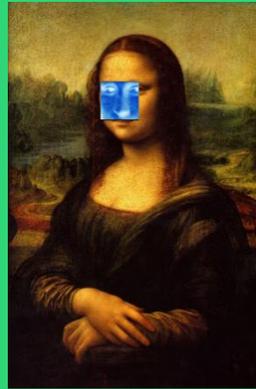
Scientists once believed that 1% of our DNA was different from apes. However, scientists now believe the difference may be as much as 5%. A variation of 1.6% of the genetic code is 48,000,000 (48 million) nucleotides. This is more than enough to be fatal. Since even 1.6% is enough to be deadly, a difference of 5% is inconceivable (Figure 6.2.1).



The original Mona Lisa



Mona Lisa with 1% variation.



Mona Lisa with 1.6% variation.



Mona Lisa with 5% variation.

Fig. 6.2.1 The Mona Lisa with slight variations.

In order to understand chromosomes, know that any trait for any species has the trait on an analogous chromosome. This chromosome count is species specific. For example, human blood type is contained on Chromosome 9. This is true for all humans, past and present.

Although we do share many traits with apes and other simians, we also possess a different number of chromosomes.

Humans have 23 pairs of chromosomes and apes have 24 pairs. That may not seem like much until you realize exactly how much information is stored in just one chromosome. The

average human chromosome has about 20-25,000 genes. This means that there are at least 40,000 genes that just appeared and switched themselves across different chromosomes between different species of simians.

To further complicate things, the analogous traits of humans are rarely found on the same chromosome as they are in other simians.

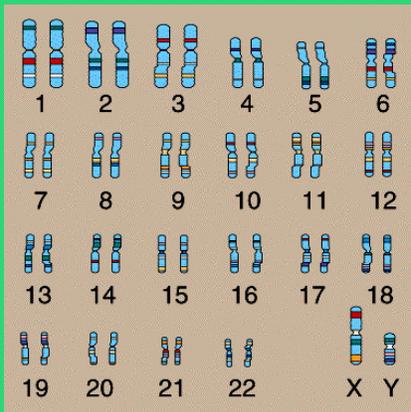


Fig. 6.2.2 The 23 pairs of human chromosomes.

If we were to compare the DNA code to the text of a book, each pair of chromosomes would be a different chapter. Thus, we would have 23 chapters (Figure 6.2.2) and the apes would have 24 chapters.

In this analogy, the genetic code that makes up the organism would be the sentences found in each chapter.

We should look for similar sentences in both the human book and the ape book. However, the sentences that are found together in the human book are found in different chapters in the ape book.

This would mean that over 900,000 genes (sentences) would have had to switch across many chromosomes (chapters) as the transition was made from apes to humans. Even if these 900,000 genes did switch over many generations, there is no empirical data or any other evidence to show these transitional forms (see Chapter 7).



Fig. 6.2.3 Chromosome 1
in Humans and Gorillas

This is a monumental change to say the least. We see the genes are not on analogous chromosomes with a number of other simians, such as gorillas (Figure 6.2.3). Scientists have mapped the chromosomes of multiple simians and we see the same pattern.

Despite the fact that the chromosomes show no commonalities on the scale that evolution would require, many scientists will still teach that the

DNA between chimps and humans 99.9% similar.

We actually see the same pattern when we look at virtually any other species. For example, fruit flies have eight pairs of chromosomes and house flies have twelve. If we assume an average of 10,000 genes per fly chromosome, the house fly has about 80,000 more genes than the fruit fly. That large number of genes and switching across chromosomes would be fatal to the fly or any organism.

Section 3

ANTIBIOTIC RESISTANCE:

The textbook will say that one of the best pieces of evidence for evolution is immunity to drugs in bacterial populations. If you do not use the drug until all the bacteria are dead, those that are still alive will gain immunity to the drug (Figure 6.3.1).



Fig. 6.3.1 Bacteria
“gaining” immunity

In order to become immune to anything, a bacteria loses the portion of the genetic code that the anti-biotic effects. This means that it loses some part of what makes it work (Figure 6.3.2).

Therefore, the bacteria are not actually gaining any information, but are actually losing information.

Losing information is the very opposite of what is needed for evolution because this requires an increase in genetic information, which is not observed. Evolution requires new DNA, but with microbial immunity, all we see is a decrease in genetic diversity.

Another method of developing resistance is gene shuffling between bacteria. Bacteria can trade genes between one another. However, this is still just a variation within what was already present.

THE DOG RAN BUT THE CAT DID NOT
THE DOG RAB UTT HEC ATD IDN OT_

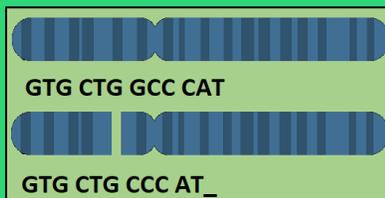


Fig. 6.3.2 Deleted
segments of a gene.

Section 4

VARIATIONS AND HYBRIDS:



Fig. 6.4.1 A Polar bear and a Grizzly bear.

There are Asiatic bears, Grizzly bears, Brown bears, Black bears, Polar bears, Panda bears, Sloth bears, and Sun bears (Figure 6.4.1). All of them are just a reshuffling of already present

DNA.

Pizzly bears and Grolar bears are the offspring of Grizzly bears and Polar bears (Figure 6.4.2). That is because both are variations of a bear.



Fig. 6.4.2 A Grolar Bear

There are all sorts of dogs in the world.



Fig. 6.4.3 A Great Dane and a Chihuahua

We have big dogs and little dogs, but they are all dogs (Figure 6.4.3). There are animals as big as elephants and as small as fleas, but there are still limits as to how far a species can diversify.

Wolves, dingoes, and huskies (Figure 6.4.4) are all likely descended from a common ancestor. One of the main differences between the three is hair length.



Fig. 6.4.4 A dingo, wolf, and husky

If true, wolves (medium length hair) moved to climates that were either frigid or warm. A variation to huskies (long hair) dominated colder areas and dingoes (short hair) came to live in warmer climates. Variations such as these occur in all species due to environmental pressures, but these variations have limits.

All that has been shown is a variation of already existing genetic material. The textbook will say that organisms have drastically changed over the years, but there is no fossil record or any indication to confirm this.

Section 5

VARIATIONS IN HUMANS:

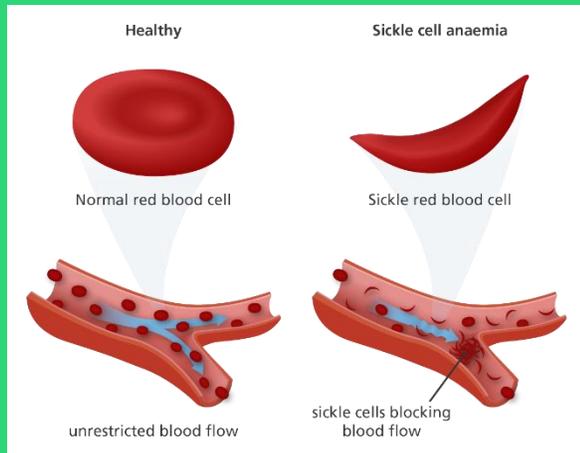


Fig. 6.5.1 Sickle Cell Anemia and its effects.

Scientists will posit that one of the most common examples of evolution in humans is Sickle Cell Anemia (Figure 6.5.1). This mutation is caused by a single letter of variation in the DNA. This causes the red blood cells to take on a new appearance that keeps them from carrying oxygen as efficiently (Figure

6.5.2). The textbook will say that this is an adaption in order to help those in mosquito-infested areas of Africa.

This is far from evolution since this is nothing more than a variation of already existing DNA.

To take this train of thought to its only logical conclusion: If you cut off your foot, you would never get athlete's foot.

Therefore, a person was born without feet would have an evolutionary advantage.

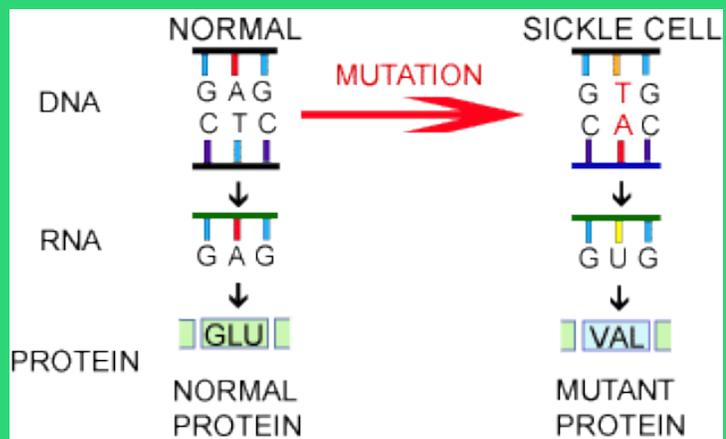


Fig. 6.5.2 The mutation of Sickle Cell Anemia.

IN CONCLUSION:

Darwin concluded that humans and pine trees were related because there were birds with slightly different beaks. (Section 1)

We do not see new information appearing on the DNA code. If we compare where the information is on the analogous chromosomes, it is illogical to assume common ancestry. (Section 2)

There are limits to how far genetic variation can go. These limits keep all creatures from having a single common ancestor. (Section 3 & Section 4)

All that has ever been observed is a variation of already existing genetic material. Sometimes the genes are varied or deleted, but this is not the formation of new genes. (Section 4 & Section 5)



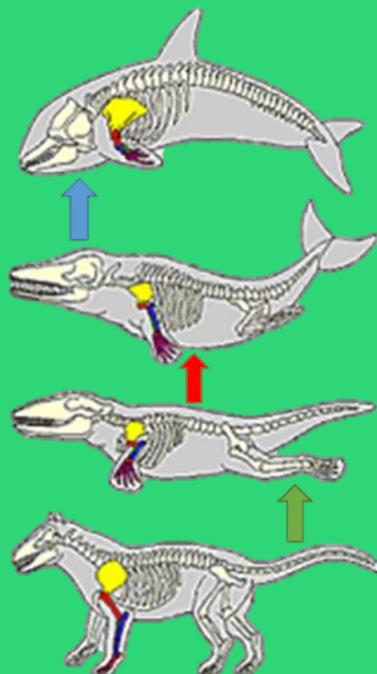
Questions for Further Discussion:

1. Why would Darwin conclude that humans and pine trees are related? (Section 1)
2. Why would scientists say that species that are directly related to one another when they have different chromosome counts and thus a large variation in genetic diversity? (Section 2)
3. Why would scientists say that these mutations (such Sickle Cell Anemia and antibiotic resistance) are evidence for evolution, when it is simply an example of deleted or reshuffled information? (Section 3 & Section 5)
4. Is it really evolution if you are just losing that which makes you vulnerable to disease? (Section 3 & Section 4)
5. If just one amino acid in the code for a red blood cell can create Sickle Cell Anemia, how much more chaos would be caused by changing hundreds of genes simultaneously? (Section 5)
6. Is there another hypothesis that will explain these phenomena?



CHAPTER 7

Transitional Forms



What Does the Textbook Teach?



The textbook is going to teach that all organisms descended from a common ancestor. The only way that this could occur is with millions of years. (Section 1)

The small changes and variations that have occurred over the years are evidence for these transitional forms. (Section 2)

The textbook will say that small incremental changes throughout human history show how we changed from ape-like ancestors. (Section 3)

The textbook will say that we can chart the changes in species over the millennia. (Section 4)

Section 1

Transitional Forms:

The textbook will teach that all organisms evolved from a single common ancestor millions of years ago (Figure 7.1.1).

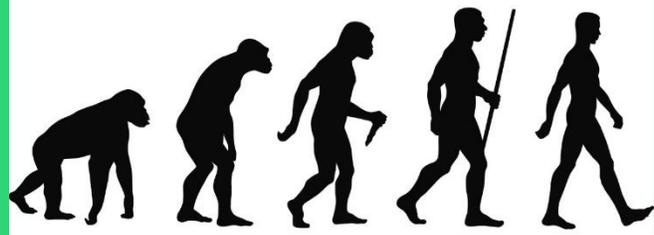


Fig. 7.1.1 The supposed changes in humans.

Since we supposedly share this common ancestor, the textbook will say that there are many transitional forms. A transitional form is a step along the evolutionary chain in which one will exhibit traits of both organisms.



Fig. 7.1.2 An Alaskan Malamute

It only logically follows that some form or variety of each organism is closest to its ancestral species. For example, the Alaskan Malamute (Figure 7.1.2) is among one of the closest to the wolf, from which all domesticated dogs descended.



Fig. 7.1.3 Adolf Hitler

Therefore, it would stand to reason, that some varieties of humans are closer to our ape-like ancestors than others. This has been the philosophy of many dictators (Figure 7.1.3) and eugenicists (Figure 7.1.4) around the world.



Fig. 7.1.4 Margaret Sanger



Fig. 7.1.4 Ota Benga

Perhaps the most infamous was the case of Ota Benga (Figure 7.1.4). In 1906, Ota Benga was a pygmy that was placed in an exhibit at the Bronx Zoo to show how far humanity had evolved from ape-like ancestors. Specifically, to show how similar the people of Africa were to simians.

Going back to the diaries of slave

owners from centuries ago, we see that slaves were always treated as less than human. This racially charged barbarism was only made worse when fueled by the addition of millions of years and Darwinian evolution (Figure 7.1.5).

Another moral atrocity was committed in Australia.

European scientists found

aboriginal graves and began robbing them in order to put the



Fig. 7.1.6 A modern Australian Aborigine

skulls in museums to prove the evolutionary theory true (Figure 7.1.6).

There are other atrocities as well, but these few will suffice to demonstrate how far Darwinian supporters went to back up their hypothesis of transitional forms.

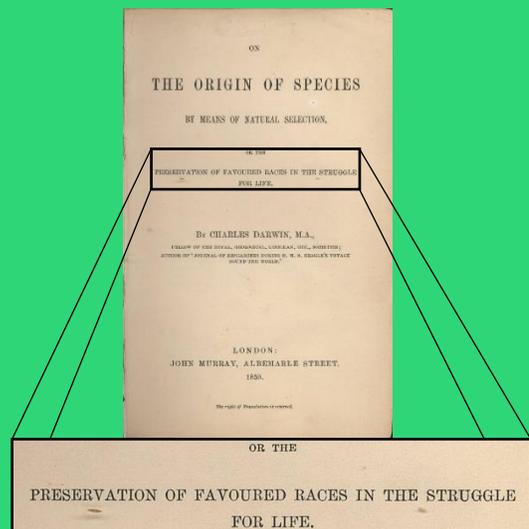


Fig. 7.1.5 Darwin's original book.

Section 2

The History of Animals:

The textbook say that aquatic mammals such as whales and dolphins descended from a land-dwelling ancestor. Their evidence consists only how these creatures swim. Since most other aquatic creatures propel themselves forward by moving their tails from side to side (Figure 7.2.1A), they must have a different ancestor than one that moves it tail up and down (Figure 7.2.1B).



Fig. 7.2.1 How aquatic creatures swim.

If this is true, we would expect to see some fossil evidence of this change from a land-dwelling creature to a sea-dwelling creature. In reality, no such creature has been found.

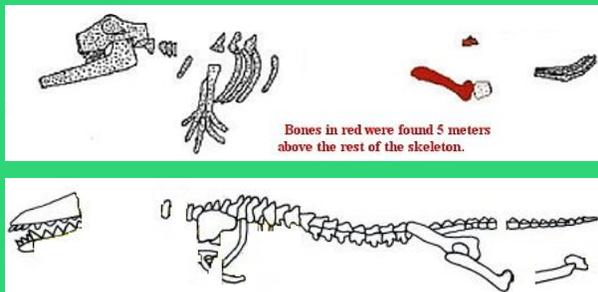


Fig. 7.2.2 The "pakicetus" bones

One of the fossils that the textbook will mention is the infamous, pakicetus. This is a strange find to be used by the evolutionists since scarcely any bones were found (Figure 7.2.2A). With so many bones falsified by researchers to fill in the gaps (Figure 7.2.2B) in the fossil it is hardly scientific to call this a transitional form.

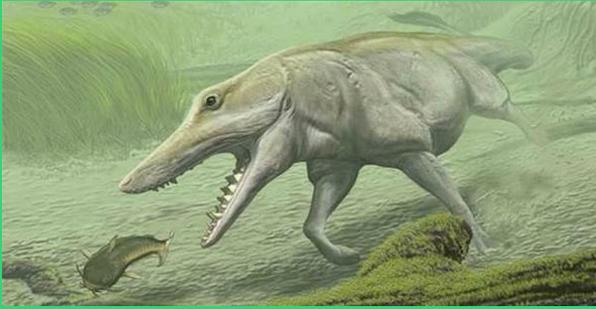


Fig. 7.2.2 The Pakicetus

This hypothetical creature was formed from half a fossil and then labeled a transitional form without evidence. The textbook will say that this transitional form is undeniable proof of

evolution despite the drawings of the creature (Figure 7.2.3) having almost no fossil evidence as source material.

Another point of contention that comes about when going from a land-dwelling mammal to a sea-dwelling mammal is the mouth.

In land-dwelling mammals, the animal is able to both breathe and eat via the mouth. This separates into two pathways. One leads to the lungs and the other to the stomach. There is a valve known as the epiglottis (Figure 7.2.4) that prevents food from going into the lungs.

Sea-dwelling mammals have two distinct pathways (Figure 7.2.5). One leads from the mouth to the

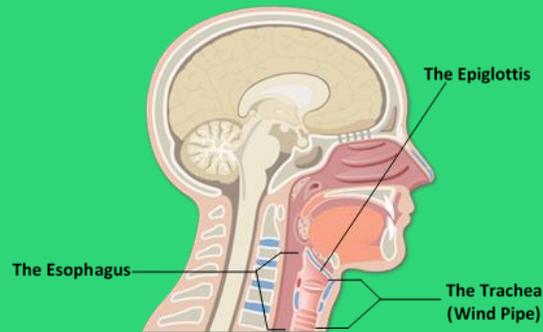


Fig. 7.2.4 The Epiglottis

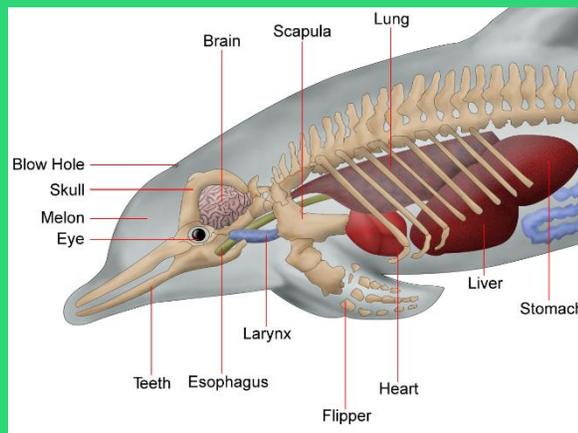


Fig. 7.2.5 The dolphin blowhole

stomach, whereas the other leads from the blow hole to the lungs.

It should come as no surprise that both of these had to come into existence simultaneously for the creature to survive underwater.

There is no fossil evidence to show these two separating into two distinct passages.

Furthermore, without these two separate pathways becoming fully functional concurrently, the creature would drown.

Section 3

The History of Humans:

The textbook will also say that humans have a vast number of transitional forms (Figure 7.3.1). However, in reality, Darwinian scientists have falsified fossils to support their theory:

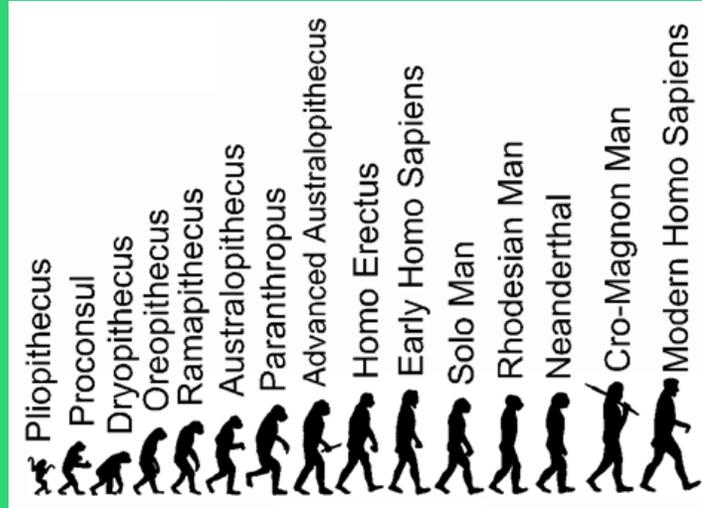


Fig. 7.3.1 A simplified depiction of supposed human ancestry.

- **Lucy**
(*Australopithecus africanus*) (Figure 7.3.2) is depicted as having hands and feet in every display, but none were found.
- **Pitldown Man**
(*Eoanthropus*) was a forgery made from a human skull with the jaw of an orangutan grafted onto it.
- **Nebraska Man**
(*Hesperopithecus*) (Figure 7.3.3) and his wife were reconstructed from a single pig's tooth.

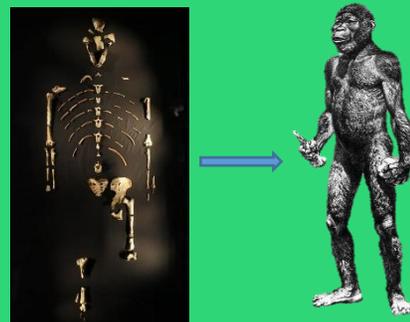


Fig. 7.3.2 Lucy has no hands or feet.

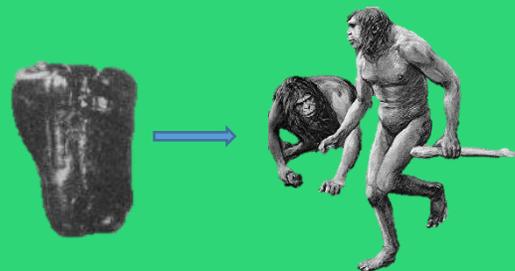


Fig. 7.3.3 Nebraska Man's Tooth

- Java Man (*Pithecanthropus*) was made from the skullcap of an ape, but a thigh bone was found 12 Meters (40 feet) away. This was just assumed to be a part of the same creature as the skull cap.
- Orce Man (Figure 7.3.4) was a skull fragment from a four-month-old donkey.
- Peking Man (*Sinathropus*) was presented as an ape-man, but is now known to be human.
- *Ramapithecus* was thought to be an ancestor of humans, but is just an extinct species of orangutan.
- Neanderthal (Figure 7.3.5) was found to have died, according to Oxford, sometime around 1750. The textbook will say that this is an ancestor of modern man that lived several millennia in the past that started to stand erect. Furthermore, there is evidence to suggest that the reason it is bent over is a combination of disease (such as arthritis) and old age.



Fig. 7.3.4 Orce Man's skull cap



Fig. 7.3.5 Neanderthal skeleton

These are not just random examples but were actually posited by the scientific community until they were found to be fakes. However, there are many evolutionists that still accept these fabricated fragments as fact.

There are other examples, but these serve to show how far evolutionists will go to support their hypothesis.

Many textbooks have stopped including the vast majority of these and other fabricated fossils, however they will still be referenced to say that humans evolved from an ape-like ancestor without any proof or evidence.

There is also a discrepancy with how the skulls are reconstructed. Jack Cuozzo (Figure 7.3.5), an orthodontist, found that Neanderthal skulls were adjusted to support an evolutionary worldview. He discovered this by performing an X-Ray of the skulls. If the jaw bone is attached further inward, it looks more human, but if the jawbone is attached further out, it looks more ape-like. What Cuozzo found was that the jaw bones were often not attached to the skull. This means that the skulls in museums in Paris (and other displays around the world) were intentionally altered to support evolution by falsifying data.



Fig. 7.3.5 Jack Cuozzo

Throughout all recreations of supposed human ancestors, we also see a problem with artistic depictions. In most instances, if the artist wishes to depict an early transitional form, the artist will use dark brown skin.

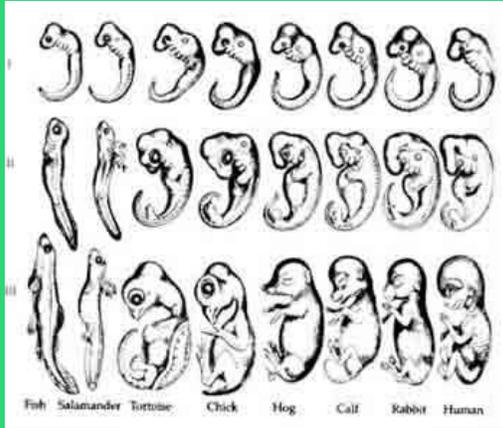


Fig. 7.3.6 Haeckel's original drawings

While these are all falsified, the worst offenders were created by Ernst Haeckel in the late 1860's (Figure 7.3.6). Haeckel was one of many scientists trying to prove Darwinian evolution. To do this, he decided to draw theoretical gestational changes in humans as compared to fish, salamanders, tortoises, chickens, hogs, calves, and rabbits. This was all done before reliable microscopes were available.

His drawings indicated that the further down the evolutionary chain, the fewer physical similarities there were between the organisms in the womb or egg.

However, it was not long before it was found out that he faked the data (Figure 7.3.7). He was put on trial at his own university. Even when approached with the frauds, he refused to admit his bias. Even though he was fired for his academic misconduct, his teachings and drawings are still used in textbooks today.

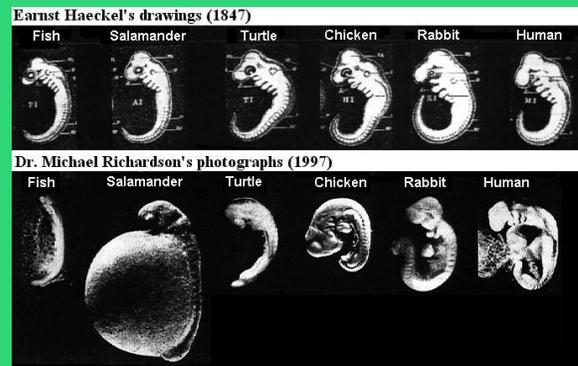


Figure 7.3.7 Photos of embryonic development

Section 4

Variation in Fossils



Fig. 7.4.1 An octopus fossil

The textbook will say that we see organisms appear in the fossil record and that these show how they looked when they first moved across the Earth.

The only problem is that they look just as they do now.

For example the octopus supposedly first evolved 250 million years ago (Figure 7.4.1).

However, examining fossils show little to no differences with extant

(species that are still alive) varieties of octopus (Figure 7.4.2).

The same holds true for virtually all species on Earth.

Thus there is no evidence found that gives an indication that animals have changed.



Fig. 7.4.2 An extant octopus

The textbook will outline how creatures have changed over the years by creating charts and graphics of very similar organisms together in order of increasing complexity (Figure 7.4.3).

This is based on the assumption that is central to evolution: Organisms slowly increase in complexity over the generations.

Despite the fact that there has never been any empirical indication of this, it will still be taught as fact. All that has ever been observed is a variation of already existing traits.

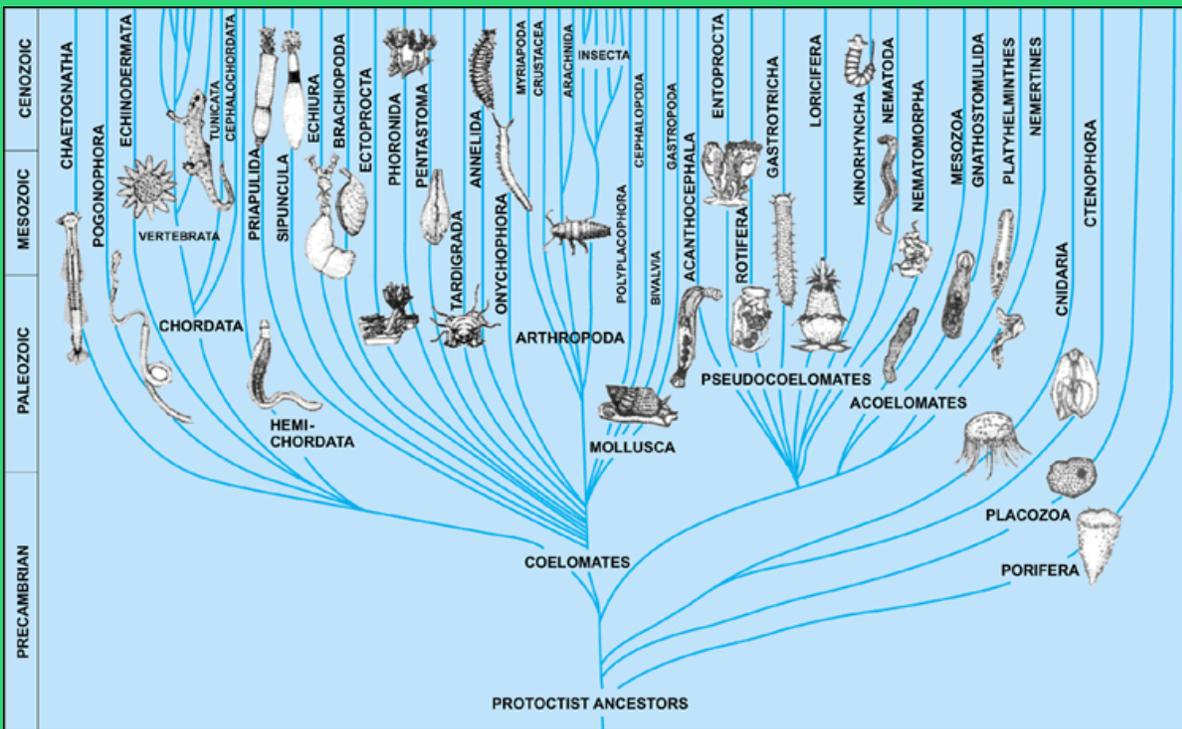


Fig. 7.4.3 A chart with hypothetical changes.

Therefore, no fossil evidence exists that shows transitional forms, just as there is no evidence of our hypothetical ancestors.

Saying that there are transitional forms without any evidence is hardly scientific.

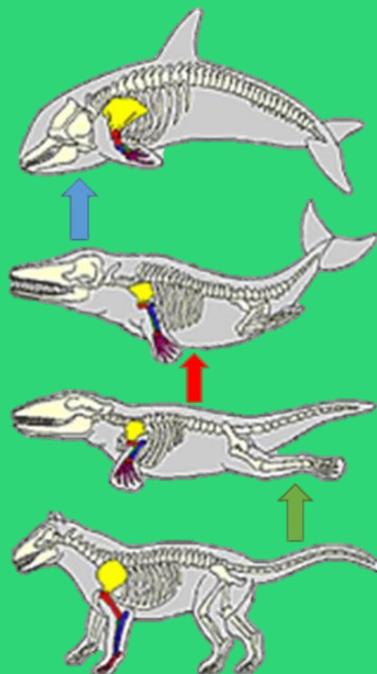
IN CONCLUSION:

We see that the history of transitional forms is steeped in racial bias and led to eugenics. (Section 1)

There is no evidence that any aquatic mammal descended from a land-dwelling animal. (Section 2)

What we actually see are countless examples of fossils being falsified to support the evolutionary theory. Whether that be putting them together incorrectly, combining skeletons, or major guesswork. (Section 3)

The textbook will say that organisms have drastically changed over the years, but there is no record of this. (Section 4)



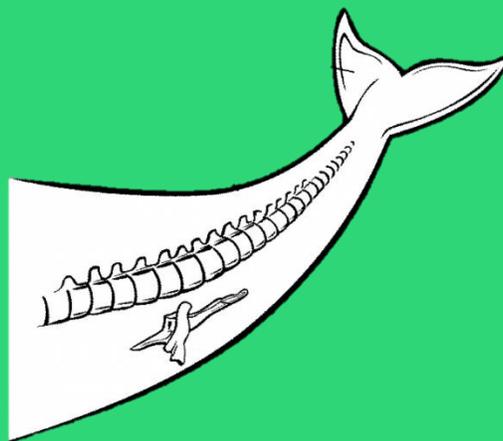
Questions for Further Discussion:

1. Why would scientists not discuss the undeniable racist history advocated by transitional forms? (Section 1)
2. Why would scientists say that the ancestors of whales and dolphins once walked on land without evidence? (Section 2)
3. Why would scientists falsify skulls to make them fit with an evolutionary worldview? (Section 3)
4. Why would the textbook indicate an increase in physical complexity that is only based on guesswork? (Section 4)
5. If there is no evidence to support a position, what chaos would arise if researchers just made up facts to support their conclusions? (Section 4)
6. Is there another hypothesis that will explain these phenomena?

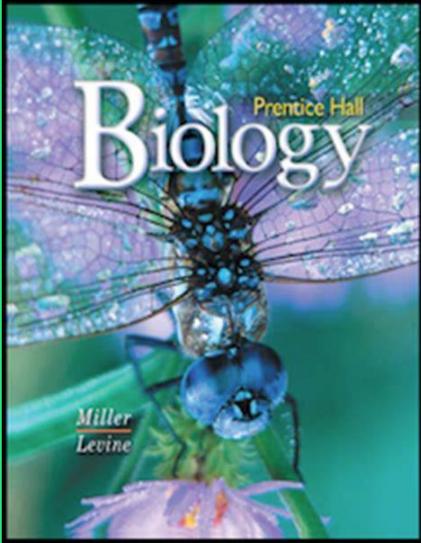


CHAPTER 8

Vestigial Organs



What Does the Textbook Teach?



The textbook is going to teach that humans and other organisms have structures that were useful in the past. They still remain, but no longer serve a function. They suppose that this is evidence of millions of years of evolution. (Section 1 & Section 2)

It will say that there are portions of the human genome that are leftovers from our ancestors down the evolutionary chain (Section 3).

Finally, the textbook will say that there are organs that evolve away in the womb. (Section 4)

Section 1

Vestigial Organs in Animals:

A vestigial organ is a structure that no longer serves a purpose. The textbook will say that it might have served a purpose in one of the ancestors of the organism countless years ago. Since evolution eliminates only that which is harmful or adds that which is helpful, if a structure is neither harmful nor helpful, it will remain unchanged. This becomes a vestigial structure.

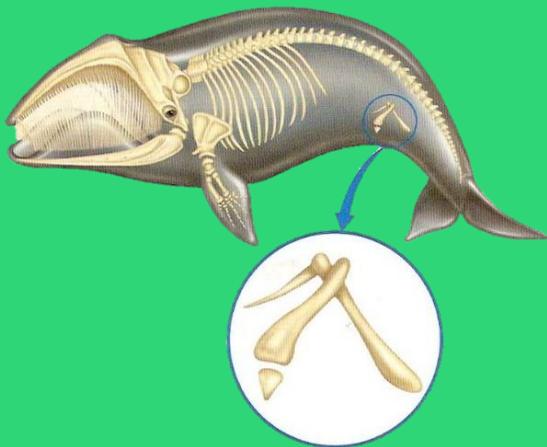


Fig. 8.1.1 The whale's bones



Fig. 8.1.2 The snake's bones

According to the textbook, it will serve little to no function because it is no longer vital.

The textbook will say that one of the most important vestigial organs are the remnants of legs in whales and snakes.

If snakes and whales once walked around, they must have had legs. If they once had legs and no longer do, they must have lost the legs.

The skeletons of both creatures (Figures 8.1.1 and 8.1.2) have shown that they have both a pelvis and very small leg bones. The only problem is that these structures were never used to walk on land.

These cannot be vestigial organs because they still serve an essential function in reproduction.

Another supposed vestigial organ is the horse chestnut (Figure 8.1.3). These are small structures on the inside of the front legs of horses.

The textbook will say that they are vestiges of toes. If this is true, this is a reshuffling of already present genetic information.



Fig. 8.1.3 A horse chestnut.

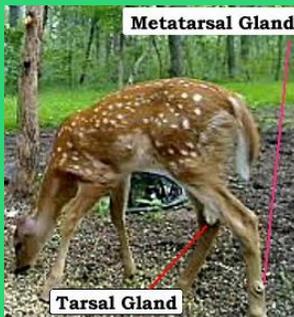


Fig. 8.1.4 Deer sent glands

Furthermore, it is possible that these are scent glands such as those found in deer (Figure 8.1.4). They can also be used to identify the horses in the same way that fingerprints (Figure 8.1.5) can identify people.



Fig. 8.1.5 A human fingerprint

Section 2

Vestigial Organs in Humans:

The textbook will list many examples of supposed vestigial structures and say that since these do not have a function, humanity is evolving them away. Some of these structures are not vital to life. A person could live without them. In the same way, a person could live without eyes, but that does not mean that they do not serve a purpose.

As scientists learn more about anatomy, they learn that structures that were believed to be useless do in fact serve a purpose:

- The appendix (Figure 8.2.1) harbors good bacteria and helps to fight dangerous bacteria. Supposedly our ancestors had a different diet. The appendix was supposedly an extension of the intestine from when our ancestors were solely herbivorous.
- The coccyx (Figure 8.2.2) helps maintain balance in a sitting position. This structure supposedly connected our tails to the rest of the body. Since humans do not have tails, there is theoretically no need for this bone, but it still serve a vital function.



Fig. 8.2.1 The appendix

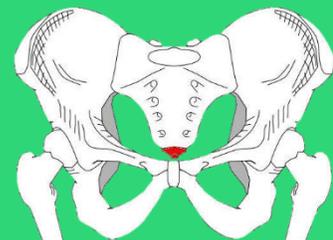


Fig. 8.2.2 The coccyx

- **Wisdom teeth (Figure 8.2.3) have a purpose in chewing and very few even need to be removed because most will not cause medical problems. In theory it remains because our diet has changed over the years. A wisdom tooth can be removed because it got infected, but this does not mean that it is vestigial. Rather, it means that the structure was in the wrong place at the wrong time.**



Fig. 8.2.3 The wisdom teeth

- **Erector Pili (Figure 8.2.4) and body hair serve as insulation from the cold and serve a sensory function. Goosebumps occur when the body is subjected to extreme cold or fear. This causes the hair to create pockets of air to help warm the body.**



Fig. 8.2.4 The erector pili

These structures and organs have been posited by scientists to be vestigial remains of our ancestors and thus have no purpose. There are many structures across the body and scientists do not fully understand all of them. There are many more organs that have a purpose, but are considered vestigial. These vital organs are believed by scientists to be vestigial remains of our evolutionary past and thus are irrelevant.

Imagine ripping out the pages (Figure 8.2.5) to an encyclopedia that you believed were irrelevant to your studies. At some point in the future, you may need the pages that you have torn out. In the same way, the countless organs that are considered vestigial, do in fact have a purpose, even if scientists do not fully understand it.



Fig. 8.2.5 Pages being torn out.

Section 3

Junk DNA:

The genetic code that makes up any organism is complex beyond all measure.

The textbook will say that there are large sections of DNA that serve no purpose. This “functionless” DNA is present because of how far evolved we are.

Simply put, the textbook will say that this genetic material is nothing more than remnants of our ancestors that no longer serves a purpose.

This is false. Firstly, just because we do not understand the purpose of a structure does not mean that it is useless. Secondly, many pieces of so-called junk DNA do serve a purpose.

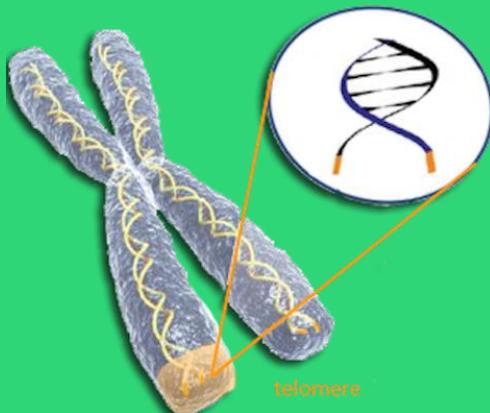


Fig. 8.3.1 A
telomere

Telomeres (Figure 8.3.1) are a fine example. These are long structures that exist on the ends of the DNA strand. Each time the DNA is copied, a small part at the end is lost. The telomeres are very long and can last a lifetime. If the telomeres were not present, each time a cell divided, it would start cutting into the coding material of

the DNA. This would very soon if not immediately be fatal.

Another structure is non-coding portions of DNA that exist between coding portions. These sections of DNA do not code for any enzyme or protein and the cell cannot do a single

thing with them. This does not mean that they do not have a purpose. Many of these sequences act as punctuation between coding messages. They are the molecular equivalent of periods and spaces so that the cell can keep the messages separate. Imagine reading a paragraph with no spaces or punctuation (Figure 8.3.2). It is possible, but it is much more difficult.

HUMPTYDUMPTYSATONAWALLHUMPTYDUMPTYHADAGREATFALLALLTHEKING
SHORSESANDALLTHEKINGSMENCOULDNTPUTHUMPTYTOGETHERAGAIN

Fig. 8.3.2 A paragraph without punctuation.

There are other portions of the DNA that control how the DNA is copied and coded.

The genetic code is phenomenally complex and scientists have yet to fully understand everything that is present within, but just because we do not understand it, does not mean that it is useless.

Section 4

Non-Existent Organs:



Fig. 8.4.1 The development of a human.

The textbook will say that humans develop many organs in the womb (Figure 8.4.1) that are not present after birth.

These are remnants of our evolutionary tree such as gill slits, webbed digits (fingers and toes), and tails.



Fig. 8.4.2 The gills of a fish.

Fish use gills to breathe (Figure 8.4.2). The textbook will say that humans have pharyngeal slits like those of fish while in the womb that are left over from when our ancestors were fish.

There is no scientific evidence to even suggest that gills are present in humans in any stage of development. These pharyngeal slits do not develop into or any structure related to breathing. Rather the inner ear (Figure 8.4.3), tonsils, parathyroid, and thymus. Even so, they do not even appear on analogous chromosomes.



Fig. 8.4.3 Internal ear structure

The tail (Figure 8.4.4) in question is simply a collection of fatty tissue without a musculoskeletal system. Without this pivotal system, it is hardly a tail and entire organ systems do not just vanish into nothingness.



Fig. 8.4.4 A human born with a "tail".



Fig. 8.4.5 Webbed feet

The webbed digits (Figure 8.4.5) come when the fingers are first being formed. Rather than actually growing out of the hand, the fingers are "sculpted" during embryonic development. Webbed digits just means that the job was

unfinished before the child was born.

The textbook will say that these structures are remnants of our evolutionary past. However, they are all simply premature components of humans that have no connection to our supposed ancestors.

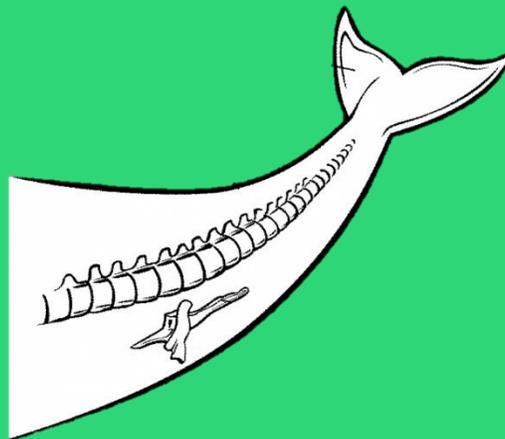
IN CONCLUSION:

Scientists have found a vital purpose for virtually every organ in all animals studied. Each organ has a function and a purpose, even if we do not know what it is. (Section 1)

The same is true for humans. Researchers once considered many structures vestigial, however they are now found to be important. (Section 2)

There is no evidence of junk DNA. Just because we do not know the purpose of each component does not make it useless. As we learn more about the most complicated molecule, we see a purpose that is unrelated to evolution. (Section 3)

Humans have many organs that are similar to other animals, but this does not show ancestry. Contrary to what many scientists will say, tails and webbed feet have no connection to past stages of evolution. (Section 4)



Questions for Further Discussion:

1. Since the vestigial bones in whales and snakes are for reproduction, why would scientists say that they are remnants of legs? (Section 1)
2. Why would a scientist say that any structure has no purpose when virtually every structure does? (Section 1 & Section 2)
3. What might happen if a surgeon deemed a useful organ useless or vestigial? (Section 2)
4. What would happen, long term, to research if we treated something of importance as just tissue?
5. Give examples of things that were thought to have had no function in the past (vestigial), but now are known to have a function (essential)? (Section 2)
6. Why would scientists falsely claim there is junk DNA? (Section 3)
7. Why would an organ be called vestigial when humans do not even have the organ in question? (Section 4)
8. Is there another hypothesis that will explain these phenomena?

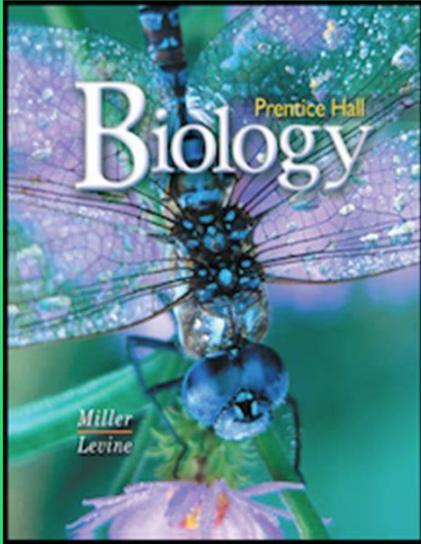


CHAPTER 9

Starlight



What Does the Textbook Teach?



The textbook will say that the stars are unbelievably far away. (Section 1 & Section 2)

It will also say that new stars are always forming and we see their remains. (Section 3 & Section 4)

Section 1

Measuring Stars:



Fig. 9.1.1 A theodolite used for surveying.

Surveyors and scientists sometimes have a very difficult job measuring where objects are because they cannot directly measure them (Figure 9.1.1).

However, because the laws of mathematics are set in stone, if you know enough about angles and distance, it is simple to calculate exactly how far away an object is.

The answer can be determined via trigonometry.

Scientists measure the angle of a star in relation to the Earth on a certain day. Then they take the same measurement again six months later when the Earth is on the other side of its orbit (Figure 9.1.2).



Fig. 9.1.3 Proxima Centauri

One of the nearest stars to Earth is Proxima Centauri (Figure 9.1.3). Using this method, the

textbook will tell you that this star is about 4.22 light-years away. That is about 24,807,800,000,000 miles or 24.8 trillion miles.

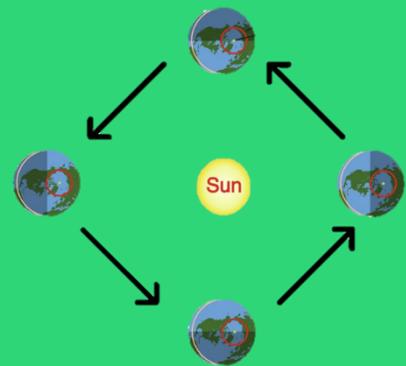


Fig. 9.1.2 Earth's orbit around the sun.

The distance between Earth at measurement one and measurement two is about 185,911,614 miles or 185.9 million miles.

If we were to put this as an isosceles triangle, this would put the two sides at 24.8 trillion miles and the base of the triangle at 185.9 million miles (Figure 9.1.4).

Now that we have that information, we can make a relative comparison. If two surveyors were one inch apart, they would both be looking at an object 133,438.7 inches or a little over 25 miles away. That is the distance of 813 Olympic swimming pools or 445 football fields away.

The margin of error here is incredible. It is unimaginable that anyone could get even a slightly accurate number with such skewed information.

Therefore, it is unquestionable that due to the large margin for error, these stellar measurements should not be taken at face value.

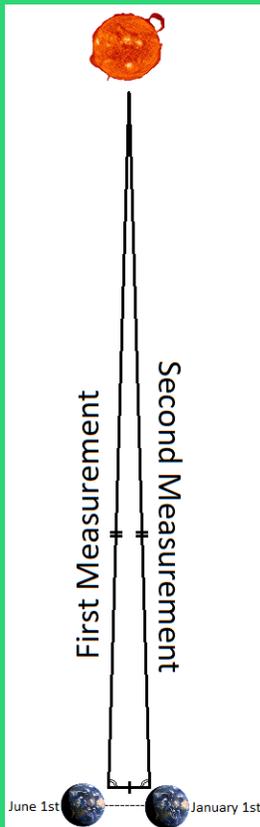


Fig. 9.1.4 The isosceles triangle (not to scale)

Section 2

Locating Stars:

Since we now know that it is near impossible to tell how far away a star is, we need to look at how we know where it is.

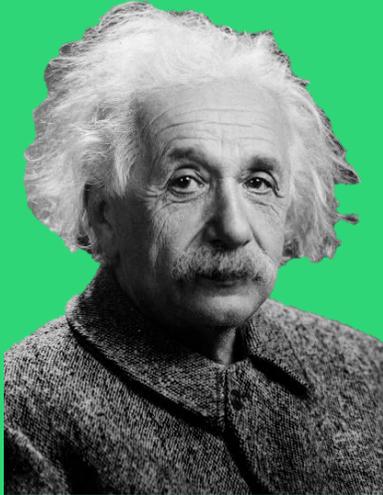


Fig. 9.2.1 Albert Einstein

Albert Einstein (Figure 9.2.1) was famous for many of his discoveries in physics, but one of his more spectacular theories is that light bends in response to gravity. His theory has been proven correct by a truly elegant experiment.



Fig. 9.2.2 An eclipse of the sun.

During a solar eclipse (Figure 9.2.2), scientists took as many pictures of the eclipse as possible. They noticed that

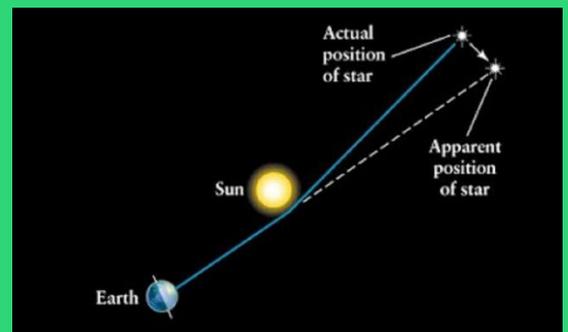


Fig. 9.2.3 Stars move

starlight immediately next to the sun appeared to move between the pictures (Figure 9.2.3).

This showed that the light that was reaching Earth from other stars was bending in response to our Sun's gravity.

As a result, it is more difficult to know exactly where a star is as there are countless bodies that could be in the way to artificially distort its location.

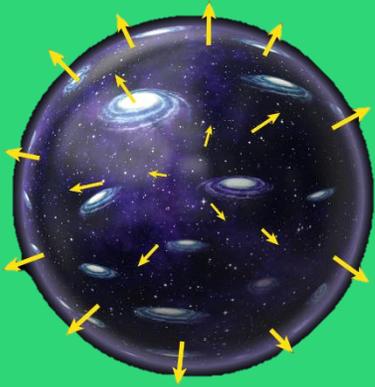


Fig. 9.2.4 Bodies moving away.

Further complicating these calculations is the redshift. The redshift is a property that is expected from the Big Bang theory. The textbook will describe how bodies move away from the initial point of expansion at the center of the universe (Figure 9.2.4).

We only see objects that are moving away from our frame of reference. This creates an effect known as a redshift. Therefore, in theory, the universe is expanding.

However, measurements and calculated expansion rates from redshift are purely theoretical, when practical (experimental) science is applied, the story is much different.



Fig. 9.2.5 Galaxy NGC 4319 & Quasar Markarian 205

Galaxy NGC 4319 and the Quasar Markarian 205 (Figure 9.2.5) are at least according to Redshift theory, billions of years apart. However, they are connected by a luminous bridge that should not exist.

If redshift theory calculations were true, we would not see this bridge.

Earlier, we mentioned light years in regards to distance. A light year is the distance that light can travel in one year. However, scientists have been able to alter the speed of light in a laboratory.

They have been able to speed it up, slow it down, and even bring it to a virtual stop.

In short, the speed of light is not constant.

Therefore, the techniques used to learn where the star is measure the distance to the star, the unit used to measure the distance, and even the hypothetical movement of the star are all inaccurate. As a result, how can any stellar measurement be considered scientific.



Section 3

Birth of Stars:

How the stars first formed has been an ongoing mystery.

The textbook will say that the stars are formed from condensing matter. How this reaction occurs in the vacuum of space, when super-hot gasses spread out and expand by their very nature is never

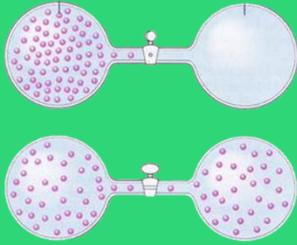


Fig. 9.3.1 Gas expands in a vacuum.

explained (Figure 9.3.1).

In order to support this theory of star formation, scientists expect to find so-called “Stellar Nurseries”. One such nursery is (supposedly) found in the Elephant's Trunk Nebula (Figure 9.3.2).

However, there is no proof that the nebula is forging the stars. Rather, they may simply be coming into view. Thus, the scientists observing this data simply assume that the stars are forming.

Nebulas are large clouds of dust and gas. Thus if the dust clears, we would be able to see the stars coming into view, just like sunlight that streams through the clouds on Earth.

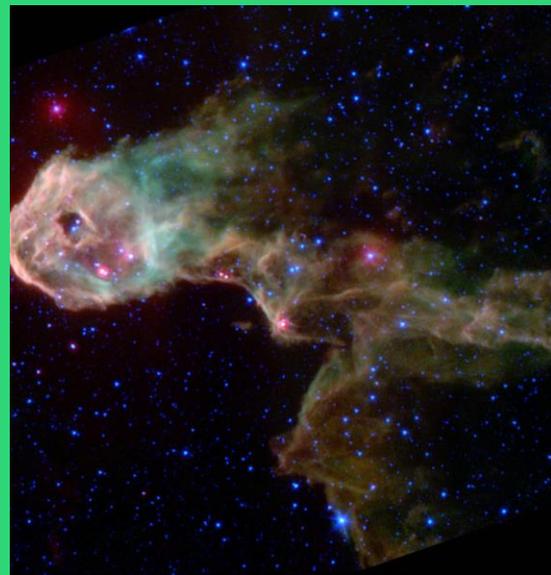


Fig. 9.3.2 The Elephant Trunk Nebula

In short, there is little data to support that new stars are forming today.

Either way, if the universe is millions of years old, we should see countless stars in every stage of development in every direction.

Recall from the previous section, that we have a difficult enough time locating where adult stars are, let alone where the stars are when they are forming. Recall that one of the problems with locating the stars is that the light is disrupted, yet a nebula would very drastically distort the light. Even so, we cannot even be sure that the young star is located in the nebula at all.

Section 4

Death of Stars:

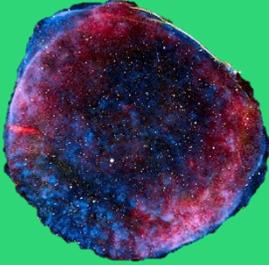


Fig. 9.4.1 A SNR

A violently exploding star is known as a supernova. When this occurs, it creates a Supernova Remnant (SNR) (Figure 9.4.1) such as one found in the Crab Nebula (Figure 9.4.2). This reaction was visible from Earth in the year 1054AD.

The SNR should reach 300 light years after 120,000 years. Thus, if the millions of years theory is correct, we should expect to see countless SNRs today.

Supernovas have three stages. If the universe were millions of years old, scientists would expect to see about two in the first stage, 2,260 in the second stage, and 5,000 in the third stage.

In actuality, what we see is five in the first stage, 200 in the second stage, and none in the third stage. This is not what we would expect from a universe that is millions of years old.

These stellar remains imply a very different age of the universe.



Fig. 9.4.2 The Crab Nebula

Section 5

Forming Elements:

Once more, it bears repeating that there is a problem with stellar formation.



**Which
Came First?**

Fig. 9.5.1 The chicken and the egg.

The stars are needed to form the elements, but the elements are also needed to form the stars.

The more complex elements are brought about by elements fusing together at amazing rates.

This does not touch on how the first hydrogen atom was formed...

However, the same stars were made by these complex elements (Figure 9.5.1).

IN CONCLUSION:

In actuality, what we see is that the techniques used to measure the distance to stars is severely flawed. (Section 1 & Section 2)

There is no evidence to suggest that stars formed slowly. Furthermore, if they did form slowly, we should see many more dead stars. (Section 3 & Section 4)

Stars are needed to form elements and the elements are needed to form the stars. (Section 5)



Questions for Further Discussion:

1. Is it possible that the stars are not as far away as we think? (Section 1 & Section 2)
2. Why is redshift still taught if the physical observations do not support the theoretical calculations? (Section 2)
3. Why is a lightyear considered a standard measurement? (Section 2)
4. Why do we not see many more stars in every stage of development? (Section 3)
5. Why are there so few dead stars if the universe is millions of years old? (Section 4)
6. Which came first, the stars or the elements? (Section 5)
7. Is there another hypothesis that will explain these phenomena?



Appendix

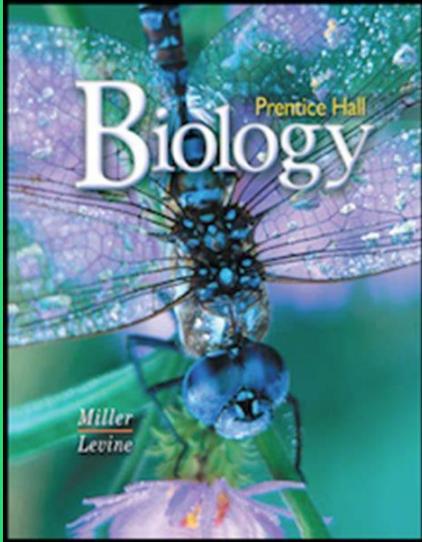


Appendix A

Teaching by Reason



What Does The Textbook Teach?



Scientists initially scoffed at the very idea that microbes caused any form of disease. (Section 1)

Doctors initially refused to wash their hands before surgery. (Section 2)

Researchers insisted that the Earth was at the center of the universe. (Section 3)

Section 1

Why Do We Wash Our Hands?

We all know that it is a good idea to wash your hands, but did you ever think to ask why this exercise came into practice?

Ignaz Semmelweis (Figure A.1.1) was a doctor at Johns Hopkins School of Public Health. There, doctors frequently practiced with cadavers before delivering babies in the maternity ward (Figure A.1.2).



Fig. A.1.1 Ignaz Semmelweis



Fig. A.1.2 An obstetrician.

Women would very often die. Obviously, the mortality rate was quite high because of working with dead bodies and the diseases present.

One day, Dr. Semmelweis made a radical suggestion: *Doctors should wash their hands with soap and chlorine after dealing with cadavers* (Figure A.1.3).

The practicing doctors were appalled at this suggestion because it seemed to imply that they were passing on illnesses to women.

However, despite opposition, the doctors that began implementing this practice had a much lower mortality rate.



Fig. A.1.3 Washing hands with chlorine.

While his idea saved countless lives and was supported by the governing bodies at the time, until a conference of German physicians rejected the hand washing doctrine.

He was publicly berated and made many influential enemies.

It was not long before doctors began giving up the practice of hand washing. Opposition from his colleagues caused Semmelweis to lose his job.

He kept trying to convince doctors but had varying levels of success on his own.

Just because the majority of scientists do not believe in a new or revolutionary idea does not make it untrue.

Just because the scientists do not understand everything about the science does not make it false.

It is the responsibility of those in academia to teach what is scientifically accurate above all else.

Section 2

What Is In Our Drinking Water?

Miasma Theory is a relatively recent explanation for diseases and illness. Miasma Theory postulated that poisonous or bad air was the cause of all disease. The Black Plague was thought to be spread through the air. Doctors even wore special masks (Figure A.2.1) in response to Miasma Theory.



Fig. A.2.1 A doctor's mask for Miasma Theory



Fig. A.2.2 An early microscope

In the 17th Century the first microscopes (Figure A.2.2) allowed scientists to find microscopic organisms. Some suggested that these organisms were the cause of some types of disease.

However, many in the scientific community rejected the notion of germs and stuck to their belief in bad air.

The supporters of Germ Theory were determined to prove Miasma Theory wrong.

Dr. John Snow (Figure A.2.3) was one such doctor. After examining all of the data available, Snow was convinced that the illness was caused by an infected water supply (Figure A.2.4).



Fig. A.2.3 Dr. John Snow



Fig. A.2.4 Filthy
water

When Cholera came to the Soho region, he found that most of the deceased had lived near a water pump. Since Germ Theory would not be accepted, he suggested that it was a toxin in the water and not the air that caused the outbreak.

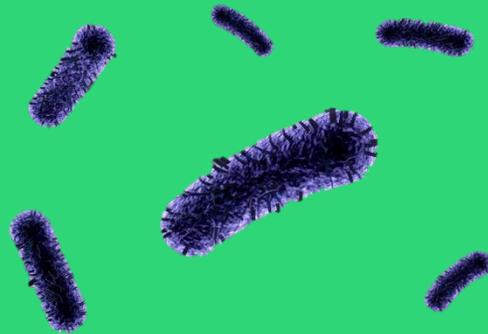
City officials still refused to accept his idea even after shutting off the pump caused the number of cases to drop substantially.

Today, Dr. Snow has been vindicated, but so many scientists and government officials refused to listen to him.

Just because the majority of scientists do not believe in a new or revolutionary idea does not make it untrue.

Just because the scientists do not understand everything about the science does not make it false.

It is the responsibility of those in academia to teach what is scientifically accurate above all else.



Section 3

A New Model of the Universe

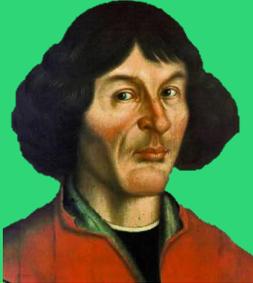


Fig. A.3.1 Nicholas Copernicus

Nicholas Copernicus (Figure A.3.1) was famous for putting forth the idea that the Earth is not at the center of the universe (heliocentric). This view was further supported by the observations of

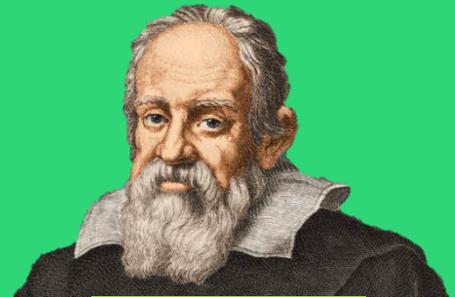


Fig. A.3.2 Galileo Galilei

Galileo Galilei. (Figure A.3.2)

This was in direct contradiction to geocentrism which taught that the Earth was at the center of the universe

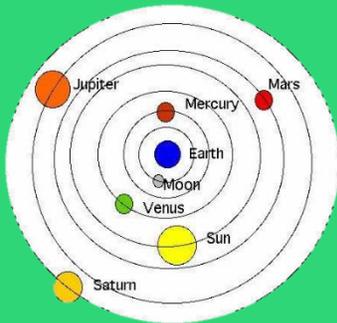


Fig. A.3.3 A geocentric universe

The most common telling of the so-called Galileo Affair is that he disrupted the views of the Catholic Church that held that the Earth was at the

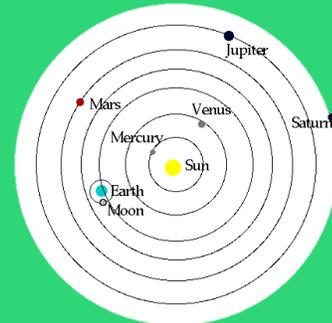


Fig. A.3.4 A heliocentric universe

center of the cosmos (Figure A.3.3).

He, like Copernicus, argued that the Sun was at the center of the Solar System (Figure A.3.4).

There is no truth to this account of history.

In reality, the church was very accepting of Galileo, but it was the scientific community that ignored the results and fought to get the church to call him a heretic.

In fact, the scientists at the time fought to keep the teaching that the Earth was at the center of the universe and this made astrology stagnant.

Just because the majority of scientists do not believe in a new or revolutionary idea does not make it untrue.

Just because the scientists do not understand everything about the science does not make it false.

It is the responsibility of those in academia to teach what is scientifically accurate above all else.

In Conclusion:

The mere idea that one should wash their hands after performing certain tasks was ridiculed in its time for fighting against what the established scientists held true. (Section 1)

Likewise, teaching that there might be harmful organisms that cause disease living within the water supply was fought against to the bitter end. (Section 2)

When scientists proposed that the Earth was round and that it was not at the center of the universe, the scientific community fought back. (Section 3)



Questions for Further Discussion:

1. Why did scientists not listen to Dr. Semmelweis? (Section 1)
2. Why did scientists not listen to Dr. John Snow? (Section 2)
3. Why did scientists not listen to Copernicus or Galileo? (Section 3)
4. What happens when scientists stop debating and asking questions?
5. What other scientific phenomena do you think have been falsified?



Epilogue

This work has discussed many of the supposed evidences for evolution and millions of years. Each of the evidences presented has been given fair treatment and discussed factually.

As you continue to expand your mind, exploring both school and the real world, know that you will never meet a single person that does not have some bias.

These biases cloud our judgment and lead us to false beliefs that we would normally reject. Therefore, when examining any subject matter it is vital to first examine your own biases and how they cloud your judgment.

In Chapter 1, we discussed the scientific method of how to turn a hypothesis into a theory or law. We have tested the hypothesis of evolution throughout this work, but it has yet to be proven true. Therefore, it remains just that: A hypothesis.

Hence, evolution is neither a theory nor a law after each chapter, you were asked if there was another explanation for the phenomena described. In short, there is no other “scientific” explanation.

However, teaching something that is factually untrue, just because there is no other “scientific” explanation, is immoral.

Sherlock Holmes, the master of deductive reasoning, once said:

“When you have eliminated the impossible, whatever remains, however improbable, must be the truth.”

Let us for a brief moment examine all of the things that must be true for millions of years of evolution to be true:

- The tectonic plates need to show evidence of large-scale changes over a long time...
- The geologic column has to accurate...
- Fossils cannot extend through multiple rock layers...
- Fossils had to form slowly...
- There must be no evidence that dinosaurs ever lived with man...
- Cells must be able to form from purely natural processes...
- Radioactive dating needs to be reliable...
- The universe needs to have formed by expansion...
- All life must have a common ancestor...
- Genes and entire chromosomes need to appear from nothing...
- All organisms must have transitional forms...
- Organisms must show traces of their evolutionary past in the womb or egg...

- All organisms must have vestigial structures...
- Junk DNA must be present in the genome...
- Humans must have organs that disappear in the womb from our ancestors...
- The distance to stars must be able to be calculated...
- The redshift must be a standard metric for the movement of stellar bodies...
- Stars must be able to be formed by purely natural processes...
- We should see many more dead stars...

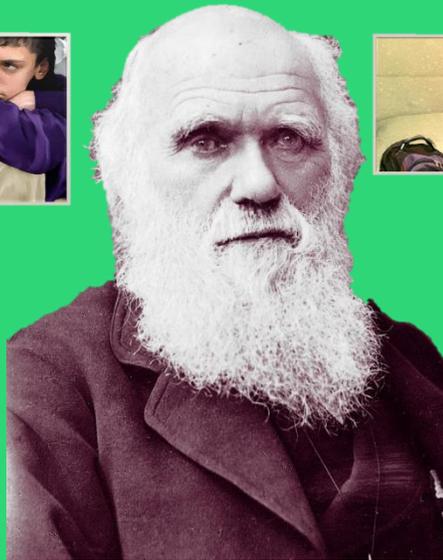
Since none of these are supported by empirical and scientific data, evolution **MUST** remain a hypothesis.

Perhaps we should take a page from the book of Mr. Holmes.

I love science and I love to learn. Putting false explanations in a book just because another hypothesis is inconvenient or unpopular is almost criminal.

A final question to discuss:

**Why would any alternative view, notion,
hypothesis, or thought be completely ignored
and rejected by the scientific and academic
communities?**



Glossary

Amino Acid-a molecule that is the main component of proteins

Analogous-things which are associated with each other because of how similar they are in form or function

Anthropology-the branch of science that deals with people groups and culture

Antibiotic Resistance-the occurrence of a microbe gaining immunity to a drug

Appendix-a small organ at the end of the small intestine that helps regulate bacteria

Astronomy-the branch of science that deals with stars and other celestial bodies

Atom-the smallest component of an element

Big Bang Theory-a hypothesis that posits the universe began from a singularity that is still expanding (see Redshift)

Captain's Companion-an unpaid position in the early British navy with the purpose of keeping the captain company on long voyages

Carbon 14-a radioactive version of carbon that has a hypothetical half-life of about 5,730 years

Catastrophism-large changes to a landscape over a very short period of time (see Gradualism)

Cholera-a serious disease that can be fatal and is spread by untreated water

Chromosome-a complex concentration of multiple types of genes

Coccyx-a bone just below the pelvis that helps with balance

Coelocanth-a large fish that lives off the coast of Madagascar

Condensation-amino acids coming together to form proteins and releasing water (see Hydrolysis)

Daughter Compound-an element that underwent radioactive decay (see Parent Compound)

Daughter Compound-the resulting element after undergoing radioactive decay (see Parent Compound)

Dinosaur-a large reptile-like creature

Element-a class of substances that are only made of one type of atom

Empirical-that which is based in reasoning from observation

Epiglottis-a flap that is present above the wind pipe to keep food and water from going into the lungs

Erector Pili-structures in the skin that help to raise hair (commonly referred to as goosebumps) under certain conditions

Eugenics-the policy of eliminating the people that are considered to have less desirable traits

Evolution-the hypothesis that all creatures on Earth developed from a single common ancestor

Experimental Science-a term used to refer to the area of science that deals with observable and testable research (see Historical Science)

Extant-a species of organisms that is still living

Extinct-a species of organisms that is no longer living

Forensics-the branch of science that deals with the reconstruction of events at a crime scene

Fossil-a dead organism that was quickly covered with sediments that fused into the organism

Galapagos Islands-a group of islands off the coast of South America, often connected with the birth of the evolutionary hypothesis

Gene-a single trait that is inherited from an organism's parents

Geocentric-the false hypothesis that the Earth is the center of the universe (see Heliocentric)

Geologic Clock-methods to measure how old the Earth is by studying the rate of natural phenomenon

Geologic Column-a hypothetical concentration of fossils by strata that shows the different organisms of Earth's history

Geology-the branch of science that deals with the rocks and the Earth's surface

Germ Theory-a medical theory that states that microscopic organisms are the primary cause of disease (see Miasma Theory)

Gill Slits-hypothetical organs that humans are said to have in the womb that resemble the gills of fish

Gradualism-slow incremental changes to a landscape over a long period of time (see Catastrophism)

Half-Life-the time that it takes for half of a radioactive compound to decay (see Radioactive Dating)

Heliocentric-the theory that the Sun is the center of the solar system (see Geocentric)

Historical Science-a term used to refer to the area of science that specifically deals with the recreation of events (see Experimental Science)

Horse Chesnut-a supposed vestigial organ in horses that is present on the inside of the front legs

Hydrolysis-proteins breaking apart to form amino acids and taking in water (see Condensation)

Hypothesis-an early step in the scientific method in which the scientist states what he expects to see before beginning an experiment

Inorganic-any collection of molecules that does not exhibit the signs of life and was never alive

Junk DNA-components of DNA that hypothetically serve no purpose

Kongamato-a large creature that lives in Africa that terrorizes the local populace and is sometimes called a pterodactyl

Law-a theory that has been proven true so often that it is undeniable and is generally associated with mathematical proofs (see Theory)

Miasma Theory-a medical hypothesis that falsely argued that bad air was the primary cause of disease (see Germ Theory)

Microbiology-the branch of science that deals with microscopic or single-celled organisms

Microscope-a device for viewing organisms that are too small to be seen with the naked eye

Millions of Years-a principle vital to evolution that posits that development takes place over the course of a very long period of time

Naturalism-the branch of science that deals with the natural world and the systems that it contains

Nebula-a cloud of gas and dust that exists in space

Non-Living-a collection of molecules that once exhibited the signs of life, but no longer does

Nuclear Fusion-the process by which atoms fuse together under extreme heat and pressure to make heavier elements

Nucleotide-the unit on the DNA that acts as a single letter on the genetic code

Organic-any collection of matter that presently exhibits all of the signs of life

Pakicetus-a hypothetical ancestor of aquatic mammals

Paleontology-the branch of science that deals with fossils and prehistorical research

Pangea-a hypothetical landmass in which all the continents were one and gradually broke apart

Parent Compound-an element that undergoes radioactive decay (see Daughter Compound)

Parent Compound-the original element before undergoing radioactive decay (see Daughter Compound)

Polonium-a radioactive element that decays very quickly

Polystrata Fossil-a fossil that extends through multiple layers of strata

Potassium-Argon-a radioactive dating method that tracks the decay of potassium into argon

Protein-a systematic collection of amino acids that act as one of the primary building block of life

Proxima Centauri-one of the nearest stars to Earth

Radioactive Dating-the hypothetical process by which scientists can measure the age of a substance by looking at the decay rate (see Half-Life)

Redshift-a hypothetical method of measuring the movement of stellar bodies (see Big Bang Theory)

Salinity-the concentration of salt in water

Shuffling-the changes in already present traits in an organism due to environmental stress

Sickle Cell Anemia-a mutation to red blood cells that causes them to take on a crescent shape

Simian-any ape-like creature

Single Common Ancestor-a hypothetical microbe from which all life descends

Soft Tissue-any non-skeletal tissue

Solar Eclipse-event in which the moon is directly in front of the sun from the vantage point on Earth

Stellar Nursery-hypothetical celestial structure that forges stars

Strata-layers of dirt and sediment that hypothetically show the different ages of rocks and fossils (see Geologic Column)

Super Nova Remnant-the remains of a large star after it explodes (dies)

Super Nova-a large stellar explosion caused by a star dying

Tectonic Plate-structures of the Earth's crust that are split up along fault lines

Telomere-a component of the DNA near the end of the strand that protects the cell from degradation from repeated copying

Theodolite-a device used on Earth to measure the distance between objects by trigonometry

Theory-a hypothesis that has been proven true, but may still be disproven over time (see Law)

Transitional Form-a hypothetical organism that shares traits with both the organism that it descends from and the organism which it ascends to

Trigonometry-the branch of mathematics that deals with triangles

Variety-used to describe species and sub-species that differ only by minor differences

Vestigial Organ-a structure that hypothetically serves no purpose

Vestigial Tail-a structure that humans have in the womb that is made of fatty tissue

Webbed Digits-tissue that remains between the fingers and toes after birth

Wisdom Tooth-a tooth at the back of the jaw that sometimes must be removed

World View-the biases that one has when viewing facts and evidence that may change the conclusions drawn