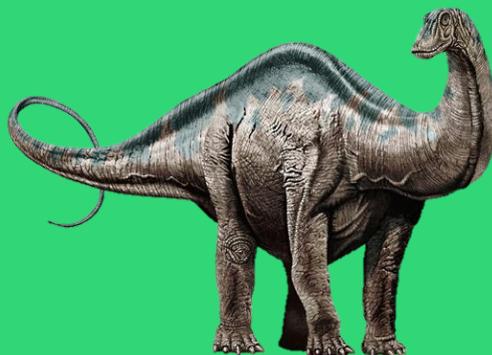


Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## CHAPTER 3

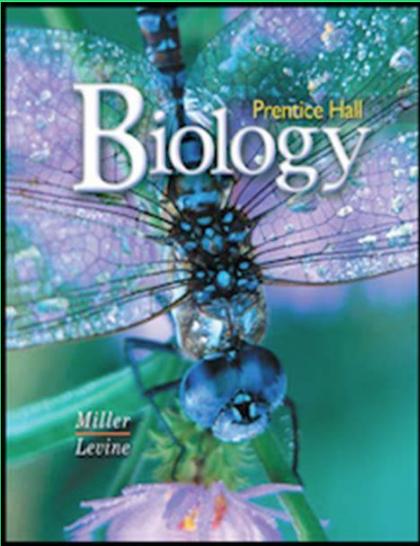
# Ancient History Part II



Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## What Does the Textbook Teach?



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 from non-life. (Section 3)

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## 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 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. Therefore, the moon is about 240,000 miles from the Earth.

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.

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

**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.**

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

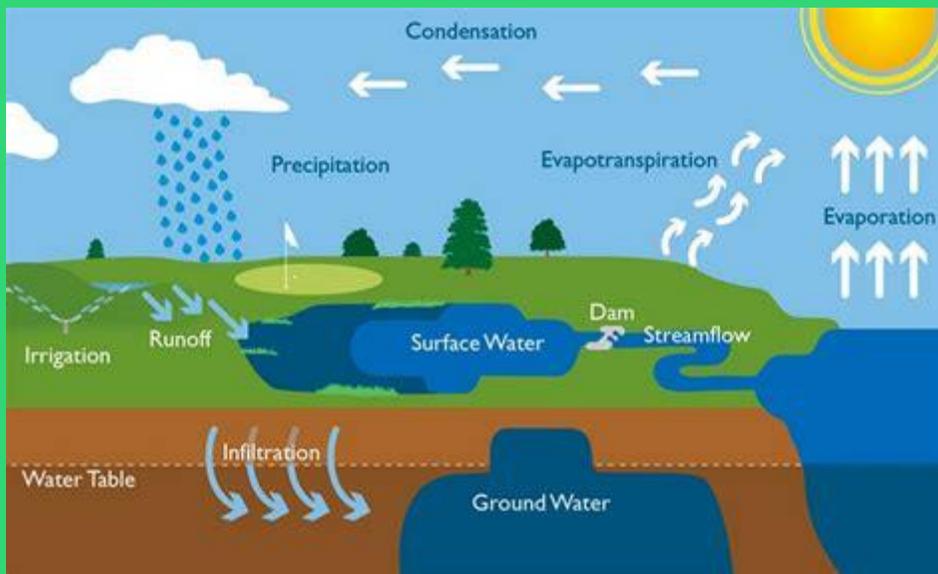


Fig. 3.1.2 The Water Cycle

**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).**

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

**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 think that the runoff may be as much as 40% from river flow.**

**This means that the river flow may be anywhere from 4 to 4,000 times 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.**

**Therefore, since using gradualism contradicts what we see in nature, perhaps we need to consider that large portions of the Earth were shaped by catastrophic forces.**



Fig. 3.1.4 Natural disasters

**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.**

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## 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?

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.

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.



Fig. 3.2.1 The Platypus



Fig. 3.2.2 The Chimera of Greek Mythology

Such as mashup of creatures is something that would be expected in the world of mythology (Figure 3.2.2). However, skeptics were eventually proven wrong when live platypuses were captured. We see many other strange creatures even today.

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

- **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 world.**



Fig. 3.2.4 The Blob Fish



Fig. 3.2.5 The Japanese Spider Crab

**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.**

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.



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

**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).**



Fig. 3.2.9 Ica Stones of Peru

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



Fig. 3.2.10 Even more dinosaur art

**than likely hunted to extinction.**

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

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

**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.**



**For example, a native in the jungles of Bolivia claimed to have seen an amazingly large armadillo (Figure 3.2.11A). However,**

**when a westerner showed him a picture of an ankylosaur (Figure 3.2.11B), he claimed that was what he saw.**

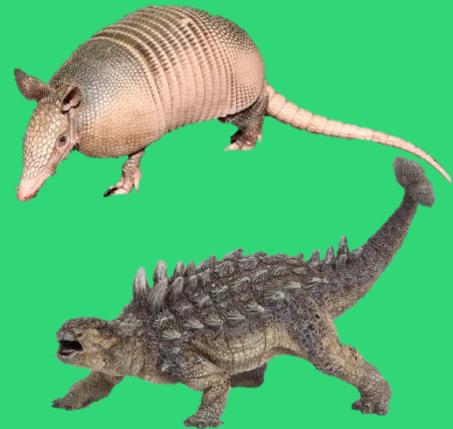


Fig. 3.2.11 Armadillo vs. Ankylosaur



**Another example is the kongamato of Central Africa (Figure 3.2.12).**

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



Fig. 3.2.12 Kongamato attacking

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.



Fig. 3.2.13 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 3.2.13), it was immediately recognized as a kongamato.**

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

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## 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.

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

**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.**

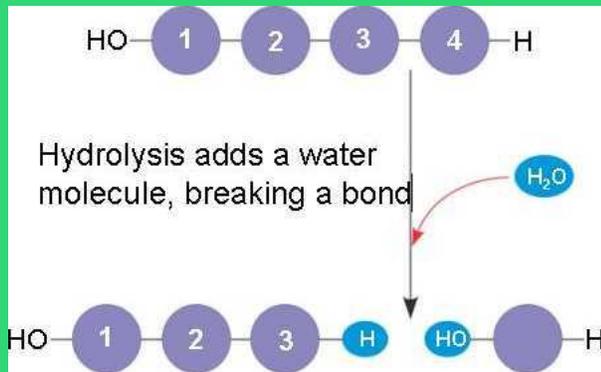


Fig. 3.3.2 Hydrolysis reaction

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.

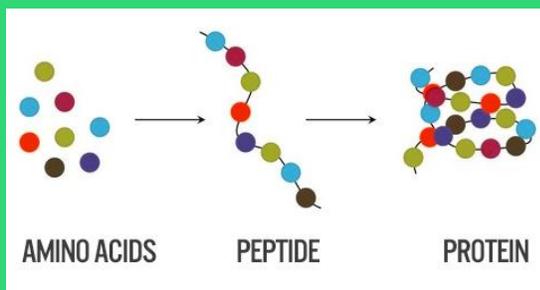


Fig. 3.3.3 A simple protein

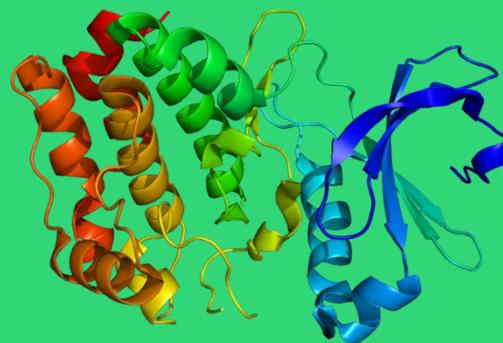


Fig. 3.3.4 A complex protein

\*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.

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

**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<sub>3</sub>), methane (CH<sub>4</sub>), and hydrogen gas (H<sub>2</sub>)) 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.**

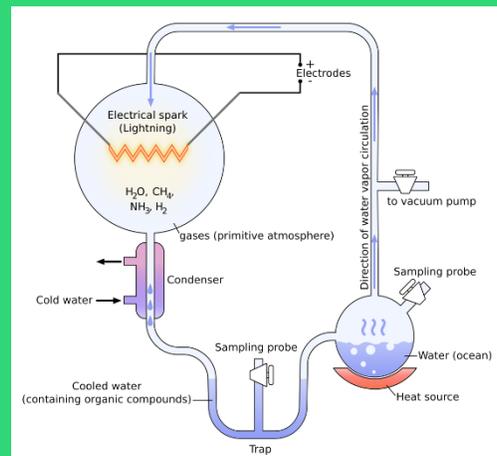


Fig. 3.3.3 The Miller Urey experiment



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**

Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

**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.**

Note to Reader:

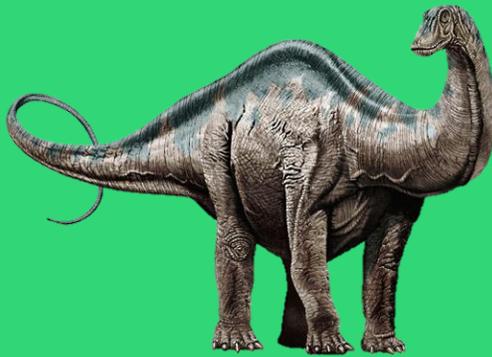
The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## **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)**



Note to Reader:

The purpose of this document is to point out the scientific errors found in many textbooks with a focus on Ancient History. Only documented scientific and factual statements are used.

## **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 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?**

