



The AAAS's Anti Science Brigade is at it again as they hit out at Tennessee Educators, while cave bugs reveal the AAAS is the real hill-billy when it comes to science, and Churches in the west warned that they will be forced to allow homosexual weddings. G'day again from downunder as we take a busload of students and teachers to our Jurassic Ark outdoor creation museum today to get a real education on what's actually in God's created world, while you read on and enjoy Evidence News number 10/12 with EDitorial COMment from John Mackay and the Creation Research Team worldwide.

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1. NEW QUESTIONS

1) Over the past 4000 years European farmers have been a selecting factor on the original purple carrots so that the carrots have ended up orange. Isn't this evolution? [Answer](#) by Diane Eager and John Mackay.

2) Why does Genesis 10 mention different languages, when chapter 11 says they all spoke the same language? [Answered](#) by John Mackay and the late Dr. Allen Hall.

2. AAAS OPPOSES TENNESSEE "ANTI-EVOLUTION" LAW according to the American Association for the Advancement of Science (AAAS) news release 21 March 2012, AAAS Policy Alert 19 April 2012 and AAAS Advances Monthly Newsletter, April 2012. As part of a campaign of strong opposition to a new education law in Tennessee, Alan Leshner, CEO of AAAS, has written to the Governor of Tennessee urging him to veto a bill passed by both houses of the Tennessee State legislature that

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allowed teachers to present “scientific strengths and scientific weaknesses” of issues that “may cause debate and disputation, including evolution and climate change”. Leshner wrote: “There is virtually no scientific controversy among the overwhelming majority of researchers on the core facts of evolution and climate change, and these subjects should not be taught as if there were such a controversy. It is discouraging to see legislation that encourages teachers to help students ‘critique’ the ‘scientific strengths and scientific weaknesses’ of what are in fact well-established theories”. He went on to say that the legislation denies students the ability to gain “the strong understanding of science necessary to compete for high-skill jobs in an increasingly high-tech world environment”. As part of AAAS’s opposition to this, and similar bills in other states, Leshner has invoked the support of “more than 12,000 Christian leaders who have signed the Clergy Letter Project in support of teaching evolution”. AAAS and other science education groups such as the National Center for Science Education are also strongly opposing similar education bills in the state of Oklahoma. A group named “Oklahomans for Excellence in Science Education” commented: “This bill will harm the Oklahoma economy, bring costly lawsuits, and irreparably harm our students’ education in science”. In spite of the intense pressure to veto the bill the Tennessee State Governor allowed the bill to pass into law on 10 April 2012.

ED. COM. In Evidence News 21 March 2012 we reported a comment by one of our supporters: “Wanted to let you know that Tennessee schools received a “D” in science... ‘because of lack of teaching evolution and natural selection’. Hope you can help turn that “D” into an “F”. It seems the state of Tennessee has done that without our help. Over the last few years a number of state governments in the USA have proposed similar laws that have likewise been proclaimed by organisations such as AAAS as “anti-evolution bills”. (AAAS Policy Alerts, 24 Jan 2011, 7 Feb 2011, 24 Feb 2011) However, if you read the actual wording of these laws you will see they are not against the teaching of evolution, but for the proper scientific analysis of it. The Tennessee law reads: “The state board of education, public elementary and secondary school governing authorities, directors of schools, school system administrators, and public elementary and secondary school principals and administrators shall endeavor to create an environment within public elementary and secondary schools that encourages students to explore scientific questions, learn about scientific evidence, develop critical thinking skills, and respond appropriately and respectfully to differences of opinion about controversial issues”. Examples of “controversial issues” are listed as “some scientific subjects, including, but not limited to, biological evolution, the chemical origins of life, global warming, and human cloning”. The Bill goes on to say: “Toward this end, teachers shall be permitted to help students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories covered in the course being taught”. The Bill also states the education authorities must not prohibit teachers from “helping students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories covered in the course being taught. “*Tennessee House Bill (HB) 368/Senate Bill 893*”. PDF copy available [here](#).

By calling these laws anti-evolution, and even anti-science, the leaders of AAAS and other secular education organisations have deliberately forgotten that understanding, analysing, critiquing and reviewing are the very processes that advance science and teach students how to think about scientific ideas. To permit such activities in classrooms is not “anti” any idea. If the science teaching organisations and the Clergy Letter Project signatories looked at the history of science they would see that was because there were people prepared to analyse and critique the majority scientific beliefs of their time that stimulated research and led to advancements in science. Otherwise, they would still be teaching their students about phlogiston, and that the atom could not be split, along with many other firmly held beliefs that have been debunked because people were prepared to challenge them.

Perhaps the secular science and education groups that condemn these laws are revealing their fear that the theory of evolution might not stand up to honest scrutiny if the normal processes of scientific analysis were allowed. If evolution was such a good scientific theory it would stand up to any honest criticism, and not need politicians and lawyers to protect it. (Ref. politics, philosophy, world view)

3. FROM OUR ARCHIVES: Each week we publish links to previous items relevant to this issue's topics: [Antibiotic Resistance Genes](#), [UK Teachers on Evolution](#), [UK Court on Homosexuality](#)

Remember also that all news items and quotes in Evidence News are archived as individual items in the Fact File on our Evidence website: <http://evidencweb.net/index.php>. Make use of this resource.

4. ANCIENT CAVE BUGS RESIST ANTIBIOTICS, according to a report in National Geographic News and ScienceDaily 11 April 2012, and PLoS ONE, 2012; 7 (4): e34953 DOI: 10.1371/journal.pone.0034953. Scientists exploring the Lechuguilla cave, a vast deep cave in Carlsbad Caverns National Park, New Mexico, have found bacteria they believed to have been isolated for four million years. The cave was discovered in 1986 and entry to it has been strictly limited. In 2008 the National Park authorities allowed microbiologists to collect samples from biofilms (mats of bacteria) growing on the cave walls that had never been touched by humans. A research team lead by Gerry Wright of McMaster University then cultured the bacteria in their laboratory and tested as many as they could for antibiotic resistance. They tested 93 kinds of bacteria with a barrage of modern-day antibiotics and found most of them could resist three or four classes of antibiotics. Three of them could fight off 14 different antibiotics, including semi-synthetic compounds. None of the bacteria are known to cause human diseases.

Gerry Wright commented: "Our study shows that antibiotic resistance is hard-wired into bacteria. It could be billions of years old, but we have only been trying to understand it for the last 70 years. This has important clinical implications. It suggests that there are far more antibiotics in the environment that could be found and used to treat currently untreatable infections". This study follows previous studies that have found antibiotic resistance in bacteria from Canadian permafrost and soils previously untouched by modern humans. Julian Davies, a microbiologist of the University of British Columbia suggested the antibiotic resistance found by Wright's team result may be a fortuitous byproduct of genes never designed to battle antibiotics. He commented: "This tells us antibiotic resistance genes are very old, but what it doesn't tell us is how they find their way into the hospital".

Links: [National Geographic](#), [ScienceDaily](#)

ED. COM. Antibiotic resistance is commonly used in textbooks as 1) evidence for evolution and 2) a reason it is essential to teach students evolution is a fact, and 3) as an example to fight any attempt to criticise evolutionary theory. However, the more we study antibiotic resistance the more evidence we find it cannot be explained by the theory it evolved in response to humans using antibiotics, but it is actually part of a system built-in to the microbial world.

UBC's Julian Davies has made an excellent suggestion concerning the origin of resistance genes: antibiotic resistance could be the by-product of genes that have (or had) another function. Checking Julian Davies webpage we found this intriguing comment: "Our interest in antibiotics also includes studies of the roles of antibiotics in nature; are they used as weapons in inter-cellular warfare, or are they signaling agents that help to stabilize the interactions between bacterial communities in different environments? We believe the latter is more correct and have been accumulating evidence for years that resistance genes are primarily designed for communication between differing bacteria and other chemical messaging even with other organisms such as plants and even animals".

Link: <http://www.microbiology.ubc.ca/Davies>

This is a function that would be needed even in a perfect world such as the one recorded in Genesis where God created all things good, so there was no disease. But how do they act as communicating signals? Davies suggests, "Probably by binding to macromolecular receptors such as ribosomes or the transcription complex in receptor bacteria". Clearly there is a lot more research to do, but this line of thinking fits more with a Biblical world view than with evolutionary theory. The Bible tells us the world started out good as well as complex, but has degenerated and become corrupt. Therefore, it makes sense that functions that were once purely good have been co-opted to cope with the problems created by the corruption of the world. WE PREDICT that if microbiologists used OUR MODEL of design followed by degeneration, rather than trying to evolve new genes for resistance functions using their evolutionary world view, they may find the real function of antibiotics and antibiotic resistance. (Ref: microbiology, medicine, bacteriology)

5. FREE: ARE HOSPITAL SUPERBUGS EVIDENCE FOR EVOLUTION? See the Creation Research article *Evidence from Antibiotic Resistance*. Download PDF [here](#).

6. NO PROTECTION FOR CHURCHES from same-sex weddings warns European court, according to reports in Christian Concern (UK) and the *Telegraph* 21 March 2012. The European Court of Human Rights has ruled that same-sex marriage is not a human right in a case brought by a lesbian couple who complained that the French courts would not allow them to adopt a child. In France only married couples are able to adopt children. The two women were already in a "civil partnership" and were trying to use anti-discrimination law to claim the right to marriage. The court ruled: "The European Convention on Human Rights does not require member states' governments to grant same-sex couples access to marriage". However, they also said: "Where national legislation recognizes registered partnerships between same sex, member states should aim to ensure that their legal status and their rights and obligations are equivalent to those of heterosexual couples in a similar situation". According to Neil Addison, a specialist in discrimination law, "Once same-sex marriage has been legalised then the partners to such a marriage are entitled to exactly the same rights as partners in a heterosexual marriage. This means that if same-sex marriage is legalised in the UK it will be illegal for the Government to prevent such marriages happening in religious premises". Andrea Minichiello Williams, CEO of Christian Concern, commented: "We welcome this ruling. It confirms what we all knew – that unless we stop this redefinition of marriage now, then further down the line not a single priest, pastor or vicar in this country will be able to avoid a claim for discrimination if they refuse to marry same-sex couples in their church. Any Government assurances to the contrary appear to be worthless. The implications for religious freedom are staggering".

Links: [Christian Concern](#), [Telegraph](#)

ED. COM. Here is a practical example of where the issue of creation vs evolution really matters to churches and society in general. If evolution is valid then marriage is a human invention that has been imposed on primal animal mating systems, and can be redefined by whichever pressure group currently holds power in human society. Now think through the Biblical position. God created both man and marriage. The institution of marriage is therefore a designed function built into the human race by our Creator, and any attempts to redefine it are acts of rebellion against our Creator, and will only cause grief and trouble for individuals, churches and human society, as well as long term judgement from God. Human courts and governments do not have a right to redefine marriage because they did not invent it. It was invented by God the Creator, and will only work properly if kept according to His design, which is one man and one woman for life. By re-defining marriage human governments are setting themselves up

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as false gods and churches will be faced with the choice of which God they will serve. (Ref. politics, law, sociology)

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