



Noah's Ark on display in Holland, UK Education Authorities force evolution with funding blackmail, plus the stupidest claim about human mutations we have seen in a while, make for a great year's end as readers in Canada can now order our best seller DVD Time's Up Darwin just in time for Christmas [click](#). It's ALSO a great time to [Like Us](#) as you read Evidence News 32/12 with EDitorial COMment from John Mackay and the Creation Research Team worldwide.

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## **INDEX**

- 1. NEW QUESTION**
- 2. HUIBER'S ARK ON DISPLAY**
- 3. DVD NOW IN CANADA**
- 4. NO EVOLUTION, NO MONEY FOR SCHOOLS**
- 5. "WE ARE MORE EVOLVABLE THAN EVER BEFORE"**
- 6. INSECTS HEAR LIKE HUMANS**
- 7. FROM THE ARCHIVES**
- 8. DONATIONS**

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**1. NEW QUESTION:** DINOSAURS "What real practical evidence have you got that dinosaurs were buried real fast and don't just quote Noah's flood at me?" [ANSWER](#) by Joe Taylor, one of the most experienced fossil collectors we know.

QUESTION ON DEATH? "Did the skins that God made Adam and Eve's clothes from in Genesis 3:21 come from animals or did God just create some new skins? A theologian friend of mine says no animal was killed here and this is not to be used as the first death in the Bible. Can you help me?" [ANSWER](#) by Simon Turpin

**2. HUIBER'S ARK ON DISPLAY**, according to an article in the *Telegraph* 10 December 2012. Johan Huibers, a Dutchman, has built a "full-scale replica" of Noah's Ark in Dordrecht, Netherlands. Huibers "interpreted the description given in Genesis to build his ark" and constructed the vessel "130 metres

(427 feet) long, 29 metres (95 feet) across and 23 metres (75 feet) high". It is the realisation of a 20 year dream "to educate people about history and faith". Huibers has some live animals and birds on display, including parakeets, pheasants, peacocks and rabbits, along with some models of tigers, giraffe, an elephant and bison. The vessel is open for visitors and special events, and includes a cinema (movie theatre) and restaurant. For photo, click on link below.

Link: [Telegraph](#)

ED. COM. This is certainly an impressive feat, although we do wonder about the size of his Ark. The original measurements for the Ark recorded in Genesis 6-9 were: 300 cubits long, 50 cubits wide and 30 cubits high (Genesis 6:15). The cubit is the length from the elbow to the fingertips and is generally considered to be an average of 45 cm or 18 inches. Using the basic cubit made the Ark 135 metres (450 ft) long, 23 metres (75 ft) wide and 14 metres (45 ft) high. Since in ancient times there were also the longer royal and sacred cubits, we can say for sure that the 135 m length is the smallest the ark would have been and may have been considerably larger.

There may have been no official definition of the cubit in Noah's day so he may well have used his own cubit, i.e. the length of his own forearm and hand, as the basis for the measurement, which means if he was a big man, then the ark could have been much larger than the usual measurements of 450 ft given in the footnotes of many Bibles. Nevertheless, Huibers' construction does remind people the account of Noah is real history, and it is possible to build a wooden vessel of the size given in Genesis. We can understand him having models of tigers, giraffe, elephant and bison, as live ones would be difficult to care for today, but we would also recommend he has models of dinosaurs. They were just as much air-breathing, land dwelling animals as the mammals and birds in Huibers' display. (Ref. exhibitions, Europe, models)

**3. DVD NOW IN CANADA** Time's Up Darwin [click](#) to order.

**4. NO EVOLUTION, NO MONEY FOR SCHOOLS** says a new rule handed down by UK education authorities according to a report in BBC News 30 November 2012. A new system of schools, known as Free Schools, is being set up in the UK. These are funded by the government, but are run by groups of parents, teachers, charities and religious groups, and therefore considered to be private schools and do not have to strictly adhere to the National Curriculum that is taught in the government schools. However, a new ruling states that all free schools in Britain must teach evolution as a "comprehensive and coherent scientific theory", and they must not teach creation in science classes, or the Department for Education will take "swift action which could result in the termination of that funding agreement". According to the BBC "The move follows scientists' concerns that free schools run by creationists might avoid teaching evolution". The British Humanist Association has been organising a campaign named Teach Evolution not Creationism, welcomed the ruling and said it is "an excellent additional safeguard against state-funded creationist schools". Sir Paul Nurse, President of the Royal Society, is "delighted" with the new ruling and commented: "The new clause in the funding agreement should ensure that all pupils at Free Schools have the opportunity to learn about evolution as an extensively evidenced theory and one of the most fundamentally important tenets of modern biology. The development of the theory of evolution is an excellent example of how science works, and there is a clear consensus within the scientific community regarding both its validity and importance". Not all academics are so strident in their views. Berry Billingsley, head of a Reading University project on how schools cope with questions that bridge science and religion "cautioned against an oversimplified debate". He commented: "The importance of studying evolution is indeed the first thing to be said but children also need opportunities somewhere in the timetable to explore the 'Big Questions', which our research shows they want to consider and it is often the science lesson that stirs up those questions".

Link: [BBC](#)

ED. COM. The main driving forces for banning creation from UK schools are not teachers and parents, or the taxpayers who provide the government with funds, but militant atheist organisations such as the British Humanist Society who present the issue as one of science vs religion, but whose real agenda is to impose their world view on the next generation, and exclude any others. The issue at stake here is not science versus religion, but what world view, i.e. religion or philosophy, is being authorised to interpret scientific findings. Science is not done in an intellectual or cultural vacuum, disconnected from other sources of knowledge, and outside the context of people's world views. The real issue is truth versus error, and whilst Sir Paul Nurse may be correct in claiming there is "consensus within the scientific community" in support of evolution, as head of the Royal Society, he should know that good science is never determined by majority vote. If something is true, it remains the truth even if no-one believes it, and if something is false it never becomes true because many people believe it to be true. WE PREDICT that Britain is setting itself up for the same demise in science that happened to the old communist atheist system in the days of Lysenko where politics drove results not evidence, and sadly Britain can only look forward to a third world result.

As we have often stated before, if evolution really was "an excellent example of how science works" it would not need politicians and bureaucrats to enforce its teaching, and punish those who present any challenges to it. Teaching "how science works" involves teaching both the strengths and limitations of science. Science is a useful tool for learning about how the world works in the present. However, it is inadequate for explaining origins as it cannot be used to directly observe the past. To know about the past you need the testimony of a reliable witness who was there, and recorded what was seen and done. A scientist can use this information to stimulate scientific research by saying "if this happened, what evidence would it leave?" and then look for such evidence. Or, having observed the world with scientific methods, they can ask "what could have happened in the past to produce this ... ?" and then consult the testimonies that claim to explain the origin of whatever is being studied. Since we have spent school time with some 7 groups of British High School students in the past 2 months we know Berry Billingsley is correct – students do like to ask "big questions" about life, the universe and everything, and when presented with a theory that claims to explain the origin of everything, including themselves, they will ask these questions in whatever class it is presented. We will continue to take time to visit schools while such doors are open to us. Your support makes this possible. Click [Donations](#) to support. (Ref. education, politics, philosophy, world view)

**5. "WE ARE MORE EVOLVABLE THAN EVER BEFORE"** claim geneticists, according to an article in Wired Science 29 November 2012. Joshua Akey of the University of Washington and colleagues has done a large scale survey of human genes, looking for rare mutations - variations in DNA that are found in less than one in one hundred people. The research team studied protein-coding genes from 6,515 people, and found 1,146,401 variations. They then used these to calculate how many generations ago the variations occurred, and concluded that rare variations were relatively recent, with some 73 percent of all genetic variation arising in just the last 5,000 years. Because the variations are recent, natural selection has not had time to work on them, but according to Wired Science "As a species, we are freshly bursting with the raw material of evolution". Akey explained: "Most of the mutations that we found arose in the last 200 generations or so. There hasn't been much time for random change or deterministic change through natural selection. We have a repository of all this new variation for humanity to use as a substrate. In a way, we're more evolvable now than at any time in our history". Many of the variations found in the study seem to be potentially harmful, and the researchers suggest they have remained in the population because "Population growth is happening so fast that selection is having a hard time keeping up with the new, deleterious alleles". Alon Keinan, a population geneticist at Cornell University

commented: “Humans today carry a much larger load of deleterious variants than our species carried just prior to its massive expansion just a couple hundred generations ago”. The Wired Science article went on to say: “Natural selection never stopped acting, of course. New mutations with especially beneficial effects, such as lactose tolerance, still spread rapidly, while those with immediately harmful consequences likely vanished within a few generations of appearing. But most variation has small, subtle effects”.

Link: [Wired Science](#)

ED. COM. One expert in genetics sent us his comment on this item as ‘Interesting research with “stupid” conclusion’. We agree! The claim that most human variations have occurred within 5,000 years and most are potentially harmful, does not mean we are “bursting with the raw material of evolution”. Mutations are a sign that the human race is going downhill, not evolving upwards. If mutations were really the raw material for improved, more highly evolved humans then the environmentalists and medical scientists who protest loudly against mutation-causing chemical and radiation pollution should be shouting for more pollution. In fact, these findings fit with the Biblical history of the world, i.e. recent creation of human beings with fully functional genomes in a very good world, followed by degeneration because the environment became corrupted by human sin and God’s judgement. If you want to know how many generations may have passed since the beginning see the question: Adam’s Family Tree: Between Adam and me, how many “greats” go before the word “grandfather”? Answer [here](#). It is interesting that lactose tolerance is now being proclaimed as a beneficial mutation. Lactose tolerance is the ability to digest the sugar in milk in adult life because the chemical switch that turns off the production of the lactase enzyme becomes defunct, so instead of turning the enzyme off in childhood when suckling is completed, (as happens in the majority of the human race) it continues to be made into adult life. Such populations can continue to make use of fresh dairy products, *but may also have an as yet unconfirmed higher percentage of mucus related problems in breathing etc.* Either way it is actually the result of loss of a functioning gene, not the addition of a new one and is not evolution.

See our previous reports on lactose tolerance [here](#). (Ref. genetics, disease, DNA)

**6. INSECTS HEAR LIKE HUMANS**, according to reports in ScienceNOW and *Science* vol. 338 pp968-971, 16 November 2012, DOI: 10.1126/science.1225271. Sound is vibration transmitted through air, but in order to hear them, animals and people must convert the vibrations into electrical signals and transmit these to the brain. The cells that convert vibrations to electrical signals live in fluid, so the air vibrations must be converted to fluid vibrations first. Because of the difference in density of air and water it requires more force to make vibrations in fluid, so a mechanism to enhance the air vibrations is needed. This is the reason for the three-step process of human and animal hearing. Vibrations in air make the eardrum, or tympanic membrane, vibrate, which makes the middle ear bones move back and forth, transmitting the vibrations to the inner ear, which is filled with fluid. The middle ear bones act as a lever system and convert the vibrations of the eardrum into smaller but more forceful vibrations in the fluid of the inner ear. This process is called impedance matching. Within the inner ear receptor cells convert the fluid vibrations into electrical signals. The receptor cells are tuned to respond to different frequencies of sound, and are arranged in an orderly sequence from high pitched to low pitched sounds. A group of scientists from University of Bristol and University of Lincoln, UK, have studied the ears of the South American rainforest katydid *Copiphora gorgonensis* and found it has the same three step process for hearing – a tympanic membrane, and impedance matching system and an orderly array of sensory cells in a fluid filled inner ear. The research team found the system using high powered CT scans. Insects do not have bones. The katydid’s impedance matching system consists of two slivers of cuticle on either side of a cavity behind the tympanic membrane. When the membrane vibrates the slivers wobble and send forceful vibrations into the cavity containing the receptor cells. Although the insect ear is very small,

## Evidence News 32/12 – 12th December 2012

biophysicist Daniel Robert suggested it is “probably less delicate and more robust”, and may help engineers design tiny, but sensitive microphones for scientific devices and hearing aids. Ronald Hoy, a neurobiologist at Cornell University who specialises on acoustic communication in insects, commented: “What blows me away is the evolutionary convergence between insects and mammals”. He is not the only one to say this. The research team entitled their report in *Science* “Convergent Evolution Between Insect and Mammalian Audition” and stated: “Thus, two phylogenetically remote organisms, katydids and mammals, have evolved a series of convergent solutions to common biophysical problems, despite their reliance on very different morphological substrates”. A Perspective article in the same issue of *Science* states: “The parallelism in anatomy and function is the result of convergent evolution between the ears of humans and katydids”.

ED. COM. “Convergent evolution” is the ultimate evolutionary non-explanation of how similar complex systems came about in living things that are far apart on the evolutionary tree. The extreme silliness of this concept can be seen just by asking: what mysterious forces do they think produced the tympanic membrane, the impedance matching mechanism and the array of sensory receptors, along with the brain to interpret the sounds in each living thing, and encoded the genes to build them? It is obvious that the mere presence of sound in the air is not going to do this for insects or mammals, any more than it will result in microphones and hearing aids appearing by themselves without intelligent engineers to design and build them. The faith of evolutionists in mindless molecules and purposeless physical forces is truly spectacular, but sadly is a reminder of those who called themselves wise, but became fools because they worshipped the creation instead of the Creator. See Romans 1:20-23. (Ref. design, biophysics, technology)

**7. FROM THE ARCHIVES:** Each week we publish links to previous items related to this issue’s topics: [Human Mutations](#), [Convergent Evolution](#), [Free Schools](#)  
Remember also, all our news items and quotes are archived as individual items in the Fact File on our Evidence website [here](#). Make the most of this useful resource.

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