



# Think & Believe

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## The Deeper Issue

By Dave & Mary Jo Nutting

At one of our recent college lectures, a student asked a very revealing question after we had already answered many questions of a scientific nature. His question was, "What I want to know is, what happens to you when you die?" This may at first seem a strange thing to ask following a presentation of the scientific evidences supporting creation. However, it points out that the underlying issue is really a philosophical issue dealing with the deep meanings of life, not merely a scientific discussion.

At this point, many evolutionists will say, "See! We knew creation was just a religious discussion. That's why it shouldn't be taught in the public schools." However, this argument applies equally to evolution. In that neither evolution nor creation can be "proven" by scientific means, both involve some basic philosophical assumptions and ultimately a measure of faith. It becomes a matter of which faith is most consistent with the facts of nature, not which can be "proven".

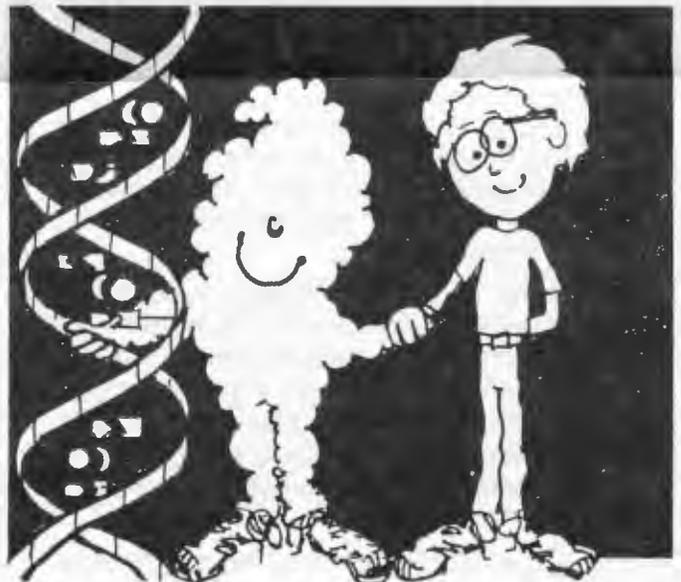
Yes! There is a deeper philosophical issue. A person's beliefs about origins is intimately related to his beliefs about the ultimate meaning of life and the future. If evolution is true, and man is only a product of chance and natural processes, then he is free to set his own rules and do all he can to control his own destiny. However, if man is a created being, it seems he would be wise to find out all he could about his Creator and what this Creator expects of Him. Thus, an understanding of origins is foundational to all other issues in life.

Secular science cannot answer the question of "Where do we go when we die?" except in a very limited physical sense since it cannot touch the spiritual part of man. Each person must search

for life's meaning and his own personal destiny. Where do we go to find the answer?

The Bible gives a satisfying answer in the very message of Easter. It tells of God, the Almighty Creator, Who loved His sinful, fallen creatures so much that He was willing to experience death on our behalf. He then demonstrated His power by rising again on that first Easter morning so that we might experience eternal life with Him. All He asks in return is our faith and love.

The biblical world view makes sense both scientifically and spiritually. It contains information not only about the past, but also about the future. It answers life's difficult questions like, "Where do we go when we die?" Have you seriously considered it? If not, we urge you to do so this Easter. Please feel free to contact us for more information.



DNA → PROTEIN → TRAIT

Which came first: DNA or Protein?  
(See Spotlight on Science)

(picture from Origin of Life, Bliss and Parker; used by permission)

# NOTES & QUOTES

■ We recently received a newspaper article giving the results of a poll taken by Teen Forum in several California high schools. When asked the question, "Should creationism and evolution be given an equal voice in public education?" 60% said yes, 35% said no, and 5% were undecided. Here are some of the students' comments:

- I think all theories and ideas should be presented so that the student can decide. You shouldn't censor people's ideas. (Grade 10)
- Everybody has his own ideas. If they teach both, it will give people something to think about. We had to start somewhere, but nobody really knows how. That's why they should teach both. Why teach only one theory of something that's not proven? (Grade 12)
- I don't think creationism should be taught in school, as evolution is, but it does deserve respect, and it is the teacher's responsibility to let the students know that there are two views. (Grade 12)
- Evolution is a guess or belief as to what happened. So is creationism. Both are beliefs. Different people have different opinions, and it isn't right for the school to favor one belief over another. (Grade 12)

■ Others were not so open in having both views presented. Notice some of their comments:

- I don't believe creationism should be taught in the classroom; that is a matter of personal belief, and evolution is *fact*. (Grade 11, emphasis added)
- Creationism should be taught in church. The *truth* should be taught in school. It's hard to expect someone to believe in creationism once he's been taught evolution. Evolution just seems more likely than any other theory. (Grade 12, emphasis added)
- Creationism is based on nothing more than a *myth*, which has been forced on people for over 2000 years by an oppressive institution known as the church. How people can believe the words of this enormous machine responsible for the inquisition, the witch trials and countless other heinous crimes is far beyond my comprehension. (Grade 12)
- Many times people feel that a certain doctrine is being forced down their throats if it is not their belief. Especially in public schools, only evolution should be taught. Let individual parents teach creationism if they want. (Grade 11)

- Creationism is only a belief, but evolution is a *provable theory*. Although I believe in both, I think only evolution should be taught in school. School is for *facts*, and church is for the faith. (Grade 12, emphasis added)
- Everybody has the right to believe in what they want (First Amendment freedom of religion). There is no logical or physical evidence that says God created man, only faith. There is *solid evidence* that we *might* have evolved from apes. (Grade 12, emphasis added)

■ It is enlightening to notice how well indoctrinated many students are by the time they get to high school. Notice that many of them espoused the idea that evolution is a "fact" or "provable theory," while creation is just a "belief" or even a "myth." Creationists still have a big job to do !

## Family Camp

■ If you haven't registered yet for a fabulous vacation, consider these comments from last year's participants:

- (My wife) insists our trip to Colorado was the finest vacation she's ever experienced. I humbly echo her sentiments. (Minnesota)
- . . . Everyone voted it our "best vacation ever," which is really wonderful considering the diverse ages of our children (9-20) . . . we loved the seminar time and have been devoting daily time to creation studies ever since . . . Again, we thank you sincerely for all your efforts to provide a meaningful week in God's creation — it was a roaring success in our estimation! (Wisconsin)

■ Family camp is a great place to grow closer as a family, learn some very valuable material, develop new friends, and have an all around great time. Don't be left out! Send your reservation today!



*Don't Forget Family Camp*

## Which Came First: DNA or Protein?

In the last issue we talked about recognizing design in nature, and the idea that design points to a Designer. One of the most fantastic systems around that illustrates this principle is the DNA, the unique "computer program" that each of us carries around with us all the time in our cells. DNA (or, more technically, deoxyribonucleic acid) is the famous "molecule of heredity," which is passed on from one generation to the next.

Although DNA is absolutely essential for life as we know it, it is not a tremendously complex molecule. Rather, it appears to be a very ingeniously designed "language," consisting of chemical units roughly equivalent to the letters of our alphabet. However, unlike our alphabet which contains 26 letters, the DNA "alphabet" requires only 4. These four are actually chemical combinations called "bases." The four bases are A, T, C and G (or, for you chemists, adenine, thymine, cytosine and guanine). Just as the letters of our alphabet are arranged in particular orders to make words and sentences, the 4 "letters" of DNA are arranged in specific sequences which have biological meaning.

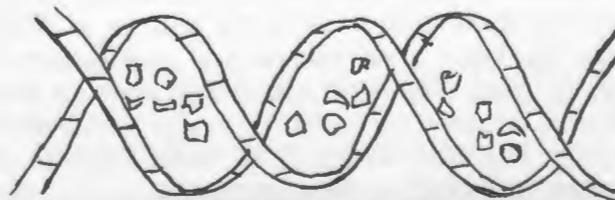
Another class of important chemicals in the body are the proteins. Proteins are really the "stuff" of life that make up much of our skin, muscles, hair, blood, and other body tissues. They are also responsible for directing and participating in the thousands of chemical reactions going on in our bodies all the time. Proteins, like DNA, are made of basic repeating chemical units. However, in proteins there are about 20 different types of these units (called amino acids). The order in which these amino acids are lined up determines the chemical properties of any protein.

The relationship between DNA and protein is particularly interesting, for it is the DNA which determines the order of amino acids in proteins. Through a very ingenious translation system, the 4 letter code of the DNA is used to line up the various amino acids in the precise orders needed to produce a workable protein. The interrelationship between these two classes of molecules is very specific and inseparable. It takes DNA to make protein, but it also takes over 70 different specific proteins to make DNA. How could this relationship develop by evolution?

Evolutionists have struggled with this problem for a long time. It's much like the old chicken and the egg dilemma (for evolutionists anyway). Most are now saying that somehow the DNA and protein must have evolved together. However, this explanation leaves much to be desired. The idea that either one alone could evolve by chance and natural processes boggles the imagination. In the May/June 1985 issue of T & B, we calculated the probability of producing even one small protein by chance. If we could fill the entire known universe with blue marbles and then hide one red marble, it would be 10,000 times more likely for a blindfolded astronaut to find the one red marble three times in a row than it would be to produce one single simple protein by chance.

To say that the complex, interrelated systems of life evolved by chance is clearly an incredible leap of faith, not a well-reasoned, scientific conclusion. The evidence certainly does not support evolution. It most logically indicates design by an intelligent Designer.

(For more information, see *What Is Creation Science?*, Morris and Parker, 1987.)



## Book Review

**NOW AVAILABLE** — the revised and expanded edition of *What Is Creation Science?* (Morris and Parker, 1987, Master Books)! This is personally our favorite book when it comes to a general introduction of the topic of Creation Science. It is written in a very clear manner and contains many useful illustrations and broad coverage of all the major topics in the creation/evolution debate. We highly recommend this book for anyone interested in learning more about what creationists are saying. This book is useful to laymen, high school students, and research scientists alike as a starting point in understanding creation science. Order your copy today, and do consider an extra to give away. (Available from Alpha Omega Institute for \$12.00 including shipping.)



## Science Fair



We were pleased with the quality of the projects in the first annual Alpha Omega Science Fair. Students from three Christian schools, several home schools, and one public school participated.

Blue ribbon winners included: Heather Chynoweth and Steven Nutting in the elementary division; Daniel Bowen, Zac Cameron, Michael Chynoweth, and Tim Nutting in the junior division; and Jessica Holmes in the senior division. Congratulations!

We wish to commend all the participants for their hard work. We also wish to thank New Horizons Christian School for the use of their facility and express our gratitude to the judges who generously donated their time to evaluate the projects. Special thanks to Dorothy Hahn for coordinating the science fair and conducting the workshops.



## Recent Events



We were much encouraged by the attentive audience and the searching questions at Western State College (Gunnison, CO) and Mesa College (Grand Junction). Most of the students had never really investigated the creation model and seemed open to hearing what we had to say. There is such a need on college campuses today for Christians to speak up and present a well-reasoned defense of their faith. We are always thankful for the opportunity to do so.

Christians, too, seem eager to hear the evidences of creation. Seven churches and one Christian school have hosted lectures or seminars thus far in 1988. There has been good interest and enthusiasm at each of these. The KJOL-sponsored seminar was also a big success, with over 200 in attendance each evening. We wish to thank all those involved in planning and hosting these seminars.



## New Video



We recently previewed an excellent new film called "The Genesis Solution." We strongly recommend it to all our readers. Maybe the reason we like it so much is that it agrees with everything we have been trying to say about the book of Genesis and a literal creation being foundational to all of our Christian beliefs — and it says it in a very powerful way.

Excellent cartoons and illustrative slides enhance the fast-moving lecture format. The lecturer is Ken Ham, founder of the largest creation science ministry in Australia and currently on the staff of the Institute for Creation Research in California. He is well-qualified to speak on the topic.

This film should be shown by all churches that desire to take the Word of God seriously and wish to expose the subtle but very real attack upon the very foundation of their faith. Although it does not delve into the scientific aspects which show creation to be the superior model, it certainly exposes the prevailing bias that determines what our students are allowed to hear.

*The Genesis Solution* is available in 16mm or video format from Films for Christ (2628 W. Birchwood Circle, Mesa, AZ 85202, 602-894-1300). You won't want to miss it! Ask your pastor to show it soon!

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