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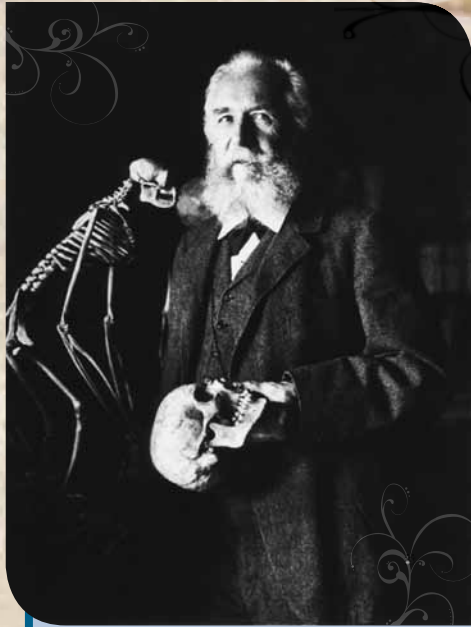
Discovery

Scripture & Science for Kids



GILL SLITS, EMBRYOS, AND FALSE "EVIDENCE" FOR Evolution

KYLE BUTT

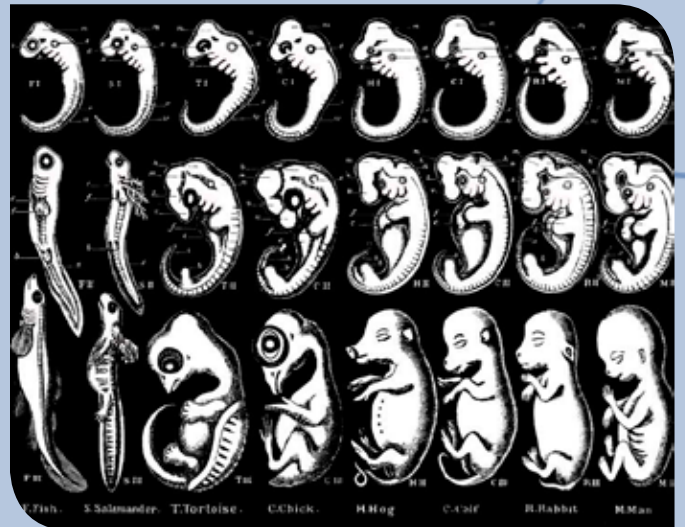


In 1860, there was a man named Ernst Haeckel who believed in evolution. He was a German professor at the University of Jena. During his years of teaching, he tried

to convince his students that evolution is true. To "prove" this to his students and fellow teachers, he made up the idea that a human baby goes through different evolutionary stages as it grows. According to Ernst Haeckel, a human embryo (a baby in its early stages) starts out in a one-celled stage, just as its ancient amoeba-like ancestor. It develops gill slits, just like its ancient fish ancestor. And it even has a tail, just as its ancient ape-like ancestor. Therefore, suggested Dr. Haeckel, if we will just watch a human embryo grow, then we will see the different stages of evolution.

In order to prove his theory, he made several drawings of the different stages. But when he published these drawings, other professors began to question Haeckel's accuracy. Upon further investigation, it seemed that Dr. Haeckel had not only been **inaccurate**, but he had even been **dishonest**. Not only had he faked some of his drawings, but he also used the same picture three different times, and labeled one a human, the second a dog, and the third a rabbit. Haeckel was proven to be wrong and his idea about

humans going through their evolutionary family tree as embryos was shown to be completely false.



Replica of Ernst Haeckel's Illustration

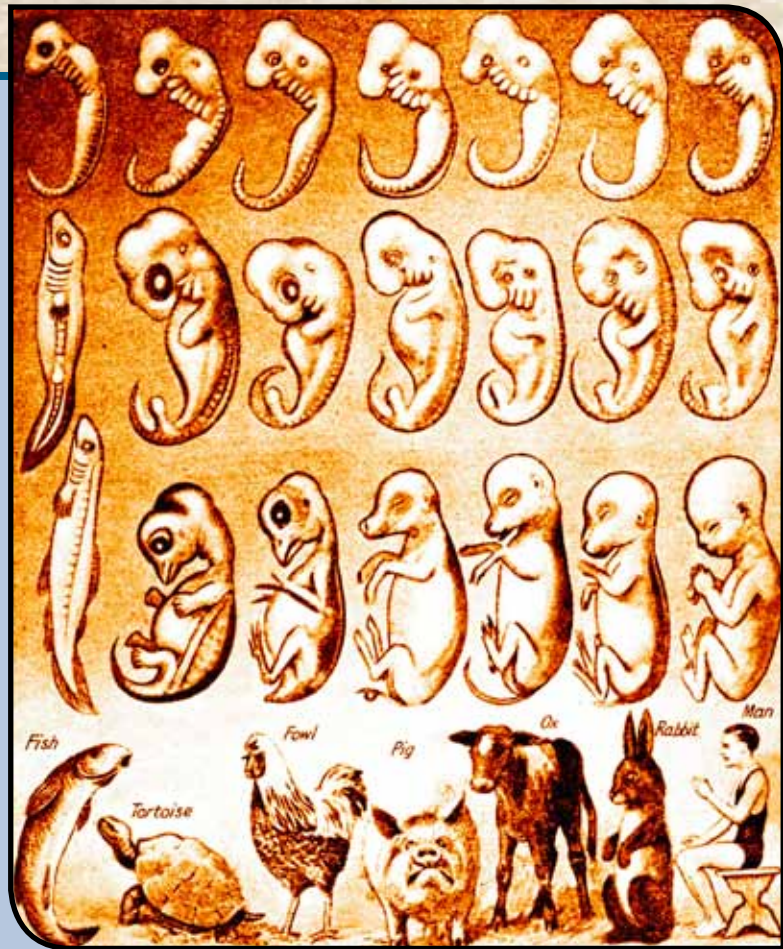
That should be the end of the story, but it is not. Even though Haeckel's false theory and drawings were disproved about 150 years ago, they are still being used today in many science textbooks to "prove" evolution. Why are textbook writers still using drawings that were faked, altered, and falsified? That is the real mystery. On May 29, 2010, I was speaking to a group of teenagers in Michigan about Ernst Haeckel and his false evidence. I explained to them that many textbooks still use the false idea that human embryos are similar to animal embryos to "prove" evolution, even though this idea was disproven over 100 years ago. A few days after my visit, a ninth-grader sent me an e-mail that said:

"This week in my Biology class we learned about the theory of evolution. During this segment we had to do worksheets on evolution. Two of the main things we did were on the pepper[ed] moths and similarity in embryos. Those were two things you proved false during your sermon. You taught us that these things were proven false, but still put in textbooks and taught in schools today. I was both astonished and humored that these two false teachings showed up in my high school the week following your sermon."

You see, even though Haeckel's ideas were proven false, they are still used to teach evolution. Why do you think that is? One reason is because if textbooks took out all the "evidence" for evolution that we know is false, then they would not have anything left that they could use to "prove" evolution.

Let me give you another example. In August of 2009, a man named Jack sent an e-mail to Apologetics Press. He is a person who believes in evolution and who thinks our writing about God and creation is not right. When he read our information on the *Discovery* Web site, he said: "Your website is absolutely horrible." And he said that in many instances, our answers were "dead wrong." I asked him to provide us with information that proved evolution and showed our information to be wrong. He wrote back and said: "Also, evolution predicts that in the womb **we produce gill sacs** and a coat of fur which we shed before we are born. How does 'creation' explain this phenomena?" He used the false idea that humans have gill sacs to "prove" that our information was wrong. He did not know that humans never have gills, and that the idea was proven false more than 100 years ago. But, as you can see, it is still being used as evidence that evolution is true.

In 2006, a very well-known biology teacher named Francisco Ayala wrote a book titled *Darwin and Intelligent Design*. In that book, he tried to prove



that evolution is true. In fact, he actually teaches evolutionary biology. He wrote: "The embryos of humans and other nonaquatic [not living in water] vertebrates [animals with backbones] exhibit gill slits even though they never breathe through gills. These slits are found in embryos of all vertebrates because they share a common ancestor: the fish in which these structures first evolved." Dr. Ayala should know better. Humans never have gill slits. Haeckel was wrong, and we have known that for many years. But, as you can see, even the "top" evolutionists still use these false, disproven ideas in their attempts to "prove" evolution.

The next time you see drawings of "similar" embryos, remember that Ernst Haeckel lied to us about evolution.



Human Embryo



Evolution is Peppered with Falsehoods

KYLE BUTT

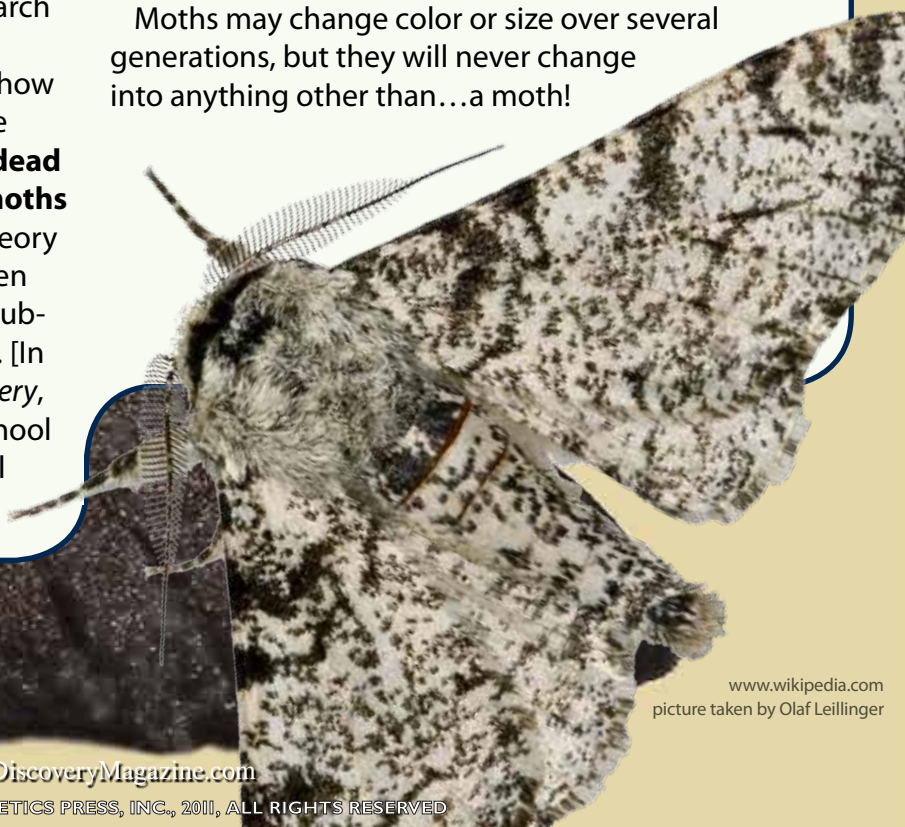
The English Peppered Moth has been used in many science books to “prove” that evolution occurs. According to evolutionists, before the industrial revolution in England, most of these moths were a light, speckled-gray color. Their light color supposedly blended in with the tree trunks, which camouflaged them from birds. A dark form of the moth also existed, but supposedly it was rare because birds could see it easier and eat it. However, when the industrial factories in England started producing soot and smoke, the trees began to turn black. Due to this change, the light-colored moths became easier to see, and the darker moths became camouflaged. In only a few years, the black moths greatly outnumbered the white moths. This change in the moth population proves that species can “evolve” different characteristics that allow them to survive—at least that is the story told by evolutionists in many science books.

But this “proof” of evolution doesn’t really prove anything. First of all, during the 40 years of research on the moths, only a very few moths were ever found resting on tree trunks during the day. So how did the science-book authors get pictures of the moths on trees? **They either pinned or glued dead moths on the tree trunks, or they captured moths and forced them to stay on the trunks.** The theory about the camouflage was totally false. And, even though many of the writers and science-book publishers **knew it was false, they used it anyway.** [In the article about gills slits in this month’s *Discovery*, there is a statement from a ninth-grade high school student about how the peppered moths are still used to teach evolution in her school.]

Second, dark moths and light moths have always been around. No new genetic material was created to form a black moth. Also, the **moths were still moths!** They did not change into lizards or mice. The moth population always had the built-in ability to vary in color, but the moths never had the ability to become anything other than moths.

Those who believe in evolution make a major mistake in their thinking. They assume that if nature can change an animal a little bit over time, then it can change that animal into a new animal over a long period of time. Evolutionists do not seem to realize that small changes have **limits.** For instance, suppose it takes you nine minutes to run one mile. But you decide to exercise and get into shape, and every week for the first three weeks you run the mile one minute faster. Does that mean that you will be running the mile in **zero** minutes by the ninth week of your training? Of course it doesn’t. Eventually you will reach a point when you cannot run any faster.

Moths may change color or size over several generations, but they will never change into anything other than...a moth!



www.wikipedia.com
picture taken by Olaf Leillinger

WHO'S THE HORSE'S UNCLE?

JEFF MILLER



Sadly, you just cannot believe everything you hear in science class. Some people will use just about anything in their attempts to prove evolution, even if their "proof" is no proof at all. Maybe they just hope it supports their belief. Maybe they know the truth and are willing to lie about it to get others to believe in their idea. Or maybe they believe their "proof" really supports their idea because someone they respect told them it does, or perhaps because they have not seen the evidence that goes against it. Whatever the reason, many science textbooks today teach error regarding where animals came from. Evolutionists who do not believe in God want to find proof that animals originated and evolved on their own without the need for God. Many will believe almost anything they run across that might support this false teaching—regardless of how farfetched their idea is.

Several decades ago the American Museum of Natural History in New York City put together an exhibit showing what they believed was the history of horse evolution from a fox-like creature known as *Hyracotherium* (HY-rak-o-THEER-ee-um) to the present day horse—*Equus* (EH-kwis). The fossils they used, however, were gathered from all over the world and did not even fit together! What's more, the fossilized creatures had different numbers of ribs and vertebrae—proof that they could not have evolved from

one another. Many evolutionists have gradually come to admit this and have given up on the idea that the fossils prove how horses evolved. Famous evolutionist



George Gaylord Simpson

George Gaylord Simpson said that "the uniform, continuous transformation of *Hyracotherium* into *Equus*, so dear to the hearts of generations of textbook writers, never happened in nature." In spite of this, some textbooks **still teach this false idea.**

The truth is, evolutionists will never be able to find what they need to prove the theory of evolution, no matter how hard they try or how long they look. Why? Because the theory of evolution is false. The truth is, the horse did not evolve over millions of years. God created it "according to its kind" (Genesis 1:24). Remember to "test all things; hold fast what is good" (1 Thessalonians 5:21) before believing everything you read in your science book.



ACTIVITY PAGES



MATCH, FIND, AND CIRCLE

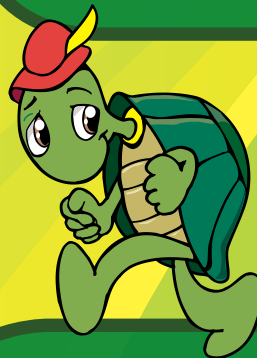
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- A. Ernst Haeckel
- B. Embryo
- C. Nematode worm
- D. George Simpson

- E. English Peppered Moth
- F. Sea Sponge
- G. *Equus*

FILL IN THE BLANKS

1. _____ life is more valuable than all other forms of life (Genesis 1:26-28; 9:1-6).
2. Evolutionists do not seem to realize that small changes have _____.
3. According to Ernst Haeckel, a human embryo develops both _____ slits and a tail.
4. " _____ all things; hold fast what is _____ " (1 Thessalonians 5:21).



1. Shares about 70% of our DNA make-up
2. A moth frequently pictured in textbooks in order to try to prove evolution
3. German professor who made up the idea that a human baby goes through different evolutionary stages as it grows
4. A baby in its early stages
5. Admitted that "the uniform, continuous transformation of *Hyracotherium* into *Equus*, so dear to the hearts of generations of textbook writers, never happened in nature"
6. Shares about 75% of our DNA make-up
7. Present-day horse

TRUE OR FALSE

- Similarities among living things prove that living things share a common ancestor.
- Creationists deny that similarities exist among the various kinds of animal life on Earth.
- English Peppered Moths normally rest on tree trunks.
- Dark-colored English Peppered Moths did not evolve during the Industrial Revolution, but merely increased in number.
- Ernst Haeckel was inaccurate and dishonest in his claim that human embryos go through evolutionary stages of alleged animal ancestors.
- The Bible indicates that humans evolved from animals over a period of millions of years.
- False claims about evolution are often made in science textbooks.
- Horse evolution is a proven fact.
- Moths may change color or size over several generations, but they will never change into anything other than a moth.
- The DNA similarities between humans and chimps prove that both evolved from ape-like creatures millions of years ago.

Dear Digger Doug,

Why does God make animals that hurt you?

—Cade, Henderson, TN

Dear Cade,

What an excellent question. When Adam and Eve were first created, they lived in the beautiful Garden of Eden. They could eat of the Tree of Life and live forever. They did not even have to work hard for their food, but could pick fruit off of trees. When they sinned, things changed. They were sent out of the garden. God told Adam he would have to work hard and fight thorns and thistles in order to grow his food. And Adam and Eve no longer had access to the Tree of Life, so they could not live forever. We don't know what else changed, but it makes sense that not only would Adam have to fight against plants that could hurt him, but he would have to contend with animals and insects as well. It is most likely the case that many of the animals and insects that can hurt humans started hurting them after the fall. But, we also need to realize that just because humans might get hurt, that does not mean that whatever hurts them is "bad." For instance, water is great and useful. It keeps plants, animals, and humans alive. But humans can also drown in water. Does that mean water is bad? Of course not. Cows can be a great source of food for humans, but if you get in the ring with an angry bull, it might hurt you. Does that mean bulls are bad? No. And while we might not like bugs like mosquitoes, they can be a great source of food for bats and birds that are important to our world. The most important thing to remember is that even though some animals, bugs, or even plants can hurt humans, God loves humans and wants what is the very best for each and every one of us.





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Similar Things Do Not Prove Evolution

ERIC LYONS

For more than 100 years, evolutionists have argued that similarities among living things prove that living things share a **common ancestor**. Because the flipper of a whale and the forefoot of a dog have certain likenesses, allegedly they share the same great-great...grandparents. Similarities between the wing of a bat and the forefoot of a turtle also **supposedly** help prove evolution. Because the DNA of chimpanzees and humans are similar about 96% of the time, evolutionists declare: we must have evolved from the same ape-like creature millions of years ago.

Creationists do not deny that **many** similarities exist among the various kinds of animal life on Earth, and even between animals and humans. In fact, similarities among living things fit perfectly with the Creation viewpoint. Such similarities should be expected among creatures that drink the same water, eat the same food, breathe the same air, and live on the same land. Common features among living things make perfect sense if we all share a common Creator.



Humans and chimps both have eyes, tongues, noses, ears, feet, legs, and hair. No doubt, then, our genetic make-up is going to be very similar. But even sea sponges, which scientists once thought would have only



Sea Sponges



Nematode

shared one or two percent of our DNA, actually share about **70%** of our DNA. And, believe it or not, the nematode worm actually shares **75%** of our DNA make-up. Yet we obviously look nothing alike.

Such similarities should actually tell us something about the Creator's loving nature. Think about it: human life is more valuable than all other forms of life (Genesis 1:26-28; 9:1-6). But, because God created a world where man can study, kill, and experiment on genetically similar, yet **non-human**, life forms (sea sponges and chimps, for example), humans can actually learn more about the human body without taking the life of humans—those who are created in the image of God. Similarities do not prove a common ancestor, but show that there is a common Designer.

In short, even though you will likely read about evolutionists' "similar-things" argument in nearly every textbook that addresses the theory of evolution, in no way does it prove their theory true. Rather, it is just another example of evolutionists' **faulty interpretation** of the **facts of life**—facts that creationists openly embrace and **logically** explain.

ANSWERS

FILL IN THE BLANKS: 1. Human; 2. limits; 3. gill; 4. Test, good
 MATCH, FIND, AND CIRCLE: 1. F (Sea Sponge); 2. E (English Peppercorn Moth); 3. A (Ernst Haeckel); 4. B (Embryo); 5. D (George Simpson); 6. C (nematode worm); 7. G (Eggs); TRUE OR FALSE: 1-F; 2-F; 3-F; 4-T; 5-T; 6-F; 7-T; 8-F; 9-T; 10-F.



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