

# Acts & Facts



Institute for Creation Research  
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Vol. 32 No. 2 February 2003

## MORE CREATION ADVENTURE “EDU-TAINMENT”!

If you enjoyed the first two Marty episodes, you'll love *Marty's Grand Adventure*, ICR's first full-length family video of the popular *Creation Adventure Series!* This third episode brings your family twice the “edu-tainment,” blending scientific evidence for creation and Biblical truth with fun-filled, action-packed adventure through the bumbling, loveable, and humorous journeys of Marty Fishbein.

With limited time left to use the permits for Project Nautiloid, Marty ventures out to embark on an exciting research project in Grand Canyon. Team C.R.E.A.T.E. (Creation Research Exploration and Technical Expeditions), a group of well-organized and highly technical kids, monitor Marty's rather unconventional field expedition by satellite back at the “Control Room.” The team carefully guides Marty through a maze of suspenseful adventures as he endeavors to carry out important research on nautiloid fossils embedded in the Redwall Limestone.

Adrianna, an aspiring newspaper journalist, reluctantly takes on the assignment of doing an investigative report on the creation team from a religion vs. sci-



See pricing and ordering  
information inside!

ence angle. She wants nothing more than to cover the story and move on to more important assignments. Little does she know that this project is about to change her career . . . and her life!

The exciting expedition begins in a desert café when Marty runs into Moose, a wise old prospector, who piques Marty's interest when he shares ancient legends from a little black book given to him by his great grandfather. Moose explains that some of the stories contain truth, like how Grand

Canyon was formed with “lots of water and a little bit of time.” He also warned Marty not to take seriously the legends about the lost gold and buried treasure. Marty heeds Moose's advice. However, unbeknownst to the two of them, Neville, the villain, eavesdropping from a nearby booth, is scheming to get his hands on that little black book which would lead him to the gold!

The adventure builds as Marty attempts to escape the villain and the many obstacles standing in the way of his mission and Adrianna wrestles with the truth of Biblical creation and the Gospel. All the while, Team C.R.E.A.T.E.

works diligently to keep Marty on task and help him complete his dangerous expedition.

The whole family will enjoy *Marty's Grand Adventure* while learning science and strengthening their faith in God and His infallible Word. Be sure to call ICR's Customer Service at 800/628-7640 or visit our website store at [www.icr.org/store](http://www.icr.org/store) and order your copy today! 📖

## CREATION EVANGELISM IN THE CARIBBEAN

Almost all the inhabitants of the Caribbean Islands attend some form of religious service each week and most consider themselves "Christians." But the cults are strong there, as are animistic religions. Unfortunately, in many churches, teaching is seldom a strength. While many truly love the Lord, doctrinal depth is hard to find.

To address this need, Dr. Kortright Worrell, of the island of St. John, started Bible schools on many of the islands. He travels between them continually, teaching courses and overseeing curriculum. A humble and godly man, he desires to see pastors and Christian leaders trained to be more effective. Long aware of ICR and its similar passion, he sponsored Dr. John Morris on a December visit to the islands to bring the creation message to hungry hearts.

Seminars in Anguilla and St. Maarten were preceded by meetings in Antigua hosted by missionary Curt Waite and the Caribbean Radio Lighthouse. In each location, the evening seminars were preceded by other meetings throughout the day, from schools to colleges to prisons. In each case, the creation message brought answers to questions and a fullness to Christian doctrine that had been missing. Many local pastors understood the foundational nature of creation teaching and planned to implement it in their teaching in the days ahead. 📖



### From Canada

I simply wanted to send a thank you e-mail to who ever it may concern. I have found this website incredibly useful. I am only 16 years old and still in high school. I am, however, often faced with some tough questions concerning what I believe as a Christian and what science teaches as fact.

I have, in fact, been looking for stuff to read up on to be able to show my friends that Christianity, and especially creation, has not yet been, and I believe never will be, proved wrong by science. And so, I simply wanted to say thanks for the help that this website has provided me.

### From Minnesota

I just wanted to tell you what a significant impact your [Good Science] presentation has made on me. . . . I feel energized! At the workshop, I saw another side of my two boys that I hadn't seen very well before—their ability to think critically and be interested in science and to ask good questions and give good answers. Thank you, thank you, thank you. 📖

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## KOALA CHEMISTRY AND CREATION

We're all familiar with the cuddly 20-pound koala "bear" (*Phascolarctos cinereus*) of eastern Australia. For Darwinists, the origin of the koala "is far from solved."<sup>1</sup> According to evolutionism, it's supposedly related to the kangaroo and wombat, but the creation model states koalas have always been koalas—they didn't evolve from a different animal. Darwinists describe marsupials—such as the koala—as more "primitive" than placental mammals. This is what some call "Eurocentric bias," seeing biological differences to be perceived inferiorities. Creation scientists maintain neither reproductive method (marsupial vs. placental) is consistently superior to the other, they're just different.

An evidence for koala evolution is the "vestigial" tail (a structure that serves no function but resembles the structure of presumed evolutionary ancestors). But how does the evolutionist *know* it's vestigial? Creationists suspect that the thickly-padded tail is designed by the Creator to aid in koalas sitting in trees—which they do their entire life.

The challenges to evolution are many according to editor and evolutionist Garret Hardin ("39 Steps to Biology," *Scientific American* books). The challenge in this particular case is the chemistry (physiology) of the koala. The Creator has designed this creature to live almost entirely on the leaves of 35 of the 600 species of Eucalyptus trees growing in Australia. Water should be a problem for the koala; she drinks none—or hardly any. Instead, she obtains moisture from the leaves. "The koala's thermoregulatory pattern is attuned to [water from the eucalyptus leaves], and so . . . the animal is potentially able to thrive in most of the forests of Australia."<sup>2</sup> The volatile oils of this tree are toxic to other animals, but the amazing liver chemistry of the koala detoxifies her yummy eucalyptus meals.

Obviously the koala, like all animals, is composed mostly of protein (e.g., flesh, organs, muscle), but her diet is composed of just eucalyptus oils and cellulose which are virtually protein-free. How then does the koala get the critical protein for normal functioning (skin and gastrointestinal tract replacement, liver proteins, and critical blood proteins, etc.)? The answer is the eucalyptus leaves contain digestible nitrogen, a critical element in protein. But the koala's GI tract also contains a number of wonderful microorganisms in its long cecum. It is these tiny, single-celled creatures (made up of protein) that break down the eucalyptus leaves as they are eaten. During normal intestinal movements a constant stream of these microorganisms are digested by the koala, contributing additional daily protein the creature needs to make muscle and other protein-based structures. Amazing! The fingerprint of the Creator!

### References

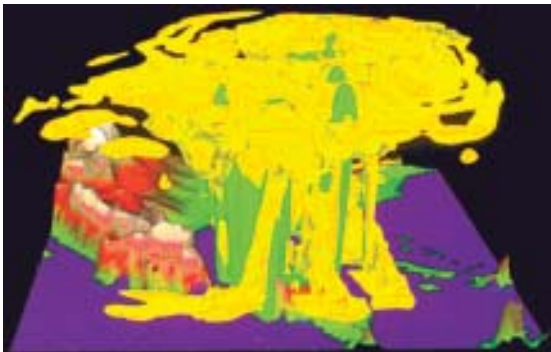
1. Stahl, Barbara, *Vertebrate History*, Dover Publications, Inc. 1985, p. 441.
2. Degabriele, Robert, "The Physiology of the Koala," *Life at the Edge*, Gould & Gould, W.H. Freeman & Co. 1989, p. 91. 



## DID HYPERCANES DEVASTATE THE EARTH DURING THE GREAT FLOOD?

Dr. Larry Vardiman believes they did. A paper to be presented by him at the upcoming Fifth International Conference on Creationism in August of 2003 will report on the results of a computer simulation of a hurricane which turns into a hyper-cane when the sea surface temperature was artificially increased. Dr. Vardiman has been conducting numerical experiments for over five years now to determine if small hurricanes could develop into hypercanes with extreme winds and precipitation rates when sea surface temperatures are raised.

Hypercanes were first proposed by Kerry Emanuel at MIT in the 1990s when he began looking at them as giant heat engines. It is possible to simulate such monster storms with mesoscale meteorology models now available which run on PCs (see figure below). Dr. Vardiman has been able to show that such hypercanes can potentially produce winds exceeding 300 miles per hour and rainfall



*A simulated hypercane over the Gulf of Mexico. Yellow is cloud water and green is rain fall (see *Climates Before and After the Genesis Flood* by Vardiman).*

rates of up to ten inches per hour. Wind damage from giant hypercanes would be over four times greater than any hurricane observed today. Flood damage due to storm surges and heavy rainfall in such storms would also be much greater.

Dr. Vardiman believes such storms occurred during the Genesis Flood and for hundreds of years afterward because the oceans would have been warmer then due to great quantities of heat being released through catastrophic processes on the ocean floor. The heat transferred to the ocean from magma released rapidly during the Flood along the 40,000-mile long chain of mountains on the bottom of the ocean, known as the mid-ocean ridges, would have been sufficient alone to warm the ocean greatly. Evidence for at least a 40°F temperature rise from this source and other geological work done during the Flood has been derived from oxygen isotope measurements in sea-floor sediments. The oceans slowly cooled after the Flood reaching the temperatures observed today and now form hurricanes with weaker winds and lighter rainfall rates.

Hypercanes would likely have easily eroded unconsolidated terrestrial surfaces in selected locations on the earth between 10° and 40° latitude during and shortly after the Flood. They would have probably denuded any landscape where vegetation was attempting to gain a foothold. And, in shallow coastal plains and inland seas, hypercanes could have created a distinctive type of geologic formation called hummocky cross bedding. Research on hypercanes has only just begun. Future research will likely focus on the most likely locations where hypercanes could have made landfall and on their potential for creating erosional features and hummocky cross beds. ☞

# ICR Graduate School

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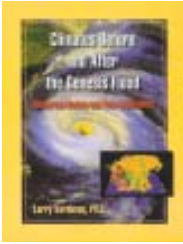
## 2003 SUMMER SCHEDULE

The schedule below gives the list of courses to be offered by the ICR Graduate School this summer. Interested students should write or call as soon as possible for further information and application forms. Details can also be found at [<http://www.icr.edu>].

| Department                        | Course # | Course Name                               | Instructor |
|-----------------------------------|----------|---|------------|
| <b>MODULE 0 6/13 – 7/4 – 7/25</b> |          |   |            |
| Suppl. Crs.                       | 501 (0)  | Orientation and Seminar                   | Cumming    |
| <b>MODULE A 06/16–7/04</b>        |          |   |            |
| Biology                           | 506 (3)  | Advanced Ecology                          | Parker     |
| Biology                           | 510 (3)  | Field Studies in Biology                  | Parker     |
| Biology                           | 508 (3)  | Microbial Genetics                        | Francis    |
| Geology                           | 501 (3)  | Advanced Physical Geology                 | Austin     |
| Physics                           | 502 (3)  | Statistical Mechanics & Thermodynamics    | Vardiman   |
| Sci. Ed.                          | 502 (3)  | Advanced Educational Psychology/Lab       | Stark      |
| Sci. Ed.                          | 504 (3)  | Science Education Origins Research        | Deckard    |
| <b>MODULE B 07/07–07/25</b>       |          |   |            |
| Biology                           | 501 (3)  | Comparative Biochemistry                  | Anderson   |
| Biology                           | 509 (3)  | Laboratory Studies in Biology             | Anderson   |
| Geology                           | 505 (3)  | Geochronology                             | Snelling   |
| Sci. Ed.                          | 503 (3)  | Instructional Design & Production         | Nason      |
| Sci. Ed.                          | 506 (3)  | Curriculum Implementation in Science      | Deckard    |
| <b>MODULE C 07/28–08/15</b>       |          |   |            |
| Biology                           | 503 (3)  | Biosystematics/Lab                        | Parker     |
| Geology                           | 506 (1)  | Geological Field Studies                  | Austin     |
| Physics                           | 503 (3)  | Quantum Mechanics and Relativity          | Humphreys  |
| Physics                           | 506 (3)  | Introduction to Theoretical Meteorology   | Vardiman   |
| Sci. Ed.                          | 501 (3)  | Applied Statistics for Scientists         | Deckard    |
| Sci. Ed.                          | 505 (3)  | Curriculum Design and Analysis in Science | Nason      |
| <b>MODULE D (TBD)</b>             |          |   |            |
| Geology                           | 506 (1)  | Geological Field Studies                  | Austin     |
| Suppl. Crs.                       | 502 (3)  | Advanced Studies in Creationism–Distance  | Cumming    |
| Biology                           | 505 (3)  | Biological Concepts                       | Cumming    |



## Books in Review



*Climates Before and After the Genesis Flood*, by Larry Vardiman (Institute for Creation Research, 2001), 110 pp.

This book represents a fairly detailed summary of climatic research performed by Dr. Larry Vardiman at the Institute for Creation Research. . . . Vardiman's monograph is the result of 20 or more years of top-notch creation research. . . . It is a good book that should interest a cross-section of more technical people.

*Creation ExNihilo Technical Journal* 📖

## ICR GRADUATE PUBLISHES BOOK

*Petrified Wood in the USA* is the title of a new book by Arthur Manning, an alumnus of the ICR Graduate School. It consists of a state-by-state guide of over 200 sites where petrified wood can be seen and/or collected, with descriptions of each. The book is 111 pages in length and can be ordered for \$19.95 direct from Mr. Manning (431-A Mt. Sidney Road, Lancaster, Pennsylvania, 17602 or [RNTC@juno.com](mailto:RNTC@juno.com)).

Mr. Manning had received his M.S. in Biology from the ICR Graduate School in 1992, and he now works as a scientist with the Institute for Scientific and Biblical Research, headquartered in Pennsylvania. 📖



## Radio Log

This month on "Science, Scripture, & Salvation":

### Weekend of:                      Title/Topic:

- Feb. 1      **Abortion and Evolution****  
The belief in evolution has affected our society in many ways. One of the biggest ways deals with the value of life, especially unborn life. Is life truly precious or is it just expendable? Listen in!
- Feb. 8      **Euthanasia and Evolution****  
We live in a society and indeed, a world, where life has little value. Things like abortion, mass murder, and even euthanasia show this to be true. Why isn't life as sacred as it used to be? Tune in!
- Feb. 15     **Design of the Platypus****  
God's design can be seen everywhere in nature and specifically in the animals he has created. There is one animal though that has mystified scientists and scholars alike for many years. What is this animal and why is it so unique? Stay tuned and find out!
- Feb. 22     **Evolution in Daily Life****  
The world we live in has been shaped by many differing beliefs and attitudes. One of the most pervasive beliefs has been that of evolution. In what ways has the theory of evolution affected our world? Stay Tuned! 📖

## Moving?

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*“For we are laborers together with God” (I Corinthians 3:9).*

## THE UNIQUE LABOR OF ICR

*“In Science We Trust”* was the title of the December 2002 editorial of *Scientific American*, equating science with evolution. ICR has been called to confront these deeply entrenched anti-god ideas at the foundational level—the *knowledge* level. That means uncovering (research) the data (empirical science) that will expose the erroneous “trust” in evolutionary thinking.

## SOME CURRENT ICR RESEARCH

**Geology and Radiometric Dating Research:** Documenting the historicity of the Biblical worldwide Flood is devastation to the whole system of evolution. The R.A.T.E. project is producing new and critical scientific data on radiometric dating processes.

**Biology and Genomic Research:** Evolution proposes “descent from a common ancestor.” ICR has long fought this wrong thinking and now has the powerful tool of genomics. The “design” and “information” so obvious in the DNA can help demonstrate the limits of the created “kind” of the Creation record.

**Astronomy and Cosmology Research:** Much press time has been given to the “discoveries” in astronomy with an absolute assumption of “billions” of years. ICR has begun a visionary project to scientifically critique and challenge this naturalistic approach to cosmology.

## PLEASE CONSIDER “CO-LABORING” WITH US

Each of these areas demand uniquely qualified, professionally trained individuals as well as significant funding for equipment and fieldwork. ICR receives no federal grants. We have no endowments. Our informational “products” (books, videos, monographs, etc.) provide minimal income. The work progresses only to the degree that the Lord calls co-laborers to share with us. The Lord has always provided and much has been accomplished. Yet, “The harvest truly is plenteous, but the laborers are few” (Matthew 9:37). If the Lord has given you material resources, please consider how you may be able to enter into these “labors” (John 4:38).



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