

# Are Humans and Apes Cousins?



Mike Riddle  
[www.CreationTraining.org](http://www.CreationTraining.org)

# Ape to Human



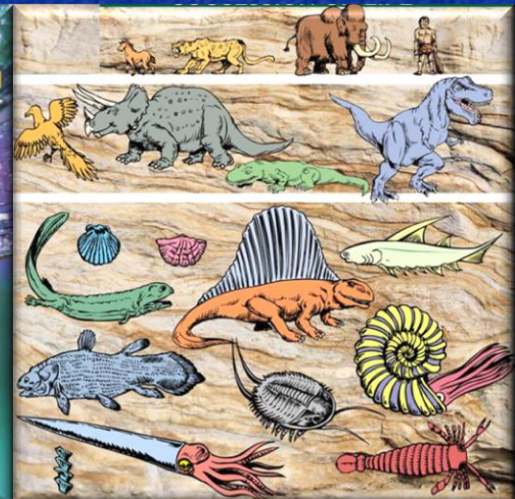
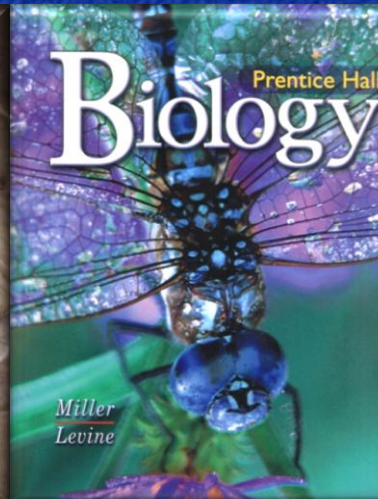
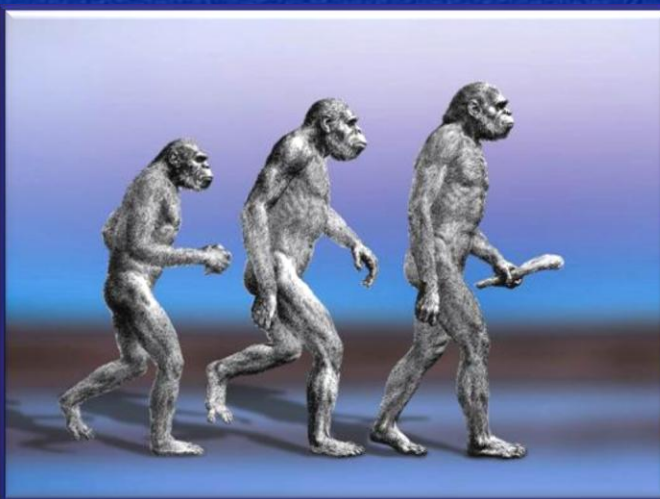
Mechanism for change

Physical evidence

- Genetics
- Fossil record

# The Diversity of Life

Created by God  
or  
Natural Selection

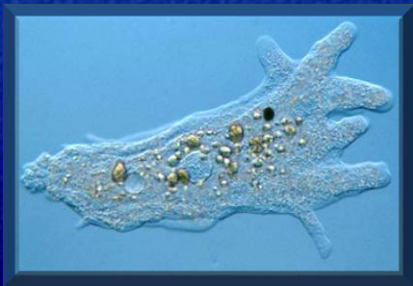


# How Evolution Happens?

Millions of years of mutations  
add new genetic information



Selection Process



Amoeba



Man

# Evolution

Upward progression



GEOLOGIC TIME SCALE			
ERA	PERIOD	EPOCH	SUCCESION OF LIFE
CENOZOIC <i>recent life</i>	<b>QUATERNARY</b> 0-1 Million Years Rise of Man	Recent Pleistocene	
	<b>TERTIARY</b> 62 Million Years Rise of Mammals	Pliocene Miocene Oligocene Eocene	
MESOZOIC <i>middle life</i>	<b>CRETACEOUS</b> 72 Million Years Modern <b>seed</b> bearing plants. Dinosaurs		
	<b>JURASSIC</b> 46 Million Years First birds		
	<b>TRIASSIC</b> 49 Million Years Cycads, first dinosaurs		
PALEOZOIC <i>ancient life</i>	<b>PERMIAN</b> 50 Million Years First reptiles		
	<b>PENNSYLVANIAN</b> 30 Million Years First insects		
	<b>MISSISSIPPIAN</b> 35 Million Years Many crinoids		
	<b>DEVONIAN</b> 60 Million Years First seed plants, cartilage fish		
	<b>SILURIAN</b> 20 Million Years Earliest land animals		
	<b>ORDOVICIAN</b> 75 Million Years Early bony fish		
	<b>CAMBRIAN</b> 100 Million Years Invertebrate animals, Brachiopods, Trilobites		
	<b>PRECAMBRIAN</b> Very few fossils present (bacteria-algae-pollen?)		

Requires the addition of new genetic Information

# Mutations

Detrimental

Neutral

Beneficial

Disease

No change

Add information

No evolution

No evolution

Produce more offspring that survive

Information

Jerry Bergman, Ph.D. Human Biology

“About 4 in 10,000 of known mutations are presumed to be beneficial. However, these are only beneficial in a very narrow sense since they involve a loss of function. Not one of these mutations unambiguously created new information.”

Jerry Bergman (Ph.D. Human Biology), Cited in *Genetic Entropy and the Mystery of the Genome* John Sanford, 2005, p. 26.

John Sanford, Ph.D. Genetics

“Amazingly, there are still no known mutations which unambiguously create or add information – not even the ones that are considered ‘beneficial’.”

John Sanford (Ph.D. Genetics), *The Mystery of the Genome*, 2005.



Jonathan Sarfati, Ph.D. Chemistry

“All the alleged proofs of ‘evolution in action’ to date do not show that functional new information is added to genes. Rather, they involve sorting and/or loss of information.”

Jonathan Sarfati (Ph.D. Chemistry), *The Greatest Hoax on Earth? Refuting Dawkins on Evolution*, 2010, pp. 44-45.

Werner Gitt (Physics), Bob Compton  
(Neurophysiology), Jorge Fernandez  
(Pattern Recognition and Apologetics)

“However, the fact is that no empirical research has ever shown that matter, left to itself, is capable of creating Universal Information.”

Werner Gitt, Ph.D., Former Professor at the German Federal Institute of Physics and Technology, Robert Compton, Ph.D. in Neurophysiology, Jorge Fernandez, Ph.D. in Christian Apologetics, (awarded the Air Force Scientific Achievement Award for work in pattern recognition), *Without Excuse*, 2011.

# Common Sense and Mutations

- ◆ Mutations are negative things
- ◆ Evolutionists remain optimistic
- ◆ The “magic” solution is millions of years

## What do we observe?

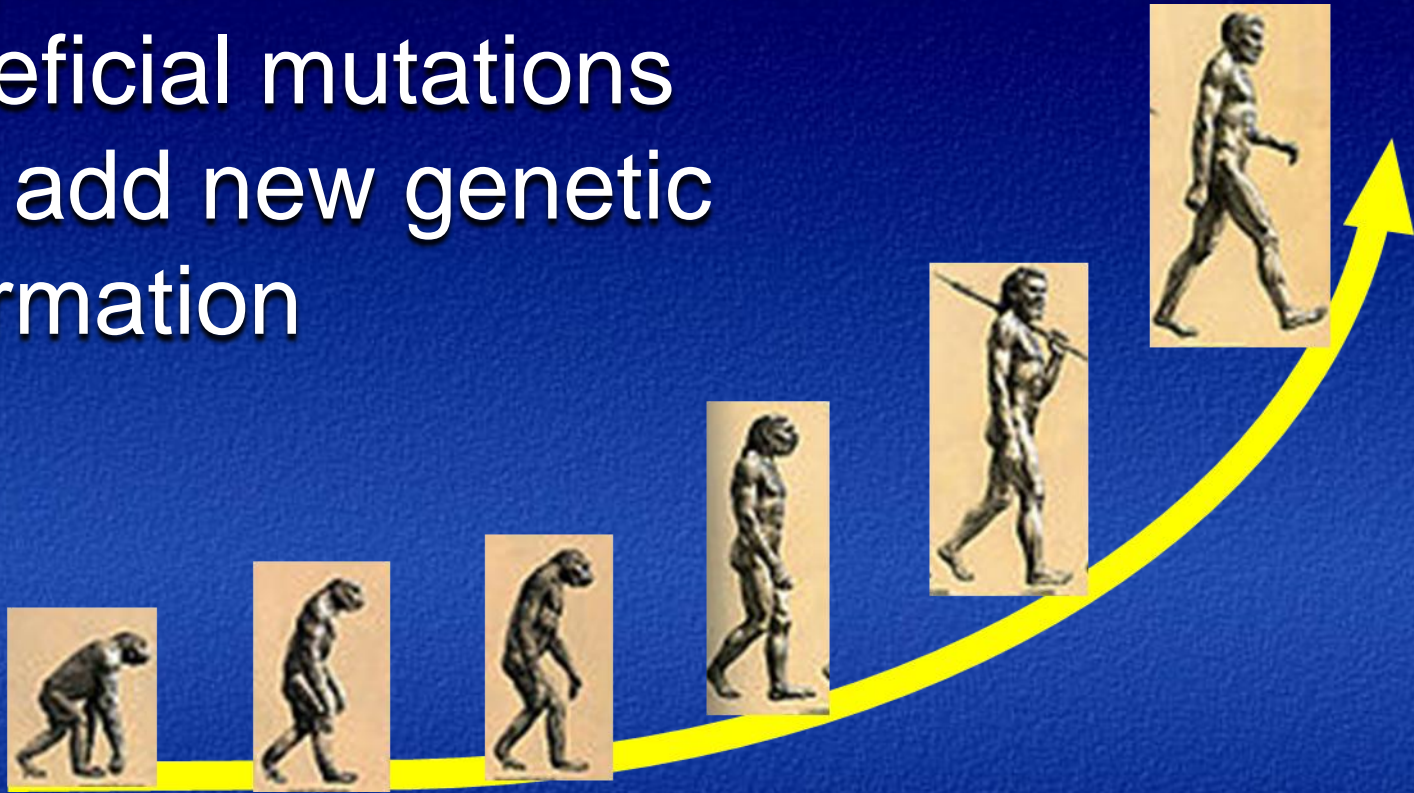
- ◆ Recombined information
- ◆ Loss of functionality and information
- ◆ Redundant information

## James Crow, Professor of Genetics

“The typical mutation is very mild. It usually has no effect, but shows up as a small decrease in viability or fertility... each mutation leads ultimately to one genetic death.”

James Crow (Professor of Genetics at University of Wisconsin),  
“The high spontaneous mutation rate: Is it a health risk?”  
Proceedings of the National Academy of Sciences, 1997.

Requires thousands of  
beneficial mutations  
that add new genetic  
information



# A Mathematical Problem for Evolution: **Related Mutations**

Mutations occur about every  
1 in 10 million duplications

**$10^7$**

1 in 10,000,000



# Power Question

Show me any observational evidence for where the vast amount of information in our DNA came from that does not require me to believe by faith.



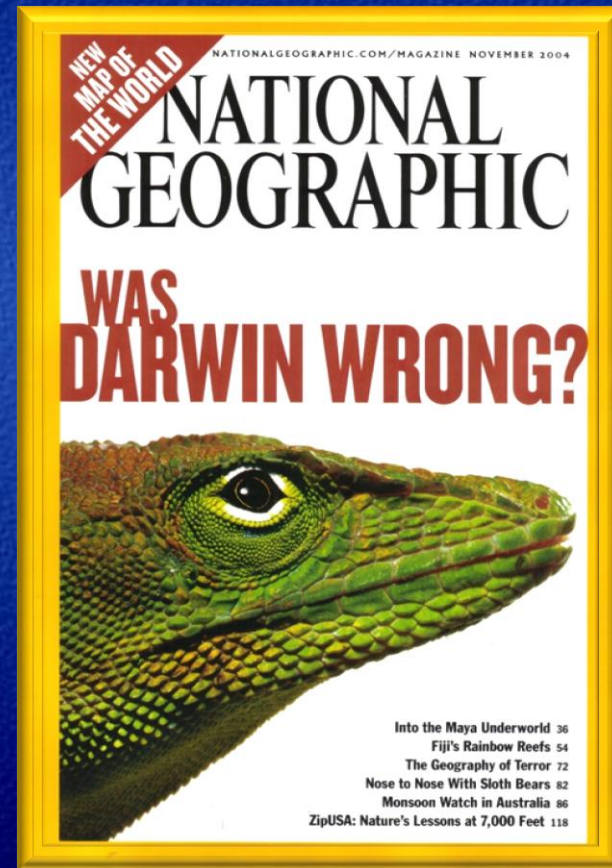
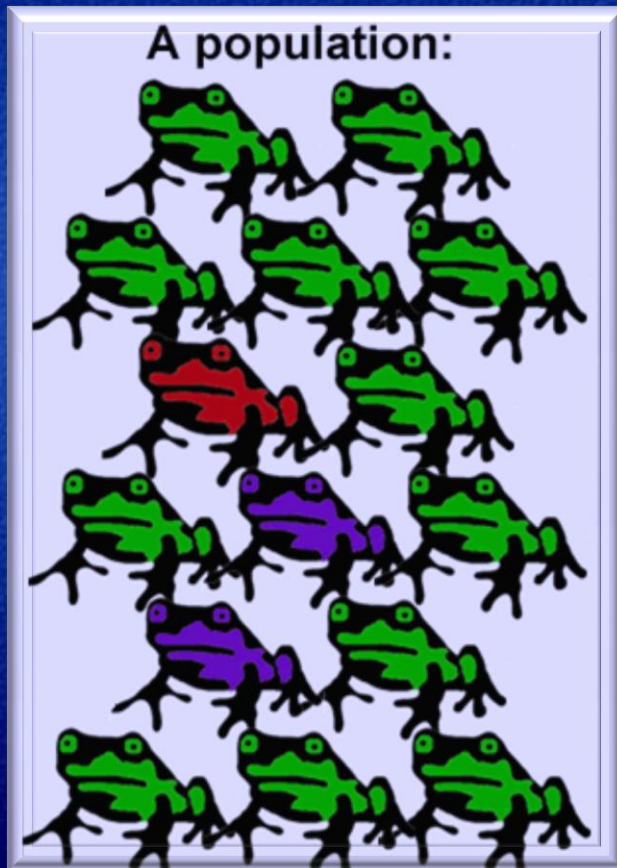


# Conclusion

- ◆ The education system is not educating, but deceiving students into believing a false view of the scientific evidence.
- ◆ We need to train students to do better analysis and apply critical thinking skills.

# Natural Selection

## What is it?



# What Is Natural Selection?

## Charles Darwin

“It may be said that natural selection is daily and hourly scrutinising, throughout the world, every variation, even the slightest; rejecting that which is bad, preserving and adding up all that is good; silently and insensibly working, whenever and wherever opportunity offers.”

Charles Darwin, *On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life*, 1859, p. 84.

# What Is Natural Selection?

“Over a long period of time, natural selection can lead to evolution. Helpful variations gradually accumulate in a species, while unfavorable ones disappear.”

What is it and how does it work?

*Life Sciences*, Prentice Hall, 2002,  
p. 151. (seventh grade textbook)

Daniel Dennett (Ph.D. Philosophy and Atheist),  
*Darwin's Dangerous Idea: Evolution and the  
Meaning of Life*, 1995, p. 21.

“In a single stroke, the idea of evolution  
by natural selection unifies the realm of  
life, **meaning and purpose** with the  
realm of space and time, ...”

Ernst Mayr (Ph.D. Ornithology), *What Evolution Is*, 2001, p. 115

“It [natural selection] was truly a revolutionary concept...the exclusive **direction-giving** factor to evolution.”

Jerry Coyne, “The Improbability Pump: Why has natural selection always been the most contested part of evolutionary theory?”, *The Nation*, May 10, 2010.

“natural selection remains the only explanation for the wondrous **adaptive complexity** of organisms.”

# What Is Natural Selection?

“Selection”

“Figure of speech”

“Survival of the fittest”

“Just a principle”

“The cause: environmental stresses”

Where, in these terms, is the ability to apply power of unconscious nature to build things (create design in living organisms)?



# The Cause: Environment Stresses

- ◆ Environmental stresses are nothing more than conditions that an organism is exposed to.
- ◆ They are neither favorable nor unfavorable (no intelligence).
- ◆ What happens depends solely on the organisms traits and how they interact with the exposure.

# Will You Survive?



*Heat*



**Exposure  
interface**



*Cold*



# Will You Survive?

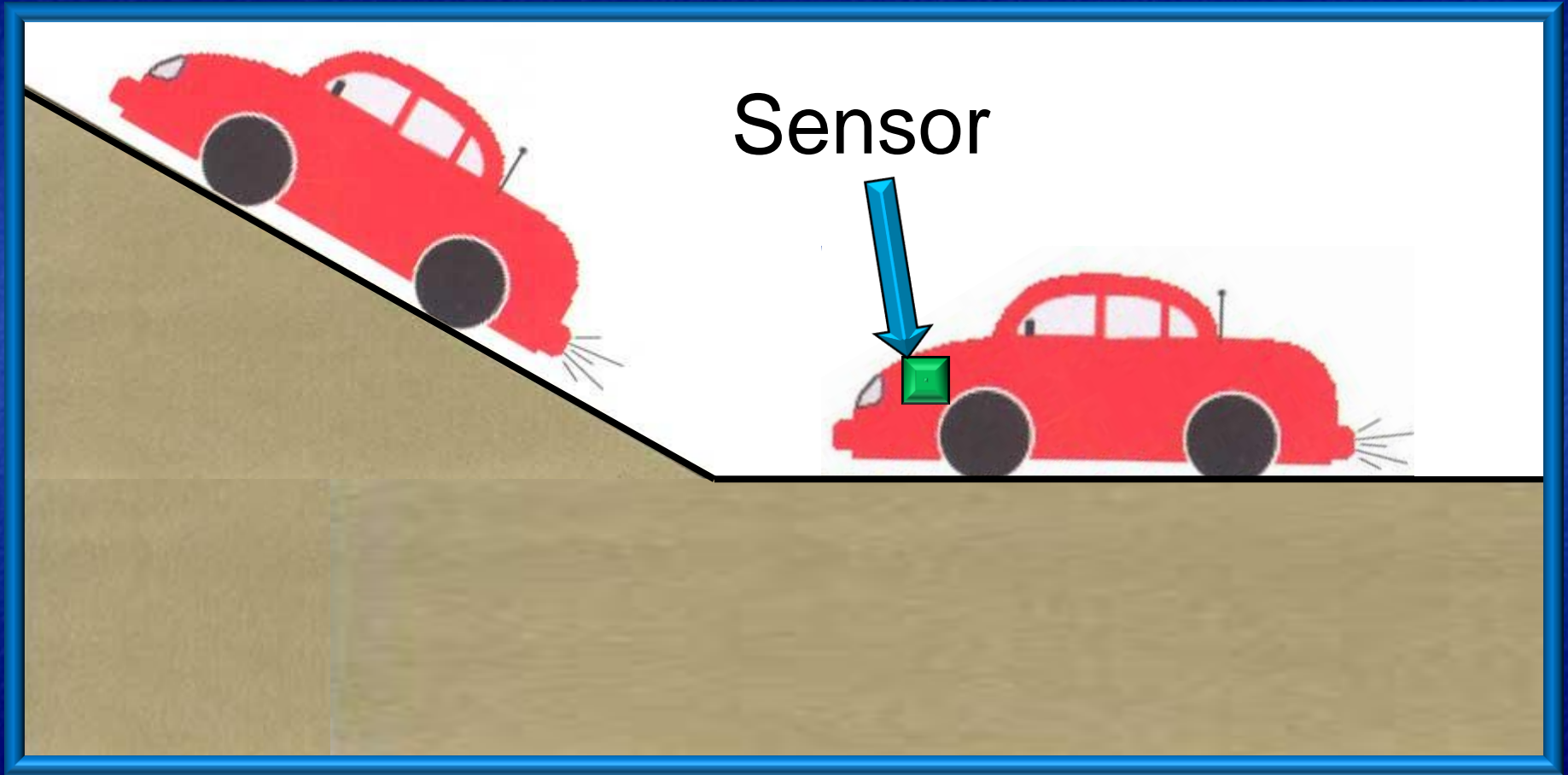


Exposure  
interface



Pre-  
programmed  
information

What causes the car to adjust the accelerator?



What causes the plane to adjust its height?



Computational Neurobiology Center, College of Engineering, University of Missouri, “Teach Engineering”

“Biological engineers and neuroscientists perceive the human body as a functioning, controlled system, similar to a robot. Through this lesson, students understand the function of each of the human senses by relating them to the different sensors used in robots. This comparison enables them to better understand the functioning of sensors in both applications.”

Randy Guliuzza (M.D., P.E.), “How Natural Selection Is Given Credit for Design in Nature,” *Acts and Facts*, July, 2011.

“A distinctive of living things is their goal-directed operation – one of which is filling ecological niches.... Organisms are programmed with this power. They are the active party at the organism-environment interface to either succeed or fail. Environments are problems or opportunities that organisms are programmed to try to deal with so they can fill them.”

# 3 Questions About Natural Selection

1. What is it that natural selection actually does and how does it work?
2. Selection implies intelligence. Who or what is the intelligence doing the selection?
3. Is there any observational evidence for where the vast amount of information in DNA came from that does not require me to use faith?



# What Is Natural Selection?

It is an artificial mechanism devised by man to replace the power and intelligence of God.

According to evolutionists the design in all life comes from:



**Evolution**  
**Natural Selection**

# Programmed

(Intelligent Designer)

- Created by God for a purpose
- Information pre-programmed into DNA

# Adaptability

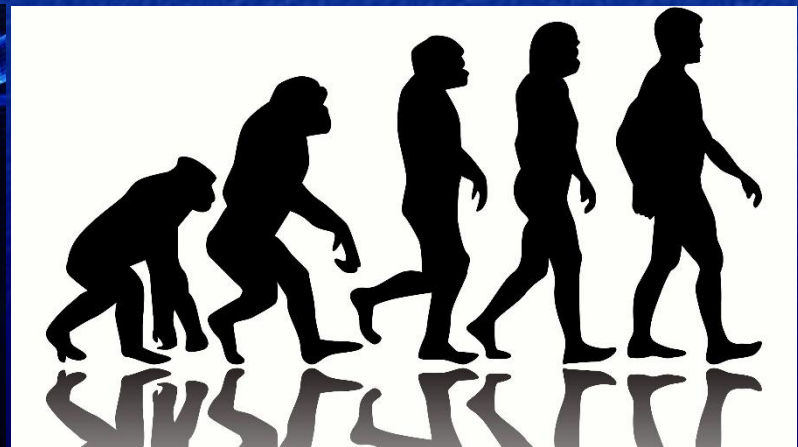
Hot, cold

High altitude

I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, and that my soul knows very well.

# Physical Evidence

Genetics  
Fossil Record



# Genetics

Are humans and chimps really only 1-2% different in our DNA?

- ◆ Textbooks promote the idea.
- ◆ We learn this in biology class.
- ◆ Many university professors teach that humans and chimps are closely related.
- ◆ Many science journals promote this idea.

The American Association for the Advancement of Science, *Science*, 2012.

“Ever since researchers sequenced the chimp genome in 2005, they have known that humans share about 99% of our DNA with chimpanzees, making them our closest living relatives.”

“Gibbons, A., Bonobos Join Chimps as Closest Human Relatives”, *Science Now*, 13 June 2012, [news.sciencemag.org](http://news.sciencemag.org).

# 5 Facts

1. The claim of 1% goes back to 1975. This was long before a direct comparison between chimp and human DNA was possible.
2. The first draft of the human DNA was not published until 2001 and the chimp in 2005.
3. The 1975 comparisons used only selected and limited comparisons.

4. In 2007, new and published research indicated that the real difference is 5%. However in 2012 the media continued to spread the story of 1%.
5. Comparisons of the whole genome (not just selected parts) have now revealed even greater differences of over 20%.

Roy J. Britten (Ph.D. post-doctoral work in biophysics) *Proceedings of the National Academy of Sciences*, 2002.

“Divergence between Samples of Chimpanzee and Human DNA Sequences is 5%, Counting Intels.”

Roy J. Britten, Ph.D., “Divergence between Samples of Chimpanzee and Human DNA Sequences is 5%”, *Proceedings of the National Academy of Sciences*, 99:13633-13635, October 15.



## Jeffrey Tomkins (Ph.D. Genetics)

“...a recent study compared chimpanzee chromosomes to their similar human-counterpart chromosomes using highly optimized DNA matching conditions and found that the chimpanzee genome was only 70 percent similar to human overall.”

Jeffrey Tompkins (Ph.D. Genetics), “Comprehensive Analysis of Chimpanzee and Human Chromosomes Reveals Average DNA Similarity of 70%”, Answers Research Journal, pp. 63-69, 2013.

Jay Wile (Ph.D. Nuclear Chemistry)

“Early on, it was widely thought that human DNA and chimp DNA were 99% similar. That was based on a very limited analysis of only a minute fraction of human and chimp DNA.... Genome-wide, only 70% of the chimpanzee DNA was similar to human under the most optimal sequence-slice conditions.

Jay Wile (Ph.D. Nuclear Chemistry), “Human and Chimp DNA Only 70% Similar, At Least According to This Study”, <http://blog.drwile.com/?p=9851>.

## John Sanford (Ph.D. Genetics)

“In fact, we know man and chimp differ at more than 150 million nucleotide positions.”

John Sanford (Ph.D. Genetics), Genetic Entropy, 2014, p. 148.

# Conclusion

The education system and the media are either out of touch with true science or they are deliberately passing on false information to protect and promote their belief in evolutionism.

# Genetics – Junk DNA

Ken Miller (Ph.D. and author of Biology Textbooks)

“In fact, the human genome is littered with pseudogenes, gene fragments, “orphaned” genes, “junk” DNA, and so many repeated copies of pointless DNA sequences that it cannot be attributed to anything that resembles intelligent design.”

Ken Miller (Ph.D.), *Biology*, 1994.

Francis Collins (Former president of BioLogos and former Director of the U.S. National Institute of Health), 2006.

“Junk DNA provides evidence for Darwin’s theory of evolution.”

“Junk DNA provides evidence for Darwin’s theory of evolution.”  
Francis Collins (Former president of BioLogos and former Director of the U.S. National Institute of Health), *The Language of God: A Scientist Presents Evidence for Belief*, 2006, pp74-75.

Francis Collins (Former president of BioLogos and former Director of the U.S. National Institute of Health), 2010.

“Discoveries of the past decade, little known to most of the public, have completely overturned much of what used to be taught in high school biology. If you thought the DNA molecule comprised thousands of genes but far more ‘junk’ DNA, think again.”

“Francis Collins, *The Language of Life: DNA and the Revolution in Personalized Medicine*, 2010, pp. 9-10.

Nessa Carey (Ph.D. virology, Senior Lecturer in Molecular Biology)

“What Does Junk DNA Do? A lot of things. It maintains the integrity of our chromosomes; regulates the ways the protein-coding genes are expressed; influences how we age and generally introduces incredible degrees of subtlety and flexibility into how we use the relatively small numbers of genes that code for proteins.”

Nessa Carey (Ph.D. virology, Senior Lecturer in Molecular Biology),  
<http://www.nessacarey.co.uk/junk-dna---the-basics.php>



## Robert Carter (Ph.D. Biology)

Modern technology has now killed the concept of junk DNA.... Also, functions have been found for much of the vast stretches of non-protein-coding DNA that sits between genes.

Robert Carter (Ph.D. Biology), "Genetics and DNA", *Evolution's Achilles Heels*, 2014, pp. 56-57.

# ENCODE

- ◆ ENCODE stands for (Encyclopedia of DNA Elements).
- ◆ The project began in 2003 as an outgrowth of the Human Genome Project.
- ◆ This project of analyzing the human genome lasted 9 years.
- ◆ The project consisted of hundreds of scientists from dozens of labs around the world.

# ENCODE Findings

Published in a set of 29 scientific papers

“These data enabled us to assign biochemical functions for 80% of the genome, in particular outside of the well-studied protein-coding regions.”

The ENCODE Project Consortium, 2012, An Integrated Encyclopedia of DNA Elements in the Human Genome. *Nature*: 489 (7414): 57-74.

Ewan Birney (lead analysis coordinator for ENCODE)

“It’s likely that 80 percent will go to 100 percent. We don’t really have any large chunks of redundant DNA. The metaphor of junk isn’t that useful.”

E. Yong, ENCODE: the rough guide to the human genome, *Discover Magazine*, Posted on [discovermagazine.com](http://discovermagazine.com) Sep 8, 2012.

# ~~Junk DNA~~ or Useful DNA

“Modern technology has now killed the term junk DNA.”

Robert Carter (Ph.D. Biology),  
*Evolution's Achilles' Heels*, 2014, p.49.

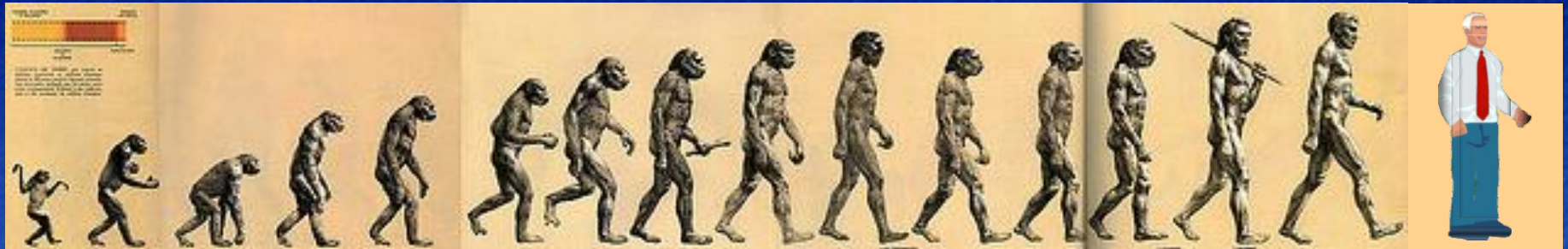
# Conclusion – Biology Teachers

Why Do They Promote Evolution?

- ◆ Is it because, if they teach the truth they may lose their job? They might.
- ◆ Is it because, they do not believe in the true living God of the Bible? Many don't.
- ◆ Is it because, they want people to believe in evolution regardless of the truth?

**Is this education or indoctrination?**

# Fossil Evidence: The Facts



# Fossil Evidence

- ◆ Piltdown Man: Fraud
- ◆ Nebraska Man: Tooth of an extinct pig
- ◆ Neanderthals: Fully human
- ◆ Lucy (Australopithecines): Apes
- ◆ Homo *habilis*: Mixed bag of human and ape bones
- ◆ Homo *erectus*: Fully human
- ◆ Ida:



# Human Evolution: Ida



Discovered in 1983, 95% intact  
Dated to be 47 million years old

## Newspaper Headlines

“Fossil Ida; Extraordinary find is missing link in human evolution.” (May, 2009)

# Fossil Imagination



If you believe in evolution, your imagination will see evolution.

100 days after the “Great Announcement” about Ida it was revealed to be another **BLUNDER.**

Fossil Ida: An extinct lemur.

# Situation

## Hosea 4:6

*My people are destroyed for lack of knowledge. Because you have rejected knowledge, I also will reject you from being priest for Me; because you have forgotten the law of your God, I also will forget your children.*

David Noebel (President of Summit Ministries),  
*The Battle for Truth*, 2001, pp. 6-7

“In fact, Secular Humanism is the dominant worldview in our secular colleges and universities. It has also made gains in many Christian colleges and universities.... Humanists recognize the **classroom** as a powerful context for indoctrination”.

# What Can Be Done A Solution

Educate ourselves and the  
next generation



# 6 Things Students Must Learn

1. Know, share and defend the Gospel
2. Practical apologetics (biblical answers)
3. Critical thinking skills
4. Scientific evidence (foundations about origins)
5. Presuppositional apologetics
6. Recognize the most common logical fallacies

# Strategic Plan

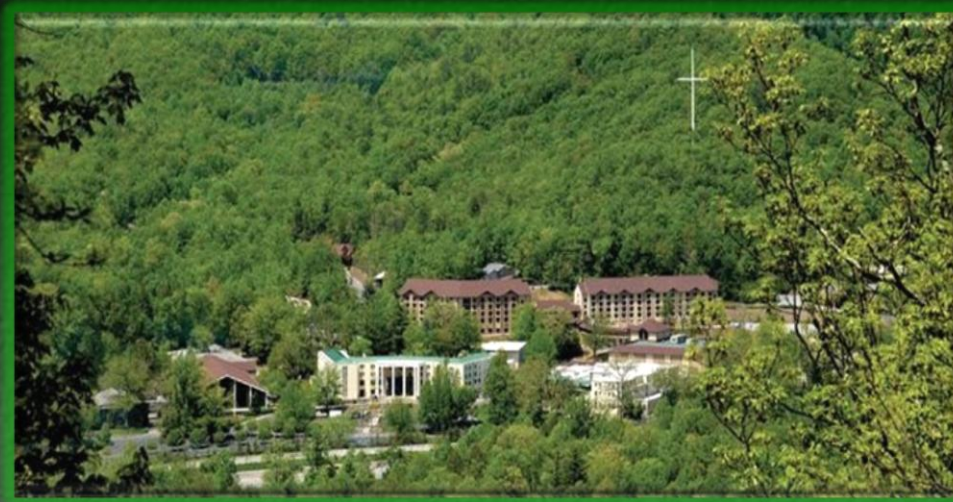
Equip the next generation to believe, trust, and defend God's  
Word

## The Vision

A teacher in every Christian school and church who can teach  
biblical creation and apologetics

**Who will train the next generation?**

# 5-Day Apologetics Teachers College



When: August 1-6, 2016

Where: Lifeway Ridgecrest Conference  
Center, Ridgecrest, NC

Who: 60 students (pastors, youth leaders,  
school teachers, parents)



# The Education Project



## The Education Project A 4-Year Project to Build Minds to Think Biblically

A teacher in every Bible believing church and Christian school who can teach biblical creation and apologetics.

We will do this by focusing on what we are calling "The BIG FIVE". This 4-year project is designed to equip the next generation to:

1. Think biblically.
2. Think critically and analyze statements and challenges.
3. Refute evolutionism.
4. Respond to the claims of moral relativists.
5. Recognize and respond to biblical compromise.



### How to support the Education Project:

There are three ways to support CTI

1. Give online by clicking the "Support The Education Project" button ([www.CreationTraining.org](http://www.CreationTraining.org)).
2. Fill out the enclosed form and send a check to: CTI, P. O. Box 2415, Eagle, ID 83616.
3. Contact CTI at (859) 250-7987 or [info@CreationTraining.org](mailto:info@CreationTraining.org)

Creation Training Initiative is a 501(c)(3) nonprofit organization, Federal Tax ID# 27-2625954

"I can't think of a more urgent need than enabling young people to understand their faith and preparing them to defend it against the onslaught of secular thought they encounter in their schools and in popular culture."  
Ron Luce, *Battle Cry For A Generation*, 2005, p. 16.

-----  
Cut along the dotted line and mail in with your donation

**I want to support Christian Education**  
Creation Training Initiative

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_ Date \_\_\_\_\_  
Email \_\_\_\_\_

## Support Christian Education



For more information

[www.CreationTraining.org](http://www.CreationTraining.org)

Email: [Info@CreationTraining.org](mailto:Info@CreationTraining.org)



Building an “Army” of Christian Educators



# How To Make A Human

I will praise thee; for I am  
fearfully and wonderfully made:  
marvellous are thy works; and  
that my soul knoweth right well.

Psalm 139:14

# Characteristics of Humans

- ◆ Two arms and two legs
- ◆ Walk upright
- ◆ Internal anatomy (heart, lungs,...)
- ◆ 46 chromosomes (information)
- ◆ Created in the image and likeness of God
- ◆ Soul and spirit (breath of life)
- ◆ Fearfully and wonderfully made