

Building on a Firm Foundation

by John D. Morris

The February 25 homegoing of my father, Dr. Henry Morris, was not unexpected, but neither were we ready to let him go. At 87, his vigor and battle readiness had waned somewhat, as he succumbed to the relentless onslaught of entropy, but the last few days before he died, as he realized he would never regain everything his two recent strokes had taken, he wanted to go. His eyes were as firmly fixed on heaven's gates as they had always been on the goal of restoring Scripture and creation thinking to their rightful place in men's minds.

As long as I can remember, he has been a man of unswerving commitment to truth, especially Scriptural truth. He was never a "Don Quixote," pursuing hopeless dreams, but when he saw a vital need, or encountered an important unanswered question, or was blocked by a lie that obstructed truth, he moved to fill it or answer it or tear it down. He was a

gentle, peaceful man, although his life was filled with battle and marked by courage. And God granted him many successes. Through all the victories and despite the accolades, he remained a humble man, the kind of man God most often chooses to use. He would agree that "neither is he that planteth any thing, neither he that watereth; but God that giveth the increase" (I Corinthians 3:7).

He has been widely acclaimed as the "father of modern creationism," and in many ways that is so.

His books and lectures plowed fallow ground, preparing it for the seed to follow. His insistence on Scriptural authority sets an example for those of us who come behind. Even though he is gone, he will participate in the coming harvest.

He considered the Institute for Creation Research to be one of his "children." He loved it, cared for it, and prayed for it



just as a father would his children. The foundation he laid provides the solid ground on which we continue to build. Ensuing research will provide new answers and perhaps alter current thinking, but never, as long as I am President, will we deviate from Scripture, just as he has always insisted.

The ICR will not become a “Henry Morris Memorial.” Instead it will continue to press toward the goals he envisioned. However, much of his legacy is timeless, such as his *Days of Praise* articles, and some of his most important ones may be repeated every few years. His science books may go out of date, as new discoveries are made, but they primarily are “worldview” statements and should remain in print. Minor scientific updating may be warranted, but the spirit of his writings will not be altered.

The ICR Board of Trustees has initiated plans to found a “Henry Morris Center” in a central location which will enhance the ICR ministries. It will serve as the center from which our distance education efforts flow, and as a focus for training of professionals. The ICR Graduate School may find a home there too, but no decision has yet been made. This center will be the fulfillment of my father’s long-standing dream of quality creation education, his plan for changing the world. A memorial fund has been initiated to fund the center, and already the total grows. God has answered so many of his prayers, we expect this to be answered as well.

The memorial service for him blessed all who were present. Drs. John Whitcomb and Tim LaHaye were joined by a recording of Dr. D. James Kennedy to pay tribute to him and thank God for His blessings. A DVD was produced of the entire service and includes testimonies of many of those present. If you would like a free copy, simply return the enclosed card, and we will gladly send one to you. 🙏

Masters in Science Education Program Begins Online Course

by Patti Nason, Ph.D.

On March 20 the long-awaited online masters degree in science education offered its first course, Advanced Educational Psychology. The course is the first in a series of courses taught via the Internet for a masters degree in science education through the ICR Graduate School. All the courses in the program approach the content the same way ICR’s researchers approach the study of origins—if an idea is contrary to God’s Word, it is false.

The goal of the program is to prepare science teachers to communicate the truth of Biblical creation. Since “science” has been equated with “naturalism” by many, it is imperative that we give science teachers the science content and tools to prepare young people to stand firm on the truth of Genesis 1–12. Teachers in Christian schools often have little training in creation-science. Very few Christian colleges teach creation-science, thus minimizing one of the foundational doctrines of the Bible—creation.

Each student is required to take six science education courses, three science courses, and two electives. Applicants must have a bachelor’s degree in a field of science or in science education. All eleven courses of the program will be offered



PUBLISHED BY

INSTITUTE FOR CREATION RESEARCH
P.O. Box 2667, EL CAJON, CA 92021
619/448-0900 WEBSITE: www.icr.org

To disseminate articles and information of current interest dealing with creation, evolution, and related topics. Sent free upon request.

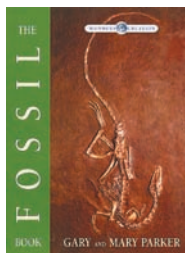
Editor: John D. Morris
Managing Editor: Donald H. Rohrer
Assistant Editor: Kelly Griffin

No articles may be reprinted in whole or in part without obtaining permission from **ICR**.

online. There will also be quizzes, class discussions, written papers, projects, and class presentations as methods for learning and interaction.

Two 12-week semesters will also be offered this year. One, beginning June 5, will include courses in Advanced Educational Psychology, Advanced Ecology, and Curriculum Design. For the last semester which begins September 11, Instructional Design, Educational Research, and Advanced Astronomy will be added to the offering. The remainder of courses will be available beginning January of 2007.

For questions about the program contact Dr. Patti Nason at pnason@icr.edu or by phone at 936/564-5469. See also, icr.edu/scienceeducation. ☞



New Fossil Book!

ICR is excited to announce the release of *The Fossil Book*, authored by Dr. Gary and Mrs. Mary Parker. *The Fossil Book* examines the origin,

types, age, and history of fossils and paleontology. This remarkable new book describes not only the history of fossils, but also how to collect and preserve your own fossil finds.

Drawing upon years of fossil study and involvement, Dr. Parker scrutinizes the common beliefs regarding the origin and age of fossils and their arrangement in the earth. Evolutionists have used fossils as support for their beliefs for many years, but do fossils reveal the truth of evolution, or do they verify the truth of Scripture?

Containing 80 pages and a free color poster, this is a resource the whole family will enjoy. It can be purchased from ICR for \$15.95. For quick ordering, log onto ICR's online store at www.icr.org or call customer service at 800/628-7640. ☞



This month on “Science, Scripture, & Salvation”:

Weekend of: **Title/Topic:**

May 6 Star Gazing

“The heavens declare the glory of God; and the firmament sheweth His handiwork” (Psalm 19:1). There is no better way to experience this than to look into the night sky and behold the beauty of the created universe. Join us as we go star gazing and renew an appreciation for our Creator.

May 13 Plate Tectonics

From the Rockies to the Himalayas, mountains are wondrous to behold. What powerful force could have formed them? Were they formed millions of years ago by slow tectonics? Or quickly and recently during Noah's Flood? Learn the creationist's perspective on plate tectonics and the powerful processes that formed the mountains.

May 20 Yosemite and the Genesis Flood

The natural beauty of Yosemite attracts thousands of visitors a year. But most of them fail to realize that the Genesis Flood and its after-effects were the cause of this stunning natural wonder. Join us as we discuss Yosemite National Park and the Genesis Flood!

May 27 Remembering Dr. Henry M. Morris

On February 25, Dr. Henry M. Morris went home to be with the Lord. During his life he wrote over 60 books on science and the Bible. Involved in many ministries, he founded or co-founded a variety of others. Although all of this was of great value, what he deemed most vital was completed just prior to his death. Join us as we celebrate the life and work of Dr. Henry M. Morris.

If you would like to find out where you can hear ICR radio programs, please go to icr.org/index.php?module=radio for your state's station listing. ☞

by Larry Vardiman, Ph.D.

Dr. Don DeYoung, one of the RATE team members, answers some additional questions raised at the RATE Conference in San Diego on November 5, 2005, by the audience.

1. *What is half-life and is it a reliable measure of age?*

Radioactive materials were first identified a century ago. The pioneer researchers include such names as Becquerel, Soddy, Rutherford, and Curie. Their discoveries are remarkable because radiation cannot be seen or easily measured. Nevertheless, it was learned that certain atoms in nature are unstable or radioactive. The nucleus or center of such an atom is spontaneously altered and radiation particles are emitted. An entirely different atomic element may result. For example, a uranium atom becomes lead.

It was noticed that the amount of nuclear decay increases directly with the total number of radioactive atoms present. This property leads to the concept of nuclear half-life. It is defined as the time period during which one-half the remaining amount of a radioactive material decays. If one begins with N radioactive atoms, then each arrow represents the passing of a half-life as the number of remaining atoms diminishes:

$N \rightarrow N/2 \rightarrow N/4 \rightarrow N/8 \rightarrow N/16 \rightarrow N/32 \rightarrow \dots$


Half-lives vary from just microseconds to billions of years depending on the stability of the particular radioactive atom.

Extremely long half-lives can be measured with considerable accuracy. A known quantity of the radioactive material is carefully monitored for the few nuclear decays that occur over several

hours. Then mathematics is applied to determine the time period required for fully half the material to decay. This calculation is reliable only if nuclear half-life for a given material is constant. The RATE team found evidence for temporary accelerated decay, or greatly-reduced half-lives, during the Creation and the Flood. Aside from these unique events, however, half-lives give every indication of remaining constant.

2. *Why did radioisotope dating "take over" the geology world?*

Even a century ago there was lively debate concerning the age of the earth. The discovery of radioactivity then came along and appeared to end the argument. The gradual decay of atoms like uranium could explain how the earth's interior remains hot for a long time. Also, the half-life concept presents a unique clock which begins running when radioactive atoms are sealed into a newly crystallized rock. There was great excitement because the measurement of decaying and remaining atoms in a sample gave a number which was interpreted as absolute age.

There are assumptions made regarding the initial composition of the sample, possible later contamination, and the historical constancy of half-life. All three of these assumptions are strongly challenged by the RATE work. Taking these factors into account, radioisotope data can be interpreted to agree closely with the young-Earth model. A chief motivation for the RATE studies was that, after a full century of radioisotope dating, a serious technical critique was overdue. In fact, young-Earth creationists are the only group questioning the assumption of evolutionary time which permeates all of science. Our efforts certainly are not opposed to science research or inquiry. Instead, exciting new directions have been identified as explained in the RATE literature available at www.icr.org. 



Here's an easy recipe: take food, metabolically convert it into sticky glue. Then, allow air to contact it while rapidly stretching it into an impossibly narrow, nimble thread as strong as steel. There you have it—spider silk. We tend to take for granted the incredible detail and beauty of a typical spider web. The Creator designed most species of spider to secrete a special thread (web) that scientists have long appreciated and have attempted to emulate. They have found that web strands are comparable in strength to fused quartz fibers. Zoologists discovered that spiders have anywhere from one to four pairs of spinnerets located in the opisthosoma (abdomen) of the spider (the normal number are three pairs). In addition, there are along with the spinnerets seven silk glands, each making a strand for a unique purpose. Many dozens of tiny tubes lead to these specially designed abdominal glands. In a process not completely understood, a special scleroprotein-based substance is released as a liquid which then seems to harden as it is pulled from the spinneret.

One silk gland produces thread for cocoons and another for encapsulation of prey. The two *seem* to be the same, but they require different especially designed silk. Other glands make the walking thread so the spider doesn't encumber herself, while another makes the sticky material that captures prey. We are unable to see some of the finer threads unless the light is reflected just right. In fact, during World War II, only spider silk was fine enough to be used for cross hairs in some bomb sights. However, spider silk is also robust with a tensile strength five times that of steel and elasticity, able to stop a lumbering bumblebee at full speed. Some scientists describe the web patterns much like those mirrored by many flowers in sunlight (UV light). Insects that are searching for nectar see the "flower" patterned web in the UV spectrum and fly unwittingly into the sticky trap.

Some spiders even use a long trailing thread for a process called "ballooning." The creature secretes a line and allows the wind to carry it—and the spider—aloft for places unknown. Spiders have landed on ships far out at sea.

Evolutionists, true to their worldview, call this amazing ability of the cheliceriforms nothing more than a unique adaptation. Two secular authors state,

Each spider engineers a style of web characteristic of its species and builds it perfectly on the first try. This complex behavior is apparently inherited.¹

Earliest evidence of a spider's silk-spinning activity is a fossil discovered from "380 million-year-old" sedimentary rocks near Gilboa, New York.² It is clear that spiders—along with their silk-producing parts—have always been spiders according to the fossil record and the creation model.

1. Campbell & Reece, *Biology*, Benjamin Cummings, 2005, p. 658.

2. See http://www.nysm.nysed.gov/education/teacher/ancient_life_text.html. 

ICR Graduate School

10946 Woodside Avenue North, Santee, CA 92071
P.O. Box 2667, El Cajon, CA 92021
619/448-0900, ext. 6017 or 6016

2006 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
MODULE A		
6/12/2006–6/30/2006		
Astro/Geo	501 (3)	Classical Mechanics
Biology	505 (3)	Biological Concepts
Biology	504 (3)	Advanced Comparative Anatomy
Biology	509 (1)	Laboratory Studies in Biology
Geology	501 (3)	Physics and Geology of Natural Disasters
Sci. Ed.	501 (3)	Applied Statistics for Scientists
Sci. Ed.	502 (3)	Advanced Educational Psychology/Lab
MODULE B		
7/3/2006–7/21/2006		
Astro/Geo	509 (3)	Introduction to Astronomy
Biology	502 (3)	Population Genetics & Speciation
Biology	520 (3)	Advanced Cell and Molecular Biology
Biology	509 (1)	Laboratory Studies in Biology
Geology	502 (3)	Advanced Sedimentary Geology
Sci. Ed.	505 (3)	Instructional Design
Sci. Ed.	504 (3)	Applied Science Education Research
MODULE C		
7/24/2006–8/11/2006		
Astro/Geo	506 (3)	Intro to Theoretical Meteorology
Biology	507 (3)	Advanced Paleontology
Biology	510 (1)	Field Studies in Biology
Biology	508 (3)	Molecular Genetics
Biology	509 (1)	Laboratory Studies in Biology
Sci. Ed.	506 (3)	Curriculum Implementation in Science
Sci. Ed.	503 (3)	Curriculum Design and Analysis in Science
MODULE D		
6/12/2006–8/11/2006		
Geology	506 (1)	Geological Field Studies
Suppl. Crs.	502 (3)	Advanced Studies in Creationism-Distance



Teaching the Teachers

“. . . the same commit thou to faithful men, who shall be able to teach others also” (II Timothy 2:2).

Long-time readers of *Acts & Facts* are well aware that ICR has mainly focused its teaching and outreach toward the leaders of Christ’s Kingdom here on Earth. We are convinced that the “job” is far too big to do merely through media, seminars, and church services—although we do as much of this as humanly possible. However, the “real” work is done through “multiplication” as pastors, teachers, professionals, and Christians in every discipline of life teach faithful men who will teach others also.

To that end ICR has begun implementing several key strategic initiatives that we believe will augment the work of ICR and help communicate the valuable research results unique to our scientific faculty. They are listed in our new “Prospectus” as follows:

- Create web-based programs to prepare Christians to understand and defend a Biblical view of creation. (The Master of Science degree in Science Education is now underway with a non-technical apologetic program to follow later this year.)
- Develop a creation science center in Dallas that will train Christian leadership more intensively in the Biblical and creationist worldview. The center would enhance the professional expertise of many disciplines and provide for a broader dissemination of ICR research results.
- Establish a network of Christian schools and colleges dedicated to effectively advocating scientific creationism. Foundational statements and tenets among these organizations would display a united voice and clear message to the world.
- Develop a mentorship program to train a new generation of creation scientists. ICR faculty, in collaboration with Christian professors at secular universities, will help qualified and motivated Christian graduate students identify research topics that would contribute to current relevant creation research and be considered worthwhile and original by the university.

Call or write us for a full copy of our Prospectus.



Dr. Henry Morris III, ICR Executive Vice President
P.O. Box 2667, El Cajon, CA 92021; Phone 619/448-0900; E-mail: hmorrisiii@icr.org
donations can be made on-line at www.icr.org/contribute.html