

WitnessKit 2
God And Creation

Class 9
The Size of the
Hominid Data Set and
the Quality of the Data

Job 38:36

- ³⁶ Who has put wisdom in the mind? Or who has given understanding to the heart?

Are we created in God's image?

The field of Paleo-anthropology says no... that we evolved from lower life forms.

Professor Marvin Lubenow says yes! And he claims that **the fossil evidence** falsifies (proves false) the human evolution story.

So we will spend some weeks reading his book and looking at the evidence for ourselves.

Note that Paleo-anthropology assumes that human evolution from primates occurred and was undirected. The field does not assume any guiding hand at work behind the process.

The Most Important Question...

- The question of who we are is the most important question found in the study of origins. This question has a large impact on our search for God—whether we search and how.
- The answer to this question carries with it profound theological and philosophical and sociological effects.
- The answer to this question often sets the course of students' lives and their ultimate eternal destiny.

Are we created in God's image?

- Are we a soul and a physical being, or are we just matter and energy?
- In an earlier class, we talked about some of the implications for the existence of good and evil. We discussed how we can know God is good in a world where evil exists.
- All these foundational issues affect the way people approach the decisions of life.

It is theoretically possible...

To believe in both human evolution and special creation of human beings—such that the soul is added by God to make us human.

However, such a stand generally places “science” on a higher plane of knowledge than spiritual truth found in the Bible.

Science is very skeptical about the soul.

Students who buy into this approach often miss the wisdom in God’s word because this approach **distances** religion from Scripture.

Because this question is so important

- And because students hear conclusions from materialistic Darwinists, and intelligent design proponents, and creationists,
- It is helpful for parents and churches to discuss these issues.
- A study such as this one can be a great help for putting ideas into categories, and for thinking carefully about matters.

Framework for study

- Most books are written from a specific perspective, (which may or may not be stated) and the assumptions that are part of that perspective affect their conclusions.
- These classes try to carefully categorize ideas with the assumptions included in the discussion. That is an important approach for reading books and articles from varied points of view.
- In order to find truth, one must consider assumptions as well as data and conclusions.

Truth matters.

- If (and because) the human evolution story that materialist science tells us is actually false, we **NEED** to know it is false.
- We need to know how to express that fact to others who are wavering in their faith.
- God wants us to believe truth. This truth is tremendously important.
- **God** cares about this. He wants us to know that we were created in His image and He cares about us. Our lives and decisions matter to Him.

Professor Marvin L. Lubenow says “the field (Paleo-anthropology) is a no-man’s land for most people.”

He explains that students have **three difficulties** in learning the real evidence about human evolution and the fossil record.

First, they “have no background in paleo-anthropology... They have been told repeatedly that the fossils support human evolution, and they are seldom given reasons to doubt it.”

The Three Problems Learning the Real Evidence...

"Second, the study of human fossils demands a knowledge of human anatomy, a lot of Latin terms, and reams of often-confusing scientific literature."

"Third, in the face of the incredible propaganda assault by the evolutionary establishment, it is hard to believe the contrary voice of an unknown person."

I would add a fourth difficulty—we need to learn some specialized vocabulary to understand even an introductory study.

Because the question is so important...

This study is worth our time and effort.

Professor Lubenow has done a marvelous job giving us an overview of the field.

He helps us to see what the experts are saying, and,

To the contrary,

What the data are saying.

We can begin to see that the human evolution story is false

Characteristics

By noticing **three characteristics** of the hominid fossil data set:

- The Size of the data set.
- The Quality of the data set.
- The Uncertainty of scientific claims about the data set.

Definitions:

Data: a plural word – the singular is datum— meaning factual information organized for study.

(Modernism assumes facts can only be about physical items or measurements or sensory determinations.)

Data set: A group of data where all members of the group have at least one common characteristic.

Conversational English often treats the word “data” as singular, rather than using “data set.”



Definitions:

Hominid: From the evolutionary perspective, a hominid is *a human or a human's evolutionary ancestor back to the category of great apes.*

From the creationist perspective, a hominid is *a human being or a non-human primate with skeletal features that resemble humans' in some ways.*

Fossil: *A remnant or trace of an organism of past geological age—most often petrified, or formed into rock.*

The definitions of hominid are important.

From the previous definitions of hominid, one can see that the creationist makes a distinction in kind between humans and animals. The Darwinist blurs the line between humans and animals, creating a category of “sub-humans.”

The creationist sees one human race since the dawn of creation. The Darwinist sees the human as an animal with sub-human relatives. This is unavoidable, because of the theory. It sounds extreme, and the resulting actions of Darwinists have been extreme in the past. We will cover that topic later.

The Size of the Hominid Fossil Data Set in 2004

By the 2004 printing of the second edition of *BONES OF CONTENTION*, between 7,000 and 8,000 *hominid* fossils had been found—as Dr. Lubenow records.

By the years 1969 to 1976, about 4,000 hominid fossil individuals had been found, with at least one fragment for each, up to complete skeletons for some. These were listed in one place, in the *Catalogue of Fossil Hominids*. The more recent finds had not been catalogued by 2004, when the textbook, *Bones of Contention*, was printed.

Standard References for The Size of the Hominid Fossil Data Set in 1976

- Oakley, Kenneth P., Campbell, Bernard G., and Molleson, Theya I., editors, *CATALOGUE OF FOSSIL HOMINIDS*, British Museum of Natural History (now called Natural History Museum), London, Vol. 1 (Africa) 2nd Edition 1977,
- Vol. 2 (Europe and USSR) 1971,
- Vol. 3 (Americas, Asia, and Australia) 1975

“Bones of Our Ancestors” by Boyce Rensberger, has the caption

- “In all the world there are only a few dozen (ancestors). But these rare fossils attest to the evolutionary odyssey that created the human species.”
- --*SCIENCE* April 1984 p. 29. (Now the journal *DISCOVER*.)—as quoted in *Bones of Contention*.

About Boyce Rensberger's Quote...

- This quote means that of the more than 4000 known hominid fossils in 1984, only a few dozen fit the human evolution story.
- This means that thousands did not give support to the story—mostly because they are too modern.
- This also means that **one** wrongly categorized or erroneously dated fossil has a large impact on the theory—even with 4000 known hominid fossils.
- If even one fossil is dated or categorized specifically to avoid challenging the theory, that is a serious error.

The Charts at the End of *BONES OF CONTENTION...*

The charts at the back of the textbook are thorough.

Professor Lubenow lists several categories of hominids in separate tables and on two graphs.

His list includes **232 modern humans**, dating from 3.55 million years ago to 28 thousand years ago according to the evolutionary time scale.

- The ages are those proposed by evolutionists.
- Dr. Lubenow doubts those age measurements—and gives reasons later in the book. We will look into rock dating methods in a bit more detail than the textbook.

The Charts at the End of *BONES OF CONTENTION*

- Dr. Lubenow's list includes **256 Neandertals** from 98 Kya to 17 Kya, 236 from 100 to 800 Kya, and 6 undated.
- His list includes **61 early African or Asian Homo Sapiens** from 600 Kya to 5 Kya.
- (Kya means thousands of years ago. Mya means millions of years ago.)

The Charts at the End of *BONES OF CONTENTION*

His list includes in the non-human category

- **281 *Homo habilis***

- from 1.95 Million years ago to 6000 years ago.

It includes a chart of **21 *Homo habilis*** (non human) fossils that overlap

- with **25 *Homo erectus*** (in the human category)

- from 2 Million years ago to 1.5 Million years ago.

Homo Habilis—Museum Exhibit— Neandertal Museum, Germany



As we progress through the course

- The names of various categories of hominid fossils will become less confusing.
- We will take our time and work our way through the book until the picture of what really happened becomes clear.
- The book is a treasure hunt. The treasure is a source of eternal value.

The Charts at the End of BONES OF CONTENTION

- These charts and graphs which include **1,691 fossil individuals** must cover the data set of hominid fossils thoroughly, since the evolutionists claim **only a few dozen** that are ancestors.
- From the charts and graphs, it is possible to see that millions of years of **overlap** exist between fossil humans and the supposed ancestors.

The Charts at the End of BONES OF CONTENTION

- In fact, modern human fossils have been found over almost the entire age range of the charts.
- **This fits the idea of creation very well.** One would expect human fossils to exist very early if specially created by God,
- and one would need to examine how dates are established.

Professor Lubenow makes a division

between humans and non-humans on page 337.

He includes modern *Homo sapiens*, Neandertals, Early African/Asian *Homo sapiens*, and *Homo erectus* as human beings, relatives of Adam.

He excludes *Homo habilis* and *Australopithecus africanus* and *afarensis* as non-human extinct primates.

He gives reasons later in the book for that selection of categories.

Lubenow's Composite Human Fossil Chart, page 337

- He shows a broad area on the chart where the data should fall if human evolution were true. The shape of the chart is nothing like that area, and most of the data are outside it.
- He will explain later in the book why the data should fall inside the broad slanted area.

We can begin to see that the human evolution story is false

Characteristics

By noticing three characteristics of the hominid fossil data set:

- The Size of the data set.
- The Quality of the data set.
- The Uncertainty of scientific claims about the data set.

The Quality of the Data Set

- Researchers almost never see the actual fossils. The fossils are too rare and valuable. Ownership is spread around the world. Researchers work from plaster casts.
- Only once, in 1984, were **about 40 hominid fossils** side by side for comparison.
- For that exhibit, the stands for the fossils were made from the casts prior to arrival of the actual fossils.

The Quality of the Data Set

- When the fossils arrived, a problem arose. Most of the actual fossils did not fit their stands.
- That is how we know the casts are not very accurate.
- Most of the time, the closeness of fit of the casts is not described in published studies, because the researcher has no access to the actual fossils.

The Piltdown Man Hoax

- The Piltdown Man Hoax went undiscovered for about half a century, in part because the Piltdown Man casts did not have the file marks that were present in the actual fossils.
- The casts are not very accurate.
- Paleo-anthropology is one of the few fields of science where papers are allowed into publication based upon studying casts of originals.

When publications do not...

document whether the research is based on actual fossils or casts, the results are questionable.

In fact, if the field is so inexact that plaster casts suffice for research, the field is not an exacting science.

The scientific journals deal with the casts.

Most of what the public sees are **extrapolations** of the casts into **clay overlays**...

an artist's conception of how the supposed fossil ancestor would appear.

- This is more art and imagination than science.
- The theory of evolution plays a large role in what each artist expects.

When you add the fragmentary nature of the fossils...

- It is extremely rare to find an entire cranium. Most of the fossils are mere fragments—sometimes just a tooth or an arm bone.
- Many times it is not possible to tell how many individuals are represented by the fragments that are present.

The Quality of the Data Set

- The quality of the data set is very poor for the high stakes question of how to best prepare for eternity.
- The statements made to the public by scientists are often quite sweeping, and give no indication of the quality of data that led to their conclusions.

We can begin to see that the human evolution story is false

Characteristics

By noticing three characteristics of the hominid fossil data set:

- The Size of the data set.
- The Quality of the data set.
- **The Uncertainty of scientific claims about the data set.**

Dr. Lubenow reported an exercise

he assigned to his classroom students.

The exercise reveals the uncertainty in scientific statements made about the data.

The Classroom Exercise

Each student was assigned five hominid fossils for five one-page papers.

Each paper had to have five documented evolutionist sources, and no creationist sources were allowed.

They had to determine the date assigned to each fossil by evolutionists, and the category.

The Results of the Exercise

- Many of the fossils were in dispute as to date or category or both.
- Other fossils were very difficult to find in the scientific publications.
- On “fossil day” the results of each paper were placed on a master chart according to fossil date and category.
- The cumulative effect was to show that human evolution did not appear from the data.

Dr. Lubenow presented the classroom charts for our benefit...

With more fossils as well, in the back of the textbook.

There are two ways to falsify (prove false) human evolution by way of fossil evidence.

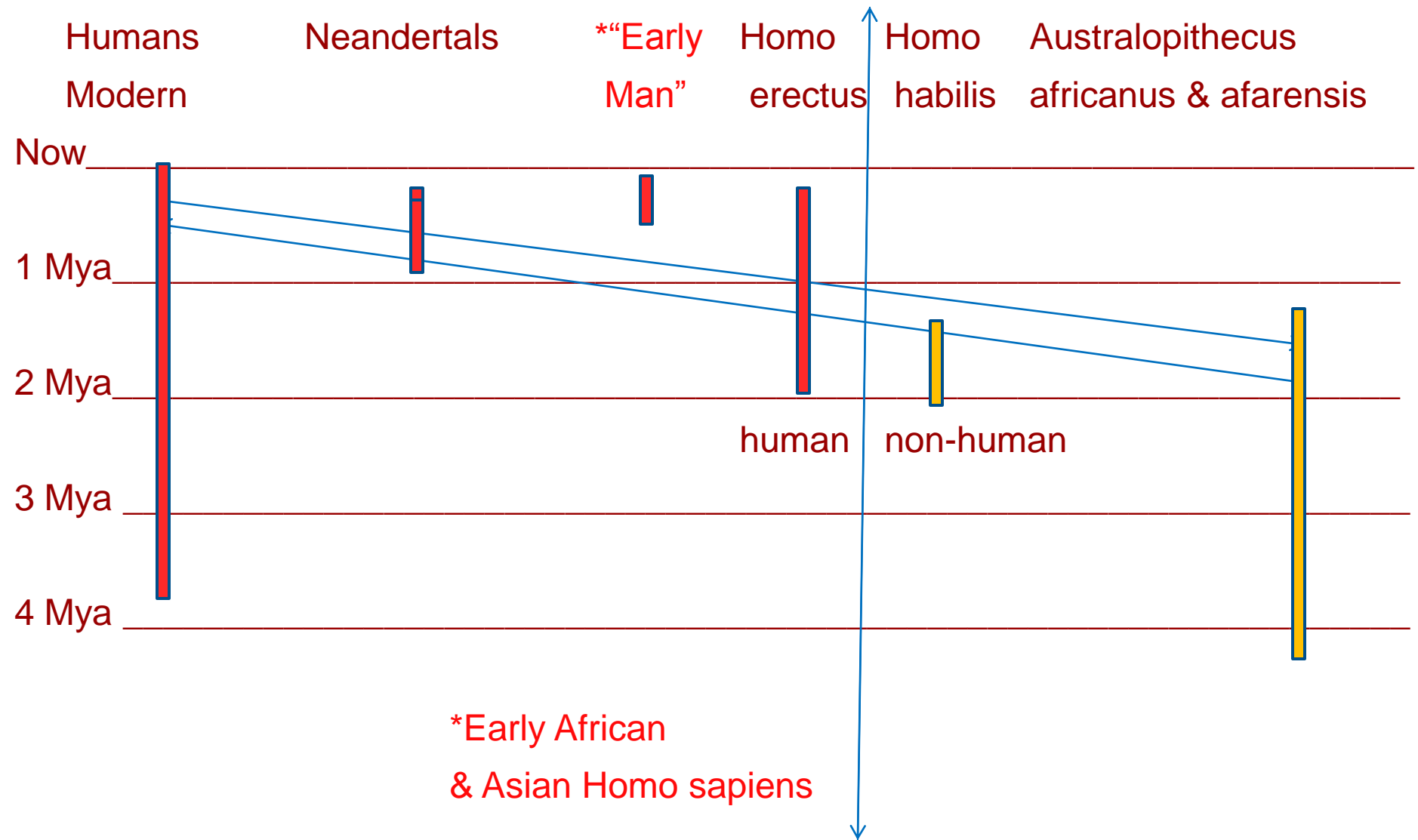
Evolutionists can tell many stories, but if the theory is falsified, the stories are meaningless.

Two ways to prove false...

1. Human evolution is false if modern humans lived at the same time as their supposed ancestors.
2. Human evolution is false if a supposed ancestor continued to live long after it was supposed to be extinct.

Look at the charts at the back of the book....Both conditions are met.

An approximation of Dr. Lubenow's Composite Chart



What do the diagonal lines mean?

- Dr. Lubenow says that if the human evolution story were true, the data should fall **WITHIN** the diagonal lines. Data outside the lines show supposed ancestors and supposed descendants living at the same time.
- The quote earlier in this lesson from Boyce Rensberger implies that only a few dozen fossils are inside the lines, and thousands are outside the lines.
- Why is this a problem?

Why should the old species die out as a new one develops if human evolution is true?

If the old species **remains in place** and **interbreeds** with the new, incrementally changed groups, the species remain static. No evolution occurs.

Remember our description of isolation and adaptation in an earlier class? The adaptations are reabsorbed into the parent group if the species remain together.

Anthropologist Vincent Sarich

- Describes it this way. “Why isn’t Lucy here? That’s simple. She evolved into us.”
- The theory **requires** that the earlier ancestor becomes extinct as the new species evolves. Lucy was an *Australopithecus afarensis*, supposed to be 3 million years old. Dr. Sarich is saying that her species could not still be present on earth because we are here now.

Why is this so?

- For evolution to theoretically take place,
- the daughter group must be genetically isolated from the parent group and
 - It must mutate to the point that interbreeding can no longer take place, and
 - It must supplant the parent group's niche by being better adapted, so that the parent group dies off.

If they remain in place and interbreed, evolution does not happen.

What would one expect?

- This means that separate species in descent should not live for long periods of the same time.
- In addition, a progression in time should be observed, where one species occupies one time frame, then is supplanted by a daughter species. Overlap should be brief, and should only be seen at the time boundaries.

What would one expect?

- This description matches the broad diagonal line on Dr. Lubenow's chart on page 337.

Remember the two ways to prove false?...

1. Human evolution is false if modern humans lived at the same time as their supposed ancestors.
2. Human evolution is false if a supposed ancestor continued to live long after it was supposed to be extinct.

Look again at the charts at the back of the book....Both conditions are met.

Look at the charts at the back of the book.....

- On pages 336 and 337, the modern human fossils have been found over almost the entire time range, overlapping all the other categories, meaning that both falsification requirements have been met.
- The categories were contemporaries, not ancestors.

Look at the charts at the back of the book.....

- Nothing in the charts suggests that one category evolved into another.
- The cumulative effect, when all the data are presented, is to negate the human evolution story.
- It is scientifically invalid to select only the data that make a case when the majority of the data oppose it.

Why do scientists

Make broad claims about human evolution, based upon a few dozen fossils?

- ▣ They assume that “evolution is a fact” because of the restriction on considering anything but unguided change in biological history
- ▣ and because evolution is used as the unifying framework for their field of science.

Problem:

If scientists rule out alternate possibilities from discussion, that censorship biases their results.

Alternate possibilities should only be ruled out when the **data** fit only one possible answer.

This field proceeds by an inverted process where the data are ruled out for not fitting the answer.

However,

Scientists do look at alternate possibilities within the framework of evolution. The **uncertainties in their results** are often best seen in those discussions.

- We will look at 2 varying models of human evolution later in the course. The 2 models do not agree with each other.
- Scientists want the public to respect their general framework, so they often speak with more certainty to the public than to each other.

However,

- Science can be messy. Data don't always cooperate with expectations, and scientists don't always know why.
- In the case of the idea of human evolution, the data are **very scarce** to carry the weight of such an all-encompassing idea. It is an idea that makes “death of the weak” appear as a virtue for the sake of evolutionary progress—which should be taken as a caution **against the validity of the entire scheme.**
- **Our souls should be appalled at such an idea.** It is an idea that is callous and immoral.

No matter what your starting point, the uncertainties in the story of human evolution are important.

It is reasonable to believe that Biological history could have involved Guided as well as unguided change. It is reasonable to believe that the One who guided creation has authority to say that

“the right direction is to heal the weak—LIFE is progress, not death.”

It is reasonable, based on the evidence, to believe Macro-Evolution is too restrictive a framework for the bio-sciences.

No matter what your starting point, the uncertainties in the story of human evolution are important.

Dr. Lubenow's book is helpful for revealing the uncertainties in the human evolution story. It is reasonable to be skeptical of absolutist statements about evolution.

It is possible to respect

Someone's work without agreeing with his assumptions. Scientists

- who hide the uncertainties in their work
- in order to demand respect for their framework
- are misunderstanding the intellectual depth of their audience.

The BIG Question

- Since the question of human evolution is the most important question in the origins debate which impacts eternal destiny...
- Dr. Lubenow's book is of extreme importance.
- We owe it to ourselves and our families and friends to learn a way to present the information to them in conversational form.
- We owe it to our churches to bring up the conversation there as well, and perhaps to make classes available.

The class discussions on this website

Are in PDF form so that they can be used in classrooms. The textbooks can be purchased online from Christian and secular major bookstores. Readers are encouraged to form classes among their friends, using the PDFs and a computer screen to open discussions. That is a simple way to multiply vital information. The courses are in 13 lesson formats to fit well with a church “quarterly” of lessons.

Homework

In 3 sets

Homework Class 9 Set 1

- Read Proverbs 13:13-14.
- What attitudes toward God's word and wisdom are encouraged, and what consequences follow such attitudes?
- Read Chapters 4 & 5 in BONES OF CONTENTION. Two editions of the textbook are on the market, and each edition has some materials not found in the other edition. If questions in the homework are not answered in the edition you have available, either disregard the question, or search for the other edition of the textbook and read both.

Homework Class 9 Set 1

- Dr. Lubenow shows that the self-correcting nature of science is not very effective, especially in the human evolution story. He uses two examples: The Piltdown Man hoax and an erroneous view of Neandertal Man, both being corrected only after many years.
- How long was the faulty construction of the Neandertal of *Chapelle-Aux-Saints* accepted by the scientific community unquestioningly?
- How many more years passed before the Field Museum of Natural History in Chicago corrected their exhibit?

Homework Class 9 Set 1

- What did the museum do with the old exhibit?
- Piltdown man was a hoax. How long did the scientific community take to discover the hoax?
- What change happened to the theory of human evolution that caused the hoax to be discovered?

Homework Class 9 Set 1

- How many doctoral dissertations were claimed to be written about Piltdown man before the hoax was discovered?
- What does this phenomenon say about the self-correcting nature of evolutionary science?

Homework Class 9 Set 1

- How many accumulated mutations are required to go from “Lucy” (*Australopithecus afarensis*) to modern humans? Bear in mind that these are neutral or favorable mutations, and that 999 unfavorable mutations are equally likely to happen as one favorable or neutral one.
- How does anthropologist Vincent Sarich describe the theoretical role that extinction plays in human evolution?
- **Why is extinction of the prior species required in order for evolution to take place?** Do you see a moral problem applying evolution to humans?

Homework Class 9 Set 1

- What are two ways the fossil record could indicate that human evolutionary theory is not correct?
- What does Lubenow say about these two means of falsifying human evolution?
- Dr. Lubenow spends the remainder of the chapter proving his claims using a rather complicated process. To follow his reasoning, it is helpful to condense the process to see its logical steps. The following questions are an attempt to condense the process.

Homework Class 9 Set 1

- What are humans designated in species nomenclature?
- What is Lucy's designation and age?
- What accepted age are the following species, in sequence?
- *Australopithecus africanus*
- *Homo habilis*
- *Homo erectus*
- *Homo sapiens* (modern)

Homework Class 9 Set 1

- List the dating methods and results for Taung's *Australopithecus africanus* that were less than or equal to one million years old. Age of the cave where it was found -- 0.87 million years by geomorphologic dating. Age by thermo luminescence of calcite -- 1 million years. Age by uranium isotope dating -- 0.942 to 0.764 million years.
- How old should Tuang's *Australopithecus africanus* be to fit the evolutionary pattern?
- How have evolutionists handled this discrepancy?
- Of the two methods of falsifying evolutionary theory, which method does this example represent?

Homework Class 9 Set 1

- What is the Kanapoi Elbow fossil? How old is it?
- What is unusual about this fossil?
- Have the evolutionists defined this fossil as a modern human? Kanapoi
- Why or why not?
- Do the evolutionists realize this oldest hominid fossil falsifies their theory?
- What does this demonstrate about evolutionary theory?

Homework Class 9 Set 1

- How did Lubenow describe this immunity to data?
- What techniques are used to avoid the issue of falsification of the theory? Declare the data to be something different than what it is. The date for Tuang "must be incorrect." The 4.5 million year old Kanapoi human elbow "must not be human."
- Theoretically speaking, would it matter to God for people to believe the truth about whether they are a special creation or a product of evolutionary extinctions of other creatures? Why or why not? Is it possible to find out?

Homework Class 9 Set 2

- Read Proverbs 16:11.
- To whom is a just scale important?
- What does a “just scale” have to do with a discussion of fossils?
- Read Introduction #2 and Chapter 6 in BONES OF CONTENTION.
- The author of this course visited the Neandertal Museum in Germany in 2004.
- The museum espouses a multiple occurrence beginning for the human species in the evolutionary sequence, rather than a single beginning.

Homework Class 9 Set 2

- If one point of origin for a new species is improbable, do you think multiple points of origin would be more improbable? Remember that fractional odds multiply, leading to ever smaller odds as rare events occur simultaneously.
- The highly speculative nature of the science of human evolution is visible in the museum, where countless stories are told about Neandertals based on scanty evidence. If one looked at all the evidence presented in the museum, minus the stories, evolution would definitely not jump out of the data.

Homework Class 9 Set 2

- List the speculative comments about Neandertals supplied by the textbook chapter along with date of comment.
- What fact, based on skeletal data, is agreed upon?
- On page 337, have fossils of modern humans and primitive humans and Neandertals been found over the same time span?
- What is the date of the location where Amud I was found, and why is that important?

Homework Class 9 Set 2

- How does the find of Neandertal fossils dated at 40,000 years ago and modern human remains dated at 44,000 years ago in the same cave, relate to the difficulty placing Neandertals into the evolutionary story?
- What dating discrepancies show up to contradict the 30,000 years ago date for Neandertal extinction?

Homework Class 9 Set 2

- When reading any article based upon evolutionary theory, it is important to separate data from speculation. When you sort through an article or book, and separate data from speculation, then consider whether the conclusions are more connected to the data or more connected to the speculation.
- Then a helpful exercise is to see what conclusions you are able to draw strictly from the data. If the article is comprised of so much speculation and so little data that you cannot draw any conclusions, you can put that article in the “ambiguous file”—not counting as evidence for a theory.

Homework Class 9 Set 3

- Read Proverbs 16:25.
- Why does this verse encourage searching for truth?
- Read Chapters 7 & 8 in BONES OF CONTENTION.
- Java Man is the first discovered *Homo erectus*. What problems exist in trying to set a date for the first Java man find?

Homework Class 9 Set 3

- What catastrophic event is associated with the Pleistocene Epoch?
- What evolutionary event is associated with the Pleistocene Epoch?
- Fill in the table of ages found on page 91.
- Holocene Epoch Present to ___years ago
- Upper Pleistocene
- Middle Pleistocene
- Lower Pleistocene
- Pliocene

Homework Class 9 Set 3

- What is the problem with Java Man's femur?
- What could solve this problem and still allow Java Man's claim to fame?
- Does fluorine analysis of the two fossil bones allow this age separation?
- What analysis does Lubenow suggest best fit's the data?