

The Origin of Death:

**A linkological theory of creation told through the
lenses of natural sciences and biblical accounts –**

A critical synthesis

Gerald Haddon Duffett

A thesis submitted in partial fulfilment of the requirements for

DOCTOR OF PHILOSOPHY

(PhD by Portfolio)

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Type of Award PhD by Portfolio

School School of Health, Social Work and Sport

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Abstract

Thesis title: *The Origin of Death:*

A linkological theory of creation told through the lenses of natural sciences and biblical accounts – A critical synthesis

This PhD by Portfolio Thesis is a culmination of a life's experience in education and creationist research, in which the speciality of linkological theory has been developed. The portfolio is constructed to reveal the progressions from mainstream learning experiences and biological study, to the synthesis of biblical accounts through the lenses of natural sciences. The synoptic discussion, *How Genesis ring-fences human disobedience with the origin of death on Earth* is encountered first in the thesis, being the higher order discussion stemming from all the underlying research in Projects 1, 2 and 3.

The retrospective research: Project (1) 'A life of Learning' discusses 86 years of personal learning experience, 45 years of which have been in mainstream education spanning from 1940 as a pupil; before the Butler Act of 1944, to the Educational Reform Act of 1988 and introduction the New National Curriculum (GHD retired from teaching in 1986). Project (2) 'The Creationist Catalogue', discusses the research behind 40 publications of linkological studies, which evidence a high level of original thought and synthesis between biblical story telling, noted entitles / instances in the physical world, and advanced scientific / mathematical theory. Project (3) 'Linkological Analysis in Action' is a step-by-step guide to the mathematical workings and mapping involved in linkological analysis, with two applied examples of linkological studies to illustrate the process: (i) *Making Sense of The Duck Billed Playpus* and (ii) *Making Sense of The Common Frog*.

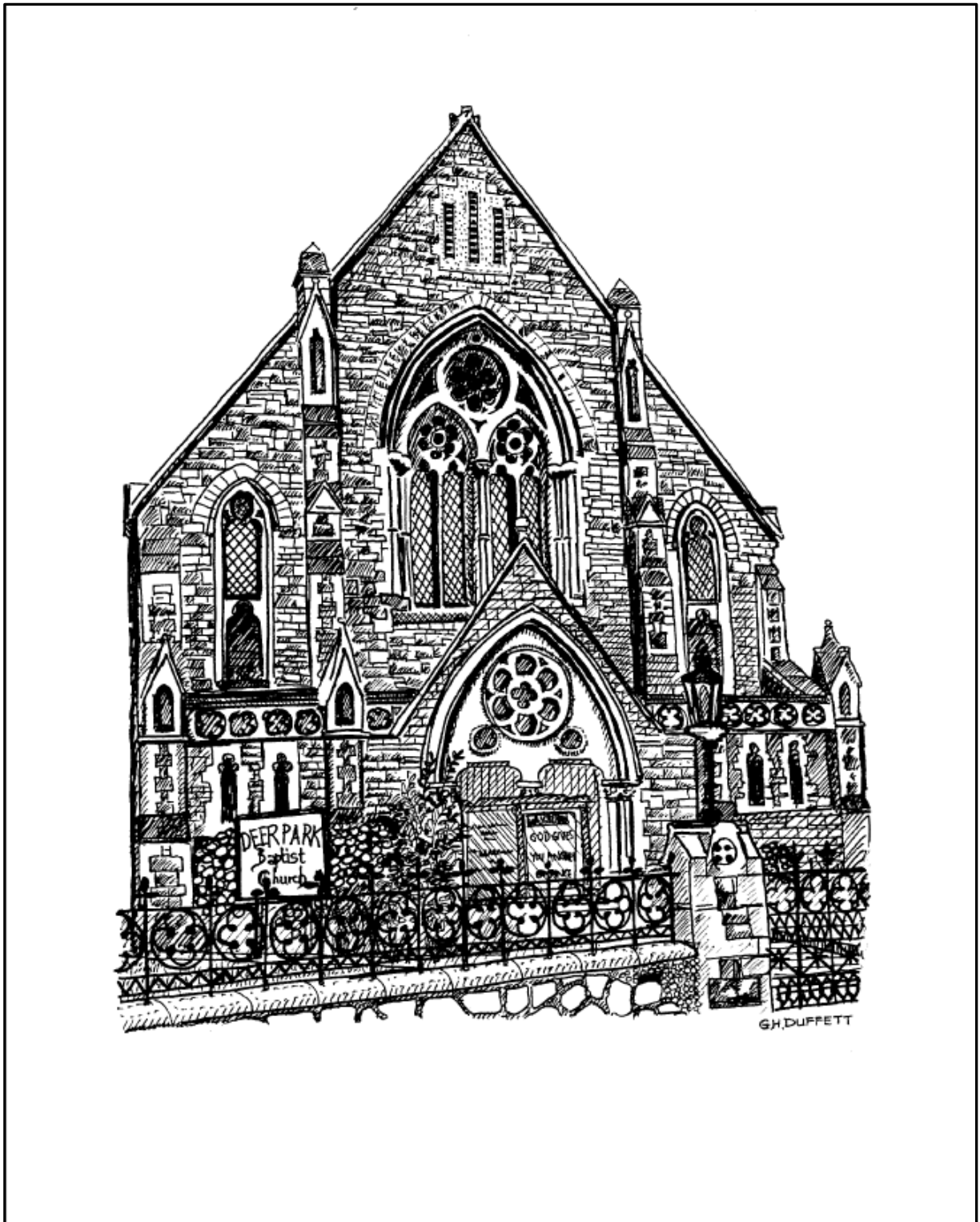
The research concludes on three points: (i) that the origin of physical death on Earth as recorded in the *Book of Genesis* originally comes from a part of the Holy Bible that is not attributable to any human source. (ii) That the sequence of land forming on Day Three even before the creation of any form of biological life on Earth, means that on Day Six when Adam and Eve walked barefoot upon that land, that there was not any fossil whatsoever embedded into that rock. (iii) A third conclusion seeks to account for there existing two accounts of the length of time since the world began.

Acknowledgements

I wish to acknowledge and thank Dr Clive Palmer at the University of Lancashire for his friendship, guidance and supervisory support. His belief in the value of my educational experiences, and his faith in my linkological research, have been key to the successful submission of this PhD by Portfolio for a Doctoral Award.

I also wish to record my gratitude to my late wife Phyllis, who always encouraged me in my academic and linkological studies. I also owe a debt of thanks to my children, Michael, Gaynor and Andrea for their love and optimism in life. My observations of their curiosity in the world have helped me to question all sorts of possibilities for links that bring interest and meaning to otherwise 'serendipitous' or 'coincidental' events. Thank you to all former pupils I have taught, colleagues I have worked with, fellow creationists I have shared research with, and current doctoral learners I have learned with.

A final acknowledgement is to Moggins our family cat in the 1980s, who through his very existence helped us to see '*How the Tabby Cat Corroborates The Book Of Genesis*'.



Deer Park Baptist Church, Tenby, Pembrokeshire

Drawing by Gerald Duffett, 2024,

(Gerald's place of worship – drawn for the purpose of car parking permits for visitors)

Preface

90 years on – My Doctoral Mission

Gerald Haddon Duffett

Personal context and motivation for starting a PhD by Portfolio in 2025

Now that I have reached the age of ninety years, most if not nearly all of my life is behind me. Therefore, it is obvious that I am not desiring to embark upon this study in order to enhance my prospects for career promotion or for pension enhancement. One strand of motivation is to leave behind a record of an achievement that is unique in some way, yet of relevance to all thinking adults alive nowadays.

Apart from certain exceptions, most will depart this life by means of physical death. So, this study of the sequential timing of the origin of death is to present a case for an alternative that predates scientific scenarios of the cosmos, being extremely old and as a corollary, very remote from when time began. The three items (books) submitted have a basis in the Book of Genesis where a non-human Narrator recorded that the origin of physical death occurred only after mankind existed and therefore, fossils are better viewed as evidence of Noah's Flood rather than palaeontological prehistory.

Apparently, the scientific age sprang from a culture where the Holy Bible was perceived to be the written word of God. I am assured that all the discoverers of the various named geological systems held the aforementioned view. Examples of the scientific method are given in the Holy Bible, especially in the Book of Daniel where a controlled experiment is described. In contrast with purposeless evolution where its adherents shudder to consider teleology, the methodology that I have used in my 'linkograms', has numerous applications such as making sense of the Duck-billed Platypus, the Common Frog, the Chimpanzee and Mankind. Also, I have attempted to devise a system of digital taxonomy that might be applied to most plants and animals.



Tenby, Pembrokeshire

May 2026

Doctoral Researcher: GHD Biography



Gerald Duffett was born at Mountain Ash, South Wales in 1935. After secondary schooling, his tertiary education was first at the London Bible College, then studying General Science and History for teacher training at the Oxford University Institute of Education Newland Park College, near Chalfont St. Giles, Buckinghamshire. During his teaching career, he has been Master in charge of Religious Education at the Icknield High School in Luton; then Head of Biology at Luton Grammar-Technical School and continued to hold similar positions in Cambridgeshire at Soham Grammar School for Boys and later at the City of Ely College. The Royal Society (London) sponsored his studies of gall wasps and their parasites (MPhil research, grad: 1972, London University) because he encouraged his students to be involved in scientific research. During his working life (retiring from secondary school teaching in 1986) he mainly taught Religious Education and General Science, especially Biology. A highlight was one Saturday afternoon, 17th October in 1971, when with a group from Soham Grammar School for Boys they found some bones belonging to a plesiosaur in a pit of Kimmeridge Clay alongside the River Ouse near Ely, Cambridgeshire.

His membership of The Biblical Creation Society has involved writing a monograph entitled 'Archaeopteryx lithographica Reconsidered' in 1983; lecturing at conferences; giving a guided tour of the Natural History Museum and debating with evolutionists in the UK and overseas. In Belgium, he spoke at the First European Creationist Congress about fossil men and apes found in the Olduvai Gorge and has had articles published in the Creation Research Society's Quarterly Journal in the USA. In 1988, he moved to Wales and requalified to practise surgical chiropody to support members of his local community. His hobbies include natural history, art and model railways before they were somewhat eclipsed by computers. He and his wife Phyllis (now passed), have two daughters, six grandchildren and worship in the Tenby area of Pembrokeshire.



Dedication
to
Dr Gerald Haddon Duffett



Sunday 19th May 1935 - Friday 15th May 2026

In celebration of a Life in Learning

“Not even physical death is strong enough to break a personal relationship”. We realise what this means now Gerald, because you left your thesis behind for us to learn from.

PhD by Portfolio awarded following successful examination on: 29th April 2026

Thank you. Dr Clive Palmer Director of Studies (right)

Clive Palmer

Contents

Title	i
Declaration	ii
Abstract	iii
Acknowledgements	iv
Preface: 90 years on – My Doctoral Mission	vi
Doctoral Researcher Biography: Gerald Haddon Duffett	vii

Synopsis: *‘The Origin of Death on Earth’*

Chapter 1: Introduction to PhD by Portfolio (GHD)	1-2
1.1 Overview schematic of content and structure for GHD PhD by Portfolio – <i>‘How Genesis ring-fences human disobedience with the origin of death on Earth’</i>	3
1.1.1 Original Contribution to Knowledge and Practice	3
1.1.2 Retrospective PROJECT 1: (Chapter 4) Learning Through Life – A Life of Learning: A Living Critique 1935-2025	4
1.1.3 Retrospective PROJECT 2: (Chapter 5) The Creationist Catalogue: A retrospective critique of [#40] GHD publications	8
1.1.4 Prospective PROJECT 3: (Chapter 6) Linkological Analysis in Action: Two Applied examples: i. The Duck Billed Platypus and ii. The Common Frog	10
1.2 Three books underpinning the Synoptic Discussion	11
1.2.1 Biblical Palaeontology: A Statistical Appraisal	11
1.2.2 Captain Noah’s logbook	12
1.2.3 Sherlock Holmes and the Garden of Eden	14
Chapter 2: SYNOPTIC DISCUSSION: How Genesis ring-fences human disobedience with the origin of death on Earth	16
2.1 Introduction	16
2.1.1 The purpose for toledots	18
2.1.2 The <i>Genesis</i> record of original creation is divine revelation	20

2.1.3	The Narrator was present when time began	20
2.1.4	Ring-fencing human disobedience with the origin of death on earth	22
2.1.5	Human cloning was first described in the <i>Book of Genesis</i>	24
2.1.6	Energy helps linkage with other items to increase overall usefulness	24
2.1.7	The transmission of original sin is a clear example of epigenetics	26
2.1.8	The nature of the original creation is the opposite of death	26
2.1.9	Contrived sequence within six-day original creation	27
2.1.10	Land before life transfers fossils from prehistory to Noah's flood	28
2.1.11	<i>Noah's Ark</i> became grounded as sea floor rose to abate flood	29
2.1.12	Death is the opposite of life and is a fact of human disobedience	31
2.1.13	A Genesis Post-Creational Meridian exists as an Unconformity at Days 6/7	31
2.1.14	Beware of backtracking with inappropriate biblical bifocals to date the universe	32
2.1.15	Nascent human radiance tallies if we are models of our maker	33
2.1.16	The effect of human cloning on the <i>genesis</i> record of the origin of mankind	34
2.1.17	Voice activated technology means no sooner said than done	34
2.1.18	Insights from the iron age	35
2.1.19	An omission caused by a glaring inconsistency by some bible publishers	35
2.1.20	The high status attributed to The Messiah	36
2.1.21	Old-Earthers versus Young-Earthers	36
2.1.22	Self-assessment or answerable to one whose love was son giving	37
2.1.23	Apostolic advice about ultimate authority	38
2.1.24	The protoevangelium is the seed of the woman	39
2.1.25	Choosing between life and death implies human free will	40
2.1.26	Might not disobedience have diminished human free will?	40
2.1.27	Innumerable wonders	42
2.1.28	Back to the Protoevangelium	43
2.1.29	Christ had no earthly father	44
2.1.30	Theophany and Christophany	46

2.1.31	The Lord Jesus Christ as a time traveller	46
2.1.32	Christ's promise to return to the earth	48
2.1.33	Changes in sea-level occurred from days one to five of the original creation	50
Chapter 3:	Conclusion: The origin of physical death on Earth as recorded in the Book of Genesis	53
3.1	How the three book submissions are philosophically linked	53

Project 1: *'A Life of Learning'*

Chapter 4:	Learning Through Life – A Life of Learning: A Living Critique 1935-2026 Gerald Haddon Duffett GHD	56
4.1	Introduction	57
4.1.1	Supervisor comments: Dr Clive Palmer (University of Lancashire, 2026)	57
4.1.2	An original contribution to knowledge through an original contribution to Education: GHD	58
4.2	Reflective timeline: Table – 'from birth to PhD' Significant world events (left) occurring in parallel with Gerald Duffett's learning-through-life events: Education, Qualifications and Publications (right) (1935-2026)	60
4.3	Reflective timeline (discussion) 'Learning in life — a life of learning'	68
4.3.1	Some detectable forms of divine guidance	68
4.4	A possible antenatal portent	69
4.4.1	Early recollections of living in Llanidloes	72
4.4.2	Early preschool memories of living in London	73
4.5	Subtle gender prompts during childhood (Education 0-18years)	75
4.5.1	My time as a preschool pupil in South Wales	76
4.5.2	Duffryn Primary School (Mountain Ash, South Wales)	79
4.5.3	Darrenlas Primary School (Mountain Ash, South Wales)	79
4.5.4	Salisbury Road Primary School (Gidea Park, London)	80
4.5.5	Hylands County Secondary School for Boys (Romford, Essex)	83
4.5.6	Dury Falls County Secondary School (Hornchurch, Essex)	87

4.5.7	Dagenham Technical College (Barking, Essex)	91
4.6	Pre-National Service: work, wonderings, adventure and travel	93
4.6.1	National Service: Royal Army Medical Corps (1953-1955)	96
4.6.2	Studying Theology at London Bible College	97
4.7	Supply Teaching in Bletchley County Secondary School (Bucks.)	97
4.7.1	Studying At Newland Park College (Chalfont St. Giles, Bucks.)	97
4.7.2	New Bradwell County Secondary School (North Bucks.)	102
4.7.3	Buckingham County Secondary School (North Bucks.)	105
4.7.4	Teaching in Luton Schools (Bedfordshire)	111
4.7.5	Teaching at Soham Grammar School for Boys (Cambs.)	119
4.7.6	Teaching at the City Of Ely College (Cambs.)	119
4.8	PhD by Portfolio at the University of Lancashire 2025-2026	128
4.9	Altered trends in attitudes over the years: learning, schooling and education	135
4.9.1	Some critical reflections	135
4.9.2	Discoveries made by perceptive reversal	137
4.9.3	The mystery of Being	137
4.9.4	Looking at life from a new perspective	138
4.9.5	Unexpected reunions	139
4.10	Three near death experiences	142
4.10.1	First: Bombed out when evacuated to South Wales during the second world war in 1941	142
4.10.2	Second: Booked to fly on a plane that crash-landed on the far side of the Pyrenees in 1955	143
4.10.3	Third: Entreated by a close friend to travel in the compartment of a train that caught fire in 1968	144
4.11	Opposite truths	144
4.11.1	Unexpected results from easily overlooked contributions	146
4.11.2	Miscellaneous memories	147
4.12	How a new subject can develop by serendipity – why do frogs have small lungs?	150
4.12.1	Link to Project 2: The Creationist Catalogue	153

Project 2:

'The Creationist Catalogue'

Chapter 5: The Creationist Catalogue: A retrospective précis and critique of GHD publications	155
5.1 Introduction	155
5.1.1 Navigating the Creationist Catalogue GHD	156
5.2 The Creationist Catalogue: Table of covers and titles. Publications by Gerald Duffett from 1955 to 2020	157
5.2.1 Gerald Duffett (2026): Waterstones online bookshop listings	163
5.3 Tangier Diary	164
5.3.1 Day One (Thursday, 24 th March, 1955)	165
5.3.2 Day Two (Friday, 25 th March, 1955)	169
5.3.3 Day Three (Saturday, 26 th March, 1955)	170
5.3.4 Day Four (Sunday, 27 th March, 1955)	170
5.3.5 Day Five (Monday, 28 th March, 1955)	171
5.3.6 Day Six (Tuesday, 29 th March, 1955)	173
5.3.7 Day Seven (Wednesday, 30 th March, 1955)	174
5.3.8 Day Eight (Thursday, 31 st March, 1955)	175
5.3.9 Day Nine (Friday, 1 st April, 1955)	175
5.3.10 Day Ten (Saturday, 2 nd April, 1955)	176
5.4 Space Parable of Christmas: Exploring links between parallel stories	177
5.5 Creationist Scholarship: A review of GHD publications	181
5.5.1 <i>Archaeopteryx lithographica</i> Reconsidered	181
5.5.2 Some implications of variant cranial capacities for the best-preserved australopithecine skull specimens	183
5.5.3 Concepts of Creationism: Book chapters and journal articles	184
5.5.4 Earliest publication of Linkograms and Linkology	186
5.5.5 Technology without our aid	190
5.6 My approach when writing fiction: some examples	191
5.6.1 A 'South Wales Mystery' and an 'East Anglian Mystery'	192
5.6.2 The Holiday Express (or Being in Lock-down)	193

5.6.3	How to plan sermons	197
5.7	Thinking about the Six Days of Creation	198
5.7.1	Fossil Men Reconsidered	199
5.7.2	Bible Science College Correspondence Courses	200
5.7.3	Palaeontology and Geochronology: Early Earth History – A Scriptural Assessment	201
5.7.4	Prehistory: A Time to Throw Away!	202
5.7.5	The Computerhood of God	203
5.7.6	Rock Pool Ecology	207
5.8	Genesis Commentaries and Study Guides	208
5.8.1	Genesis Commentary Volume 1 (General Introduction)	208
5.8.2	Genesis Commentary Volume 2 (Chapters 1-10)	209
5.8.3	Genesis: Suggested Studies and Sample Sermons	210
5.8.4	Prescience versus Prehistory: (Six Days or Millions of Years?)	210
5.8.5	Dinosaurs and the Holy Bible: (Study Guide Version)	211
5.8.6	Heart of Wales Railway Journey from Llandeilo to Shrewsbury	214
5.9	Two Poems	215
5.9.1	The Origin and End of Physical Death	215
5.9.2	Biscuit Dunking	217
5.10	Linkographic Measurements: some applied examples	218
5.10.1	Towards a Measure of the Common Frog <i>Rana temporaria</i>	218
5.10.2	Towards a Measure of the Duck-billed Platypus <i>Ornithorhynchus</i> <i>anatinus</i>	221
5.10.3	Towards a Measure of the Domestic Tabby Cat <i>Felis catus</i>	223
5.10.4	Towards a Measure of Ape (Chimpanzee) <i>Pan troglodytes</i> L.	225
5.10.5	Towards a Measure of Man <i>Homo sapiens</i> L.	227
5.11	Towards a Digital Taxonomy – A sort of Dewey decimal system number for plants and animals	230
5.11.1	British Sharks: A Classification Guide	237
5.11.2	Keep up with Genesis Chapters 1-9	238
5.12	Link to Project 3: A new way to apply for attaining a Ph. D. by Portfolio 2025	240

Project 3: *'Linkological Analysis in Action'*

Chapter 6: Linkological Analysis in Action	241
6.1 Introduction	242
6.1.1 A Specimen Linkogram	243
6.1.2 Calculating Linkogram Parameters	244
6.1.3 Terminology of Linkology	245
6.2 The pilot scheme for probing six-day original creation	248
6.2.1 Some obvious consequences of accepting six-day original creation	249
6.2.2 Ways in which the Creator has ring-fenced the entry of physical death on earth with human disobedience	252
6.2.3 Dolly the Sheep	253
6.3 My fascination with diagrams containing arrows	256
6.3.1 My early attempt to link together cause and effect	256
6.4 Transforming literary text into mathematical data	257
6.4.1 How an Entity List Led to the PRIORITY Parameter	258
6.4.2 How a Link List Led to the PURPOSE Parameter	259
6.5 The extent to which the domestic tabby cat was impacted by the curse	276
6.6 Fossils belong to Noah's Flood rather than to Prehistory	279
6.7 Some genetic considerations relevant to Genesis	283
6.8 The contribution of the protoevangelium uttered in the Garden of Eden	285
6.9 Linkological Study (i): <i>Making Sense of The Duck Billed Playpus</i>	290
6.10 Linkological Study (ii): <i>Making Sense of The Common Frog</i>	308

References

All sources, materials and literature cited in this thesis	328
--	-----

Appendices

Project 1: International Education Awards for Science Teachers in Service	338
1. Advert in Scholarly Journal inviting applications	340
Original clipping from: <i>The Science Teacher</i> [Journal] July 1964.	
2. Initial Information Pack	341
➤ The Guinness Science Awards for Science Teachers 1964	
➤ Teachers in Service.	
➤ Administered by <i>The Science Teacher</i> (Journal)	
➤ Purpose, Awards, Judges, Entrants, Topics, Forms and Dates	
3. Formal Acknowledgement of Submission	346
The Guinness Science Awards for Science Teachers 1964/5	
4. The Final Submission	347
<i>Organising Pupils for Participation in Topics of Research</i> (Duffett, 1964)	
➤ Abstract (and entry sheet)	
➤ The Scope of Research <i>By</i> Pupils	
➤ Method of Research Performed <i>With</i> Pupils	
➤ Topics of Research Suitable <i>For</i> Pupils	
➤ Benefits of Research <i>To</i> Pupils	
5. Supporting Document to Guinness Awards Submission	360
<i>Project Work for Group Work on Twigs and Outgrowths</i> (Duffett, 1964 ^a)	
➤ Field Biology: Twigs and Outgrowths	
➤ Teaching instructions and field observation guide (page 1)	
➤ Research which you can do on Twigs	
➤ Lines of Investigation (page 2)	
6. The School Cloakroom: A Paradigm for Ecological Studies	363
Gerald Duffett (1964 ^b) Original Manuscript	
Teaching observation and investigation skills in a common environment	
7. Biological Field Work Study	369
Original Manuscript: (Duffett, 1964 ^c)	
Science Teaching Resource at Buckingham County Secondary School.	
8. Program For How To Clean Your Teeth	376
A new observational analysis of ‘actions’ and ‘subsidiaries’ as the basis for a new linkological study (Project 3, PhD by Portfolio, Duffett, 2026)	

Synopsis

'The Origin of Death on Earth'

Chapter 1

Introduction to PhD by Portfolio (GHD)

and

SYNOPTIC DISCUSSION:

How Genesis ring-fences human disobedience with the origin of death on Earth

1.1. Introduction

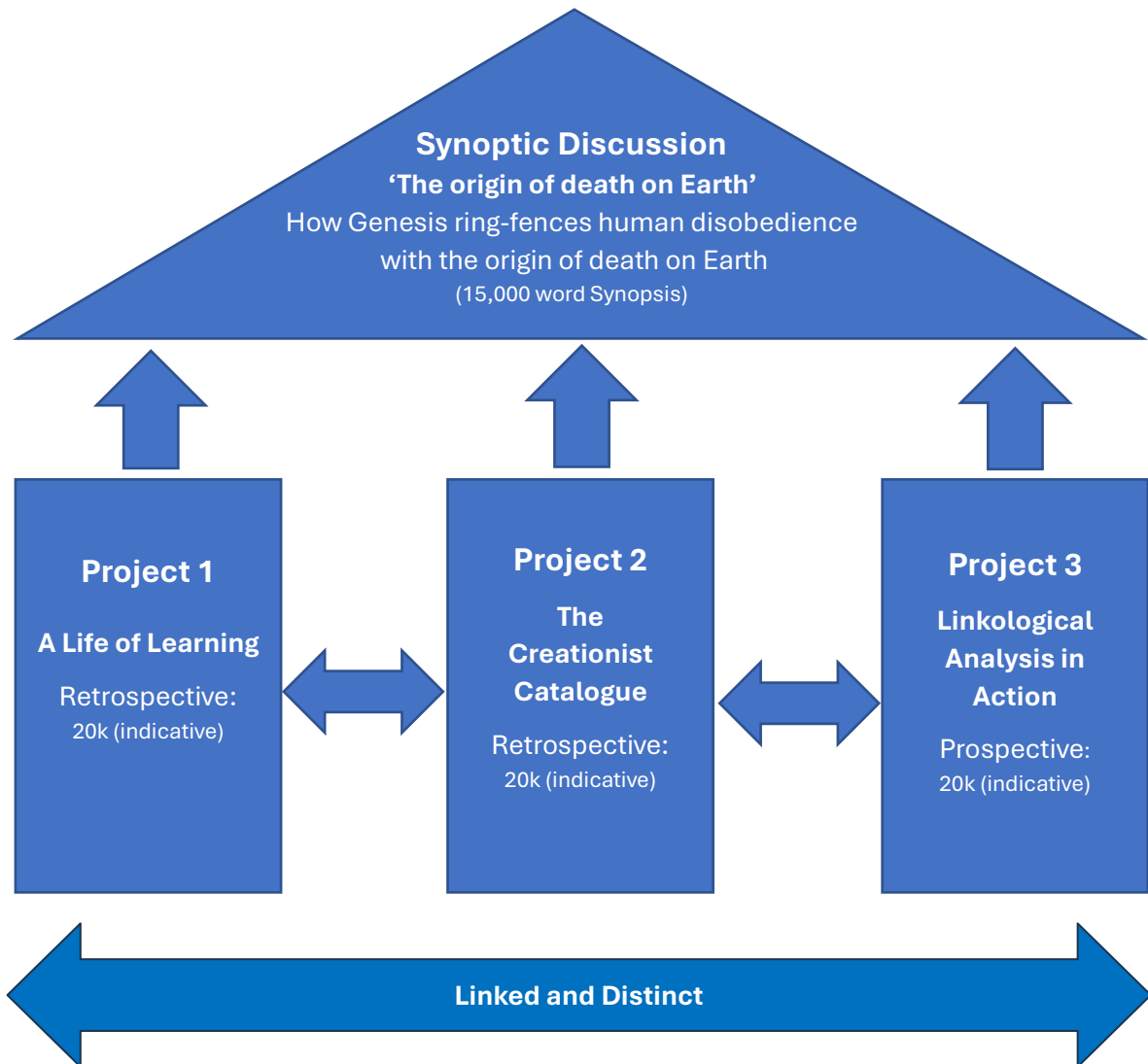
This thesis comprises four major elements: A synoptic discussion which is encountered first in the thesis, followed by three ‘project areas’. The synoptic discussion takes the reader through chapters 1, 2 and 3. Chapter 1 is an introduction and guide to the construction of this particular doctoral Portfolio to answer the research question posed in the title of the research:

The Origin of Death: A linkological theory of creation told through the lenses of natural sciences and biblical accounts – A critical synthesis

Chapter 2 is a philosophically applied essay providing a higher order response to the question of: *How Genesis ring-fences human disobedience with the origin of death on Earth*. Chapter 3 captures some conclusions to the issues raised by the entire doctoral enterprise and affirms *How the three book submissions are philosophically linked*.

The projects are critical bodies of evidence for the doctoral award of PhD by Portfolio. Projects One and Two are ‘retrospective’ areas of knowledge and practice, which are presented in this thesis as a curated sequence of experiences and accomplishments. Project One (Chapter 4) is about education engagement through GHD’s life, and Project Two (Chapter 5) collates GHD’s Creationist Catalogue of research and linkological studies. Project Three (Chapter 6) is ‘prospective’ and applied research to demonstrate Linkological *Analysis in Action*. Two fully worked examples of linkological studies are included in Project 3 to illustrate the processes of linkological analysis.

1.1. Overview schematic of content and structure for GHD PhD by Portfolio – ‘How Genesis ring-fences human disobedience with the origin of death on Earth’



Overview of my PhD by Portfolio under the main thesis title: *The origin of death: A linkological study of creation told through the lenses of natural sciences and biblical accounts - a critical synthesis* (GHD, Research Project Approval - PhD Registration, 2025).

1.1.1. Original Contribution to Knowledge and Practice

My original contribution to knowledge in this doctoral research is the ‘Linkological’ concept and theory to explain the origin of death. The underlying contention is that physical death first occurred after mankind disobeyed a clear instruction to avoid eating the fruit of one of a pair of special trees set in the centre of the Garden of Eden. The conversation in Genesis chapter 3 shows how clearly Eve had already been told by Adam not to eat that particular fruit.

The hallmark of originality is present in the methodology of turning scriptural text into mathematical data in order to present ideas about the original creation, as well as conceptualising the Noah's Flood as digraphs, scatter diagrams, plot schematics, and finally to use these before testing for statistical significance of two parameters – priority and purpose, using the Product Moment Correlation Coefficient formula devised by Karl Pearson [1857-1936] (Pearson, 1895, 1948).

$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

Sample Pearson Correlation Coefficient (r)

The readers of my PhD thesis will discover that items of originality exist in comparing the opening ten verses of the *Book of Revelation* with the flowchart of how nucleic acids select which amino acid to pick up when performing the biosynthesis of new protein molecules. Unlike fairy tales, the *Book of Genesis* claims mankind began twice on Day Six. My new 'Linkological' theory is a fresh interpretation of how creation might be understood, stemming from an in-depth knowledge and expertise in the natural sciences and my understanding of Biblical accounts. A doctoral contribution from my research is that it is a new synthesis of knowledge to explain how the natural and spiritual world are linked, logically.

1.1.2. Retrospective PROJECT 1: (Chapter 4)

Learning Through Life – A Life of Learning:

A Living Critique 1935-2025

(i) Context: This first element of the doctoral research (Project 1) draws upon my 91 years of lived experience and professional life, spent predominantly within the Education system as school/college pupil, degree student, then schoolteacher, researcher, preacher and philosopher – becoming an author of Creationist literature along the way which will be the focus of Project 2. Project 1 is a retrospective analysis on *Living and Learning* which is predicated upon the Socratean notion that 'the unexamined life is not worth living'.

(ii) Precis of research intentions for Project 1 on 'A Life of Learning'

Through reflecting upon my Life of Learning, my wish is to consider how to encourage younger minds to become more curious about certain everyday experiences in this present life. Sometimes, it is only by looking back that we better appreciate what is most valuable to look forward to in the path ahead. My project includes techniques that I have found to work, to help people realise when incidents that seem unrelated are actually interconnected. This reflective element of my Doctoral research (Project 1), for the sake of structure and prompts, has been plotted around significant events for mankind and myself, noting various scientific discoveries or 'moments' that have occurred and correspond with my learning through life. For example, my going to sixth form college to study zoology, or being Awarded my MPhil from the University of London, set against events such as my evacuation during WW2, The Cuban Missile Crisis and the creation of Dolly the sheep. Core to this task, in the vein of education and learning, is to reveal 'how does Gerald, through his life in education, come to tell his story of Creationism?'

(iii) Research probes and curiosities guiding Project 1 and informing Project 2:

- Becoming curious in the world as an intelligent body.
- Human inquisitiveness and making connections.
- Identity and quest in learning.
- Being (essence) and Becoming (evolving physicality and knowledge).
- Human being and spiritual being.
- Learning: mistakes, experiments, discovery and stories.
- Inventiveness in thinking, quest for the truth, bravery, and acceptance.
- Interpretations of phenomenon Natural and Scriptural, to 'fit' human scope or capacity for understanding re: status of knowledge at a given time.

In my experience of this present life there are several things that I would like to share. What is the best way for trying to measure the true value of any human being for anyone seeking to improve self-confidence? Who can actually explain the mystery of existence? Other considerations include the following categories of everyday

phenomena that enrich and excite because they are as miraculous as they are inexplicable. The range covers asking questions about anything until answers satisfy the original urge to know – a Socratic method of sorts.

But of supreme importance is to attain an understanding that to Whom we belong outweighs any value of personal material belongings. In the same way that rays of light pass through clear glass, so when human beings pass away, any relationships remain intact even after death. For example, when my son died in 1964, his death could not alter that father-son relationship even though along with other things, he left his teddy bear behind. That means that by comparison, in any evaluation of priorities, whoever owns us takes precedence over our possessions. In other words, not even physical death is strong enough to break a personal relationship.

(iv) How reflection on a life in learning might lead to a world view of creationism

To realise there are things in the world which can and cannot be explained by the limits of our understanding (at a given time), the limits of human imagination, and credibility of scientific understanding have been at a conceptual tug of war. The tension between the two limiting truly adventurous thinking and therefore our learning potential.

(v) Reflection, learning, and the emergence of creationist beliefs

A life immersed in learning and education has inspired within me a deep reflection on the nature of knowledge, existence, and purpose. As I have accumulated experiences through life and intellectual growth, I have encountered a range of worldviews – from scientific materialism to theological interpretation. Reflection, particularly when grounded in personal meaning-making, has led me to adopt or reaffirm my creationist perspective. This process is not simply a rejection of science, but rather a synthesis of cognitive, moral, and spiritual reflection that seeks coherence between scientific knowledge, purpose, and belief.

(vi) The role of reflection in learning

Reflection is central to transformative learning. Mezirow (1997) argues that reflective learning involves re-examining previously held assumptions and reframing

perspectives based on new experiences. In the context of my education experiences, as learner and teacher, reflection enables me to make sense of complex ideas, integrating emotional, cognitive, and spiritual dimensions. As learners grow, they do not merely absorb information but interpret it through their own values and experiences. My own reflection has extended beyond the material or empirical, stimulating questions about the origins of life, the nature of consciousness, and the existence of a higher purpose, questions that align with the concerns addressed by creationist thought.

(vii) Creationism as an outcome of meaning-making

From a reflective standpoint, creationism can be understood as an interpretive framework that offers existential coherence. For me, the scientific explanations provided by evolutionary biology and cosmology, while intellectually satisfying, do not fully address the moral or teleological dimensions of existence. That is, why life exists, not just how it came to be. As Palmer (1998) observes, education at its best engages both the mind and the spirit, helping individuals find integrity between knowledge and belief. Thus, reflection on learning may lead the reader to view creationism not as anti-intellectual, but as a worldview that integrates scientific awareness with spiritual meaning.

(viii) The reflective turn toward Creationism

The reflective process may also prompt a reassessment of scientific paradigms themselves. Kuhn (1962) noted that scientific understanding is shaped by paradigms, frameworks of thought that define what counts as legitimate knowledge.

Reflection on one's educational journey might reveal that even scientific theories operate within philosophical assumptions about materialism and naturalism. Such awareness can open intellectual space for creationist interpretations, where divine causation is considered a legitimate explanatory principle.

For reflective learners like me, who value both empirical evidence and spiritual conviction, creationism comes to represent a synthesis rather than a dichotomy. It is this view which leads to the development of my 'linkological' theory, as a distinct contribution to knowledge from this PhD opportunity.

(ix) The educational environment and worldview formation

Education does not occur in isolation; it is deeply influenced by cultural and philosophical contexts. Dewey (1938) emphasized that learning is experiential, shaped by social interaction and the continuity of experience. Reflecting on my experiences as a learner and in education as a teacher, will allow me to evaluate which ideas resonate most deeply with my lived reality. I was also educated within / exposed to religious traditions, whereby I have been guided toward viewing creation as purposeful and divinely ordered. It has been my experience that even within secular education, encounters with moral philosophy, aesthetics, or the mystery of consciousness can rekindle a sense of transcendence that supports a creationist view.

(x) Summative thoughts on Project 1

Reflection on a life in learning and education can lead to creationism not through rejection of knowledge, but through the pursuit of coherence between intellect, experience, and faith. As a learner, I have reflected upon the limits of empirical explanation and the enduring human search for meaning, from which the idea of a purposeful creation emerges as a compelling synthesis. Creationism, in this reflective context, is not merely a belief in divine origin but an outcome of a lifelong engagement with the fundamental questions that education inevitably raises: Where do we come from? And Why are we here? In the end, reflection transforms information into wisdom, and for me, that wisdom points toward creation.

1.1.3. Retrospective PROJECT 2: (Chapter 5)

***The Creationist Catalogue:
A retrospective critique of [#40] GHD publications***

(i) Context: This second element of my doctoral research (Project 2) probes my experiences as a learner, teacher, scientist (in the areas of biology, zoology, botany) and preacher / creationist. Project 2 moves closer to a Biblical interpretation of natural phenomenon, contesting accepted understandings of evolutionary death. The task of Project 2 is to look back over the catalogue of my creationist publications to explore and critique the evidence trail of my thinking and reasoning for this particular point of view.

(ii) Research probes which guide critical reflection on the Creationist Catalogue

- Reflect as a scientist, experimenting with so-called established knowledge.
- Reflect as an educator, how the task of explaining a new version of events might be challenging to a community (e.g. Darwin's experiences).
- Reflect as a researcher, author and Man of Faith, my personal choices for writing about the selected topics and the processes of refining stories that intersect physical evidence and possible new explanations for evolution and death.

(iii) Critiquing literature towards a new emergent theory: Linkological theory

Critiquing existing literature is a foundational process in the discovery and development of new theories. Through critical analysis, I aim to identify gaps, contradictions, and limitations within current knowledge, which often become the catalyst for theoretical innovation. As Creswell and Creswell (2018) argue, the 'literature review' is not merely a summary of prior studies but a structured critique that situates new inquiry within the broader academic conversation. By interrogating underlying assumptions, methodologies, and interpretations in the literature, I aim to expose areas where existing frameworks fail to fully explain observed phenomena.

The process of critiquing my Creationist Catalogue will require both analytical depth and creative synthesis. For example, Karl Popper's (1959) falsification theory emphasises that scientific progress depends on the critical testing and 'falsification' of established theories i.e. to be proven wrong, an approach that invites the emergence of new explanatory models when old ones prove insufficient. Literature critique thus becomes not an act of dismissal, but one of refinement and reconstruction, fostering theoretical evolution through intellectual tension.

Furthermore, critical literature analysis encourages interdisciplinary dialogue, enabling the integration of diverse perspectives. Swedberg (2012) notes that theoretical breakthroughs often arise when scholars traverse disciplinary boundaries, reinterpreting concepts in new contexts. Therefore, the critique of Creationist literature serves as both a diagnostic and generative tool, it clarifies what is known while illuminating what remains unexplained. Through this reflective and analytical engagement, I aim to

transform literature from a static body of work into a dynamic space of inquiry, i.e. the birthplace of new theory.

(iv) Outcomes from Project 2 informing Project 3:

1. Deploying a new stock of knowledge for a new way of thinking: The embrace of creative new thinking is vital for the creation of new knowledge and new understanding.
2. Show how the liberation of creativity, informed by a life-time's work as scientist and educator can lead to new concepts of 'identity', 'belonging' and 'being'.
3. Inherent of the task in P3 is to demonstrate the workings of Linkological Analysis through applied examples of existing studies, to answer the mission of the current research quest embodied in the PhD thesis title, and building upon the evidence and critique from Projects 1 and 2.

1.1.4. Prospective PROJECT 3: (Chapter 6)

Linkological Analysis in Action:

Two Applied examples:

i. The Duck Billed Platypus and ii. The Common Frog

(i) Context: A critical synthesis of biblical texts with natural sciences

My methodology involves transforming scriptural text into mathematical data for the Original Creation and, where possible, for the account of Noah's Flood as recorded in the *Book of Genesis*. Pilot research revealed a statistical correlation between the order in which entities were created (or mentioned) and their relative usefulness as calibrated by their outgoing links with neighbouring entities. So, it was possible to plot priority along the x-axis and purpose along the y-axis of a scatter diagram. Project 3, with applied examples, explains the workings of my linkological method of study and its exploration.

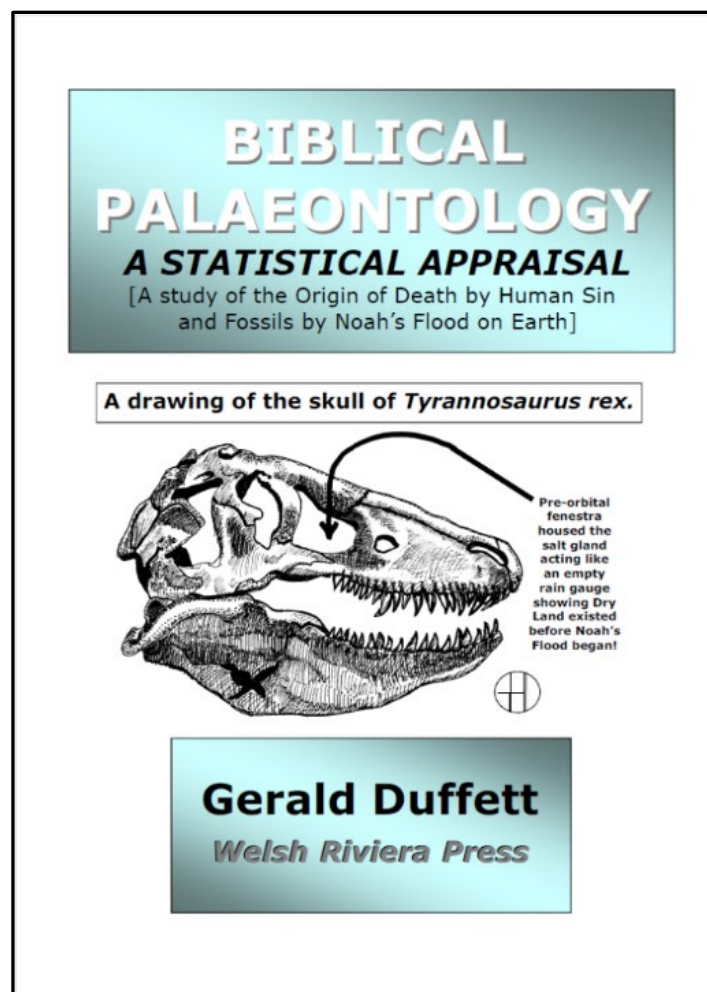
After the Original Creation was complete, there was no death, except for a dietary warning served on Adam before Eve was cloned from his thorax. Like in geology, the demarcation between the end of the Cretaceous period and the start of the Tertiary Era is

referred to as the 'K/T boundary', (K = Cretaceous Period, T = Tertiary Period) so between the end of Day Six and the start of the Sabbath (Day Seven) there was a profound change of gear speed from God Active Time to God Resting Time. It could be termed the 'Genesis Post-creational Meridian' denoted as '6/7'. If the thesis based upon the Book of Genesis is true, then there were no fossils embedded in the rocks of the new land formed on Day Three when Adam and Eve trod upon it on Day Six. That is so, because those rocks existed before any plant or animal life forms were created.

1.2. Three books underpinning the Synoptic Discussion

1.2.1. Biblical Palaeontology

A Statistical Appraisal [of Biblical Palaeontology] (Duffett, 2013) was the first of three books submitted for my application to write a thesis for PhD by Portfolio.



Biblical Palaeontology: A Statistical Appraisal.
A study of the Origin of Death by Human Sin and Fossils by Noah's Flood on Earth
(Duffett, 2013)

The investigation into the timing for the origin of physical death on Earth was to study the contribution of the record of the original creation within the *Book of Genesis*. That led me to wonder to what extent current mathematics could corroborate that there was an overall plan that formed the background of the order in which each item or event termed an ‘entity’ was organised.

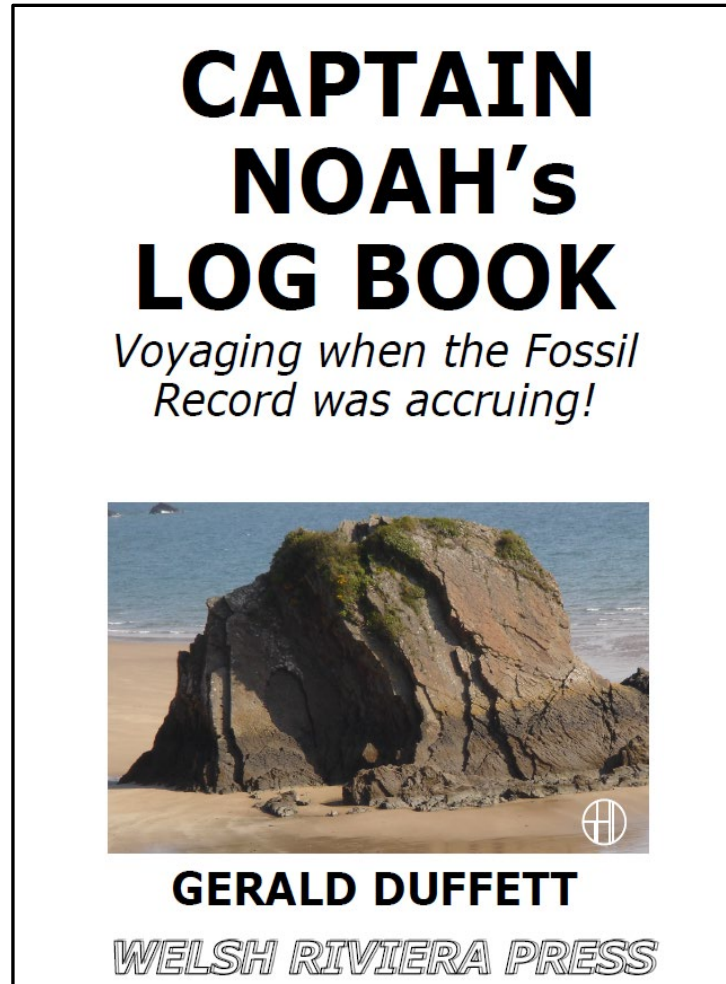
Eventually, I discerned ways in which The Creator had ring-fenced the link between a dietary caution given to Adam, before he started to give names to animals brought to him, immediately after which Eve was derived as a clone. In effect, the final verdict at the end of Day Six that the entire original creation was ‘very good’, showed that death was not a fact of newly-created life. So how did it arise? The description narrated in *Genesis* chapter 3 was that before Adam and Eve became parents, both had disobeyed the only commandment given, which was to leave uneaten the fruit of one of two special trees at the centre of the Garden of Eden.

Therefore, it follows that according to the *Book of Genesis* none of the animals actually died until human disobedience triggered physical death. As a corollary, the widespread notion of prehistory to account for extinct forms of life found as fossils is better regarded as science fiction that has set Noah’s Flood collateral victims as a prehuman anachronism. The same methodology was used to investigate Noah’s Flood with associated geological interpretations based on Genesis chapters 6–9.

One snag remaining is the talking serpent that prevents thinkers from interpreting the *Fall of Man* as being literally true. But both cloning and the transmission of acquired characteristics were suspected before ‘Dolly the Sheep’ and epigenetics settled the doubts generated by the rejection of Lamarckism (after French biologist Jean-Baptiste Lamarck, 1809, see also Galera, 2017). At present the *New Scientist* magazine (Simms, 2025) is informing its readership that artificial intelligence could throw new light on how animals communicate with people.

1.2.2. Captain Noah's Log Book

Voyaging when the Fossil Record was accruing! was the second of three books submitted for my doctoral research via Ph.D. by Portfolio (Duffett, 2013).



*Captain Noah's logbook.
Voyaging when the Fossil Record was accruing!
(Duffett, 2013)*

In trying to ascertain the timing for the origin of physical death on earth, the account of the original creation as recorded in the *Book of Genesis* conspired to convince readers that if human disobedience had triggered the origin of death, then any ideas of prehistoric fatalities leading up to being found as fossils in rocks could not have belonged to any time before mankind inhabited the Earth. So that meant that Noah's Flood was the most likely provenance for fossils found in sedimentary rocks. Sadly, almost to a man, geologists nowadays have turned their backs on believing that any flood could be so extensive as to account for geological upheavals occurring in the time frame of about one year. Fossils

are proof of sudden burial and that environmental conditions before that Flood were very different from afterwards.

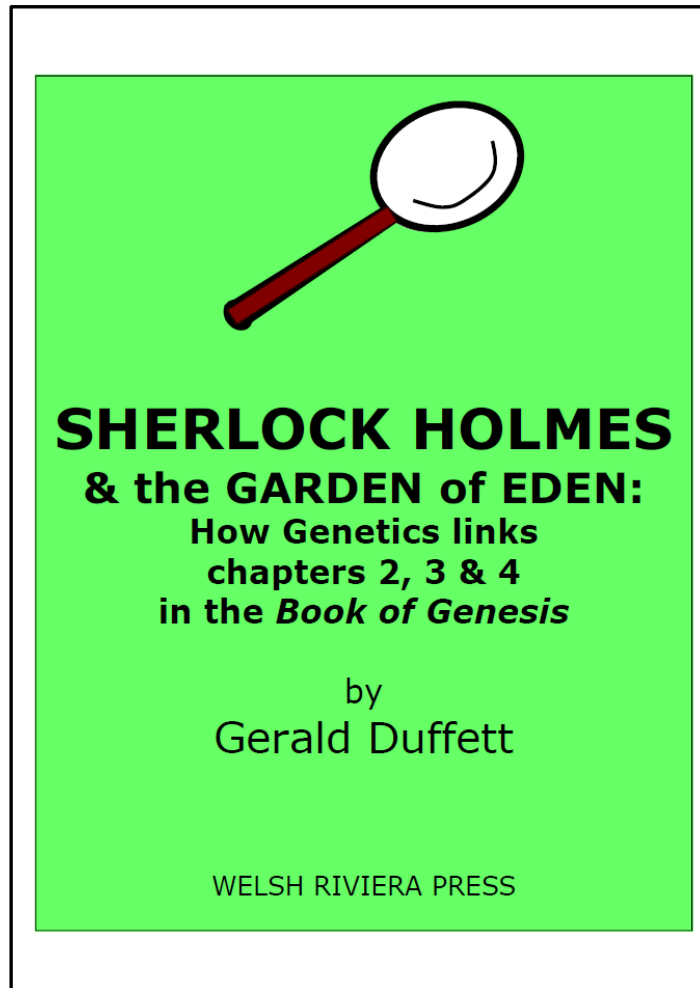
Large dimensions of certain dinosaurs encourage people to link longevity with giantism and pre-orbital fenestrae housing salt glands, point to antediluvian aridity. Having attempted to answer various problems and popular misgivings about the feasibility of Noah's Ark, like in the Chronicles of Narnia (Lewis, 1950-1956), when disembarking, the occupants stepped out into a different world and saw their first rainbow when their vessel became grounded well above sea-level, halfway up a mountain in what is now known as Armenia.

This study includes Noah's family tree; his attention to detail when overseeing the building of the three-deck wooden containerised Ark, which had no form of propulsion, neither steerage nor any safety devices. All in all, much of what Noah recorded in his logbook must have been written almost as soon as it happened. *Genesis 7:11* may be registering the time when the Earth's crust broke into tectonic plates and equates with calibration against Noah's exact age as he and his family embarked the Ark. Generally, this second book attempts to bring Geology up to Genesis speed as well as viewing rocks through 'Flood goggles'.

(iii) Sherlock Holmes and the Garden of Eden

How Genetics links chapters 2, 3 & 4 in the Book of Genesis is the third of three books submitted for my doctoral research via Ph.D. by Portfolio (Duffett, 1998). This is set in the Garden of Eden at the actual site where human cloning first occurred in Mesopotamia (modern-day Iraq) – the word 'mesopotamia' literally meaning the land between the Rivers (currently named Euphrates and Tigris).

Equally important, it is the location of where human disobedience first happened when Eve handed forbidden fruit to Adam and they both ate what the Creator had warned Adam to leave alone. For the overarching purpose of my PhD by Portfolio research, this submitted book plays a key role in showing that the record of the origin of death is both historical as well as geographical. Theologically speaking, not all fruit is good for mankind and definitely not that tree also growing next to the Tree of Life in the centre of the garden.



Sherlock Holmes and the Garden of Eden: How Genetics links Chapters 2, 3 and 4 in the Book of Genesis (Duffett, 1998)

The main aim of this third submission is to demonstrate that whoever first wrote the early chapters of the *Book of Genesis* had an excellent grasp of current ideas about genetics. That is why seven implications arise from the first woman emerging as a clone from part of the body of the first man later identified as Adam. In turn, these were followed by seven repercussions stemming from that event. This study would not have been complete if the comparison between the genotype of Eve and Mary the mother of the Lord Jesus Christ had been omitted. That is because *Genesis 3:15* is the Protoevangelium and justifies hope of our restoration from the ways in which the original sin has devalued our God-given status, i.e. when the shine went out of human lives. The Apostle Paul described that condition as falling short of God's glory in *Romans 3:23*. Like matching bookends, death is not a fact of originally created life, but rather it acts as a marker to register the fact of human disobedience that caused the Creator to come into the world as stated in *John's Gospel 1:10*. Sinless, He died for our sins.

Chapter 2

SYNOPTIC DISCUSSION

How Genesis ring-fences human disobedience with the origin of death on Earth



2. How Genesis ring-fences human disobedience with the origin of death on Earth

2.1. Introduction

This essay is an attempt to investigate when death started to enter the ecosystem on the Earth. It will seek to compare what is written in the account of the Original Creation and see where and why modern science deviates from the record presented in the *Book of Genesis*. Also, how can anyone nowadays hold to the notion that mankind's disobedience brought about physical death, when the general public assumes that all thinking people accept the scenario of prehistoric animals, living, dying and sometimes becoming extinct, which is how fossil experts, called palaeontologists, interpret the evidence of life apparently already having existed for an extremely long time, before the first human beings set foot on dry ground?

One of the aims is to discover who was alive when time began? Logically, no human being witnessed what happened before the first man existed to inhabit the Earth. Another aim is to try and pinpoint the origin of death, within the sequence of alleged prehistory thought to have spanned many millions of years. This will entail reported details of conversations inside the Garden of Eden, as well as the events associated with Noah's Flood, which is sadly overlooked by a majority of geologists.

Compulsorily, it may be supposed that, according to the contents of the *Holy Bible*, the origin of death could be connected with humanity's resurrection and will culminate in

an eternity where believers praise their Maker incessantly, for the once-and-for-all perfect sacrifice of the Lord Jesus Christ, when as the Lamb of God, He laid down His holy life to take away the sins of the world on the first Good Friday. In other words, the start of death and its final destruction are like matching bookends. So, on the one hand science may conclude that mortality means we are like rats in a cosmic trap, but on the other hand the Gospel (Good News) offers a way out that inspires a living hope.

The main original contribution of this study is in the application of a tried and tested methodology, to calculate the statistical significance of two parameters within the account of Original Creation. One is the order in which entities were either created or mentioned (termed Priority). The other is their calibrated relative usefulness (termed Purpose). The Product Moment Correlation Coefficient equation devised by Karl Pearson was then applied to test those parameters, each of which were based on the record of the Original Creation within the *Book of Genesis*. In searching the literature and broadband websites, there exists, to the best of my knowledge, nothing similar. Apart from my studies, no work exists in this domain.

Generally, studies in the *Book of Genesis* mainly consider source documents that Moses may have arranged about events prior to his birth, as recorded in the *Book of Exodus*. Also, he ended writing in *Deuteronomy 31:24*, therefore, following that, both the *Song of Moses* and his *Blessing of the Tribes of Israel* form an appendix. Certainly, an unnamed editor, who included the account of Moses' own death predicted in *Deuteronomy 32:48-54*, which had its fulfilment recorded in *Deuteronomy 34:5-6*. Obviously, Moses did not write a running commentary about his death and the disposal of his own dead body.

This study into the origin of physical death, although within the present domain called Christian Apologetics, is nevertheless relevant to all people in each generation. That is irrespective of their personal beliefs, cultural upbringing, gender identification and in which time frame they existed during human history. It also has connections with a wide array of topics, including human disobedience and the fossil record. Some were known before the writer of this essay started to record any thoughts, while others were uncovered serendipitously during the process of writing. In other words, the aim of this essay is like a destination, but much of it will include approaches that may attract the curious, arouse

the drowsy and equally focus attention on side issues that are worthy of demanding the utmost respect. So, when necessary, guide lines will show the way along the trail of items that might otherwise entangle the most wide-awake academic.

2.1.1. The purpose for toledots

Of course, when studying the non-human account of the Original Creation that is recorded in the opening chapters of the *Book of Genesis*, phenomenal details will be encountered. These may well bristle with clues that will clearly indicate that the ultimate source of *Genesis chapter one* is an input that wholly came from Omniscience. One such clue is a sort of ‘calling card’ that exists as the following quotation, which is reckoned by some scholars to refer to the previous chapter that outlines the Six-Day Original Creation and reads as follows:

‘This is the account of the heavens and the earth when they were created.’

Genesis 2:4.

That last quotation is a literary ploy. It is classified to come within a category termed a toledot (sometimes spelt toledoth), of which a total of eleven [*Genesis 2:4; 5:1; 6:9; 10:1; 11:10, 27; 25:12, 19; 36:1, 9; 37:2.*] occur in the *Book of Genesis*. Each acts like a room divider to mark the end of a section of scripture, such as the account of the Original Creation that spans *Genesis 1:1-2:3*. Most English translations contain no name in *Genesis 2:4*. The other examples bear the names of one or more person(s) before they are mentioned in the next section of the *Book of Genesis* either to indicate or to acknowledge that they were the human source of contributed information.

To some readers, a toledot may seem trivial, yet like in the study of forensic science, each discarded item might yield a valuable link between who was present and when. Certainly, it represents more than just a wood shaving lying on the workshop floor of a Master Builder leaving a trace that a carpenter used a plane when shaving wood. Owing to the already quoted toledot, being apparently anonymous, could give rise to a number of implications about the account of the Six Day Original Creation, like those outlined in the following paragraphs.

Firstly, the account of the Original Creation, recorded mainly in *Genesis chapter one*, had no input that could be attributable to any human being. Therefore, as such it

should be viewed as the oldest writing that mankind possesses, for its contents mainly describe what happened as in a running commentary before the start of mankind's own existence. It is certain that this writing was accomplished before any human being could write or had even learned to read! Secondly, it states that it was written when creative acts were planned, performed and perused as in ongoing quality control. Therefore, the Creator is the Narrator. Thirdly, although our oldest biblical documents are written in the Hebrew language, it seems possible that the account of Original Creation in the *Book of Genesis* was originally not written in that language. That is because the Hebrews are descended from Eber, who was first mentioned in *Genesis chapter 10*, in *verse 21, 24 & 25*. So, it may seem feasible that the language first used by the Narrator is what could be called either 'Godese' or 'Adamese'. Perhaps in the time before the Tower of Babel, both those named languages were one and the same? Certainly, mankind's first language was not derived from a mother's tongue, but that of our Maker we call Our Heavenly Father. Yet in the same way that some prophecies contain forecasts of events that are yet to happen, then it is feasible that the Narrator wrote it in the Hebrew language aware that that would be understandable to Moses, who arranged the order in which events were recorded in the *Book of Genesis*, and the following four books that comprise the total of five that the Israelites call the *Torah*, and most non-Jews refer to as being the *Pentateuch*.

Fourthly, being freshly recorded, and having no human input, means that it is more likely that the Original Creation account will remain unaltered as the 'received text' or *Textus Receptus* having an aura of pre-eminence and finality, which cannot be improved either by additions or deletions. That would seem to be in keeping with the teaching of Desiderius Erasmus of Rotterdam, who advocated, that to maintain the accuracy of *New Testament* translations, scholars should only use Greek manuscripts that were regarded as reliable. So out of respect, the only alteration to the *Book of Genesis* would have involved it having been translated from Godese/Adamese into Hebrew. Obviously, the Narrator already knows by foresight what others can only perceive by hindsight, then there was nothing stopping the record of the Original Creation found in chapter one of the *Book of Genesis* being written in the Hebrew language from the start. If so, then that would be an example of a pre-adaptation instigated by Omniscience.

Fifthly, the genre of this part of the *Book of Genesis* is surely 'creative writing'? No pun intended. Sixthly, I suspect that when mankind is even more conversant with the nuances of so-called 'Artificial Intelligence', it will become evident that this is a document that is unique and bears the hallmark of being so well-crafted, as well as understandable to people of all cultures and generations of mankind, that it will be revered as an example of the purest form of Divine Inspiration. Perhaps the Prophet Isaiah hinted that the sky is the 'unlimit' when attempting to try to take a dipstick to calibrate the profundity of the LORD's thoughts and ways, when he wrote:

'For my thoughts are not your thoughts, neither are your ways my ways,' declares the LORD. 'As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts.' Isaiah 55:8-9.

2.1.2. The *Genesis* record of original creation is divine revelation

Despite the account of Six-Day Original Creation recorded in the *Book of Genesis* being the purest form of Divine Revelation, mentioned in the previous paragraph, owing to it having neither any input from human authorship whatsoever, nor having any trace at the very least, then it reflects sadly upon many Christians when they are highly unlikely to accept that what they read in the *Book of Genesis* is really meant to be interpreted to mean exactly what they see as written. In other words, it should be taken at face value. Yet illogicality applies to other aspects of daily life, especially in the United Kingdom. Although the death penalty has been abolished for sentencing convicted criminals, very few point out that since the end of the Second World War more innocent babies have been executed by abortion in Great Britain than the millions of inmates in all of the concentration camps during the Nazi occupation of mainland Europe. Doubtless many unbelievers will point to similar inconsistencies practised by mainstream Christians.

2.1.3. The Narrator was present when time began

There is a question that the LORD asked his servant Job, who may well have lived close to the time of Abraham, which amounts to several centuries before the birth of Moses. It seems to have some connection with the anonymous toledot(h) quoted in *Genesis 2:4* and is as follows:

'Where were you when I laid the earth's foundation? Tell me if you understand.' Job 38:4.

Therefore, it is important to ask fossil experts, called palaeontologists, to seriously consider this same key question, which implies that the Creator/Narrator was actually there whenever time began. That same question should be put to all who believe in thinking that what happened in times past, is either profoundly or only somewhat different, compared with what the Maker has chosen to reveal within the *Book of Genesis*. That is irrespective of it being about events concerning the Original Creation, or within the Garden of Eden or Noah's Flood, which are, incidentally, the same three subjects as contained in the book submissions which form the basis for this portfolio.

Then another approach will be to scan the content and sequence of each day comprising the Original Creation, and demonstrate how the Narrator has ring-fenced the link between human disobedience and the origin of physical death on Earth. Afterwards an attempt will be made to examine why the *Book of Genesis* records a short time scale of only six days, whereas scientists think that the universe dates from billions of years ago, for nuclear fusion within giant stars to transform hydrogen nuclei into heavier chemical elements, such as carbon and oxygen in the Periodic Table. Also, evolutionists reckon that the Fossil Record itself, requires many millions of years to account for speciation, by means of natural selection.

Before coming to the actual origin of death, which is the major theme of this essay, there are three categories to consider. That is owing to the source of the *Book of Genesis* being Omniscience. So, it is to be expected that when studying what amounts to being an array of topics, some readers will encounter descriptions of past events. Other readers are just as likely to be confronted by some things, that have been verified in comparatively recent times. While the appreciation of yet other items such as the talking serpent and the precise biochemistry involved in bringing about an inheritable mutation, using a chemical agent, must remain a mystery to await mankind's fuller understanding of its denouement by future generations. For only as accurately based knowledge increases, will there arise a better realisation of how a serpent can talk (Simms, 2025), and also show how a chemical can transfer a mutation that is capable of being inherited by all subsequent generations of offspring.

The true aim of this study is to examine the relative timing of the origin of physical death. Two factors play a key role in this. One is sequence, and the other involves the conferment of the high status awarded to mankind when created in the image of their Maker. That is the reason why human disobedience was so serious as to warrant being confronted by the curse - both universal and severe when death entered the ecosystem.

At the end of the span of six days, the Creator proclaimed that everything that was made as recorded in *Genesis chapter one* was 'very good'. Yet in chapter two, which has a strong resemblance to being like a photographic inset or a sort of 'computer window,' designed to provide more details to supplement the brief account of the creation of mankind on Day Six, there was a dietary warning, given to the man, who was later identified as Adam, never to eat of the tree of the knowledge of good and evil as follows:

'For when you eat of it you will surely die.' - *Genesis 2:17.*

Before returning to study that last quotation in more detail, one observation seems important. It has a significance that is tautological and has to do with mankind's perception of how far away in time the past started to exist. Those interpreting the cosmos as needing a long time span will deem it to be extremely remote, compared with others who reckon it involved less time and so began much more recently. So, the swift speed evident in the record of the Original Creation in the *Book of Genesis* deserves everyone's full attention. But mankind's appreciation of Omniscience has been greatly enhanced in living memory by two discoveries inherent in Divine Revelation that were deemed to be unscientific until corroborated by human beings. One is cloning and the other is epigenetics. As already mentioned, other phenomena that seem far-fetched such as a talking serpent, will make relatively more sense to future generations of readership, as yet unborn. Therefore, some clues are in the past, others are in the present and yet others will only be more fully appreciated in the future.

2.1.4. Ring-fencing human disobedience with the origin of death on earth

The account of the Original Creation does not mention death anywhere in *Genesis chapter one*. The real log jam type of impasse is the present-day conflict between views based on contemporary science and that of the *Holy Bible* about the actual Origin of Death. Most thinking people assume that living things started to exist millions of years

ago, and when those creatures died, many kinds became extinct and can be found as fossils, either embedded in sedimentary rocks, or trapped in hardened tree sap that has become amber. In that way, they reason that the first occasion that any living thing died, was a very long time ago, well before any human being was living on the Earth. For that view, they rely on the widely held notion that alleged prehistoric animals, such as the dinosaurs, lived and died millions of years before the time when human beings began to live on the Earth. Therefore, they can rightly ask ‘How could human disobedience ever give rise to the start of physical death on Earth?’

Ahead of examining details of how sequence recorded in the *Book of Genesis* ring-fences human disobedience, by showing that it did indeed trigger a Divine response, which included the origin of physical death, it is worth noting that the duration of each day matched one complete rotation of the Earth turning on its axis. With well-meaning intentions, Christian believers such as William Buckland¹ (1823; 1824; 1836) and Cyrus Scofield² (1882; 1890-1915; 1909) have sought to use ‘quantitative easing’ to inflate the timespan, in attempting to reconcile the discrepancy between scientific claims that the cosmos is extremely ancient. One such endeavour attempted to insert colossal amounts of time between *verse 1* and *verse 2* in *Genesis chapter 1*. Yet, by contrast, in the original Hebrew language there are no punctuation signs to show any hiatus to weaken the conjunctive link between those first two verses (Korman, 2017). So, there is no scope for any chronological insertion between those verses. According to the *Book of Genesis*, the Original Creation started only a few days before Adam and Eve came into existence. Of course, human technology has received enormous funds to examine the fabric of matter in cyclotrons and the launching of telescopes into outer space to check how well observations of distant galaxies match up with various current scientific time span theories.

¹ William Buckland DD, FRS (12th March 1784 – 14th August 1856) was an English theologian, geologist and palaeontologist. He pioneered the use of fossilised faeces in reconstructing ecosystems, coining the term *coprolites*. Buckland also wrote the first full account of a fossil dinosaur, which he named *Megalosaurus* in 1824. Buckland followed the Gap Theory in interpreting the biblical account of *Genesis* as two widely separated episodes of creation.

² Cyrus Ingerson Scofield (August 19th, 1843 – July 24th, 1921) was an American theologian, minister, and writer whose best-selling annotated Bible popularized futurism and dispensationalism among fundamentalist Christians. Scofield held to trichotomy, interpreting man as a trifold being, with a body, soul and spirit, viewing the ‘threeness’ of humanity to be derived from the image of the triune God.

2.1.5. Human cloning was first described in the *Book of Genesis*

To start with, certain clues that have become familiar only in the present, is to journey from the known present to what was communicated by Omniscience in the *Book of Genesis*. As already hinted, there are two such examples. One of these is human cloning, which was first performed in the Garden of Eden as described in *Genesis 2:20^b-23*. That account, although brief, covers the various stages involved such as a work plan that includes an anaesthetic, surgical ribectomy and post-operative suturing. But leading up to the first case of human cloning is a hint as to how and why writing was invented. It started before any created being on Earth could read. Like at a crime scene, when a discarded cigarette end is collected, only to be later tested for forensic evidence, such as signs of lipstick, a sample of the DNA content of the smoker and so on. Yet the same attention to detail should be given to *Genesis 2:18*, which contains a truth that it would be difficult to deduce if it were not disclosed by the Maker of everything.

‘The LORD God said, ‘It is not good for the man to be alone. I will make a helper suitable for him.’

2.1.6. Energy helps linkage with other items to increase overall usefulness

In other words, by itself, one entity has a built-in lack. It is reminiscent of anyone who declares that they have spent much time and effort in inventing half a zip! Now, before continuing, it seems that this is a good place to pause for two reasons. Firstly, the juxtaposition of the words such as ‘not good alone’ seems not to belong in the Original Creation, where the Creator has stated that everything in it is ‘very good’. Secondly, to hint at purposeful inadequacy, may seem to range from bordering upon blasphemy at the very worst to being somewhat disrespectful in the very least. Generally, it appears tantamount to a motorcar manufacturer openly declaring that in order to increase car sales, as well as to generate a higher future profit margin, that firm will aim to produce cars with a deliberate built-in obsolescence, like when having vehicular floors that are less rustproof to withstand the salt in the sand mixture used in winter road gritting, designed to prevent accidents caused by ice and snow.

Perhaps in the Garden of Eden, *Genesis 2:18* is illustrating what the Prophet Isaiah revealed in *Isaiah 55:8-9*, when he announced that the LORD’s thoughts and ways are not

necessarily the same as those of mankind. Therefore, the first man was created with what would seem to be an impediment, so that because another entity was needed to ameliorate the deficiency in the first made entity, it could be argued that there is a reason behind every known case of linkage. Writing and reading ability coexist rather like encoding and decoding. Expressed another way, Adam personified what could be called 'unitary incapacitation', to which Eve was designed to contribute 'reciprocal alleviation.' Therefore, even God's perfect plan can have aspects more surprising than the contents of any so-called Trojan Horse.

From that throw-away statement applying to Adam and Eve, we can gain valuable insight about 'base-pairing' writ large. For on a sub-microscopic scale, the electron microscope can enable us to understand where base-pairing occurs in each DNA molecule, which is shaped like a twisted ladder (called the double helix) having ten rungs per complete turn. Each rung consists of guanine paired with cytosine and adenine paired with thymine. The former pair has three hydrogen bonds to effect base-pairing, whereas the latter pair only has two hydrogen bonds.

There are truly many ways that the rule of thumb described in the previous paragraph makes sense across various levels of organisation, within the structure and function of organisms belonging to the domain of biological sciences via plastids, cells, tissues, organs, systems, individual bodies, colonies and/or groups to habitats that compose the entire ecosystem. Similarly, the existence of subunit particles uniting to activate the full potential of progressively larger moieties, termed macromolecules, exist within the subject of chemistry and, more specifically, especially biochemistry.

Among the aforementioned selection of categories are two that, during the lifetime of this present generation, have found a wide measure of acceptance. Their description and their applied theological implication have lain dormant in the *Book of Genesis* for thousands of years. What is most intriguing, is that only in the current generation has mankind realised that what was narrated in *Genesis chapter 2:20^b-23*, was meant to be interpreted literally, as the actual cloning of the first woman from a part of the body of the first man. Yet it was only after 'Dolly the Sheep' was cloned in 1996, that Sunday School teachers became aware that the last mentioned Bible reference, was not meant to be allegorical, but that in human procreation, both husband and wife are enacting being 'one

flesh'. Even the Apostle Paul, in his First Letter to the Church at Corinth, named *1st Corinthians*, in *chapter 11, verses 8-9 and 11-12* shows that he believed that woman originally came from man.

2.1.7. The transmission of original sin is a clear example of epigenetics

Besides human cloning, there exists a second example of a biological phenomenon that is inherent in the *Book of Genesis*, in particular, as well as in the *Holy Bible*, as a whole. It has to do with how Adam and Eve, although originally created unblemished, yet because of a misdemeanour in their life-time, a change has been transferred to all subsequent generations as the so-called curse, which is the Creator's reaction to the Original Sin. One possible mechanism has only started to find acceptance about the time that the *Second World War* ended last century. It is termed epigenetics, about which more will be disclosed later on in this study.

To examine how death entered the ecosystem, a description of what happened is given in the account contained in *Genesis chapter 3*, but before coming to study that, it seems profitable to first examine *Genesis chapter 1*. Perhaps somewhere in the following quotation is one answer as to how and when writing was invented. For being able to read is concomitant to writing as well as *vice versa*. In other words, to only be able to perform one act without the other could be viewed as an example of 'unitary incapacitation' of which an instance occurred within the Day Six inset recorded in *Genesis chapter 2:18* as follows: '*The LORD God said, 'It is not good for the man to be alone. I will make a helper suitable for him.'*

2.1.8. The nature of the original creation is the opposite of death

Naturally, the theme of the Original Creation is construction. So, Genesis records how and when living things were formed, whereas death is the opposite because it amounts to an 'un-creation' that we call decomposition or corruption. In other words, creatures were made from particles and, in our experience, dead bodies return by various routes to become dust. Yet, nowhere in the Six-day Original Creation account, is there any mention of death. Further on in this essay, one reason will be suggested to account for the severity and universality of death.

To properly investigate the reason for the omission of death in the first chapter of the *Book of Genesis*, it seems sensible to remember that not one of the present-day palaeontologists was actually present to observe what really happened when the Creator (Who was also the Narrator), claims to have been there at that time. As already mentioned, that account of the Original Creation extends from the first verse of chapter one to the end of the fourth verse in chapter two, where that anonymous toledoth is located. But to whom should it refer? Only Adam and Eve existed later on in Day Six of the Original Creation, yet neither had any idea of what occurred before becoming alive to exist as mature adults.

Therefore, by a process of elimination, the only One present is the Maker Himself, of whom mankind are made in His image. The more that anyone studies the Six-day span of the Original Creation narrated by Omniscience in the opening pages of the *Book of Genesis*, the greater will be their appreciation of its choice of sequence.

Even manned space flights have developed tailor-made materials, which sometimes have applications in everyday life. Some substances developed by the *National Aeronautics and Space Administration* to form a heat shield to aid the safe re-entry into the atmosphere have useful applications like when incorporated into dental prosthetics. Such 'spin-offs' are welcome as collateral blessings and may be termed 'fringe benefits'.

2.1.9. Contrived sequence within six-day original creation

Anyone reading the sequence of entities mentioned in the Original Creation, as recorded in the *Book of Genesis*, will be aware that water was created on Day One. So, it already existed on Earth before the various heavenly bodies cited on Day Four. Now bearing all that in mind, in 1984, when experts were asked to submit estimates about the strength of magnetic fields that could be detected by a space probe named *Voyager 2*, due to be launched in 1986, to pass close by two planets named Uranus and Neptune in the Solar System, one astrophysicist was helped in two ways by believing the *Book of Genesis* record of the Original Creation. He calculated that material in those planets arose from the nuclear fusion that started from water only a few thousand years ago. After working out the likely magnetic output of each of those two planets he submitted his

findings. When all the received estimates were compared with the readings from the space probe, his came out on top as being the most close. That successful candidate was a professor of Astronomy at the University of New Mexico in the USA. So, when King David wrote in *Psalms 19:1* 'The heavens declare the glory of God; the skies proclaim the work of his hands.' one professor of astronomy [D. Russell Humphreys 2007; 2010; 2011] could add that outer space declares the accuracy of using the *Book of Genesis* for timescale calculation.

Let us now start, in all earnestness, to examine each of the six days of the Original Creation to discover exactly where any ring-fencing exists, to tether human disobedience to the origin of physical death on Earth. The first argument to establish is that an organism must first exist as a living being before it can undergo death or dying. So then, because no life had been created during Day One and Day Two, there was no creature alive at that time, which could be subjected to dying. But at some future time, those two days will be re-examined, in order to appreciate how well they fit in with certain aspects of the Six-day Original Creation.

2.1.10. Land before life transfers fossils from prehistory to Noah's flood

Therefore, Day Three seems a good place to begin in this quest to discover a definite example of so-called 'ring-fencing.' At the start of this Third Day of the Original Creation, there was no created life existing anywhere on the Earth. So, both the sea and the air above it was utterly lifeless. Later, on this same day, the Creator commanded dry land to appear and proceeded to cover it with various kinds of plant life. But the construction of that new land, which arose on Day Three of the Original Creation, involved a series of stages. The lower water was commanded to become gathered. Something caused the water to become clustered, perhaps in the shape of a domed hump or pyramid. Doubtless the weight of such a mass of water caused a depression in the rocks already lying on the sea-floor. Then when they started to rise at one end, like when a see-saw in a children's playground is pushed down at one end, so the other end advances upwards. Geologists have a term for this phenomenon, which is 'isostasy'. The raised part becomes the first new land or perhaps even a supercontinent, which acted as a platform above sea-level for various types of terrestrial plants to grow.

But the key idea that is worth noting is that the rocks of that new land which rose on Day Three from the lifeless sea, could not have had a single fossil in them. Only after gravity from the sun and moon contributed to tidal agitation to aerate sea water on Day Four, were aquatic animals allowed to inhabit such habitats on Day Five. Such 'land before life' means that there existed nothing to die and so there could be no remains of something dead to have become a fossil. It follows that, because of the sequence used by the Creator, there could not have been death as represented by alleged prehistoric fossils before human disobedience was first committed within the Garden of Eden. Thereafter, centuries later, when all that supercontinent was flooded, during the life-time of Noah, only then could any such sediments become filled with many fossils.

Palaeontologists greatly admire sequence. They look for it in the order in which sedimentary rocks lie in seams called strata, one bed upon the other. They carefully try to identify rock layers by the type of fossils embedded in them. Collectively that part of geology is called stratigraphy. But the kind of scriptural stratigraphy displayed in the sequence described in Day Three is highly dismissive of any fossil being ascribed as prehistoric. That is owing to the sequence of land existing before there was organic life anywhere on Earth. Such land was prebiotic, so its mineral matrix could not have had a single fossil in it. Also, as a corollary, all newly-created life was post-terrestrial and could not have become fossilised during the Original Creation. Therefore, throughout the record of Biblical Palaeontology, the seafloor has only contributed to forming land on two occasions. The first time was on Day Three of the Original Creation when antediluvial rocks forming the brand-new land could be likened to a digestive biscuit.

2.1.11. Noah's Ark became grounded as sea floor rose to abate flood

But after the entry of death, owing to human disobedience in the Garden of Eden, followed by centuries of human violence, in the *Book of Genesis* chapters six to nine, the Creator sent a flood during the lifetime of Noah and as that abated, the post-diluvial seafloor rocks rose again to allow the Ark to eventually become grounded up a mountain in the region of Ararat within Armenia. However, this time the chief thing to remember is that those rocks were filled with fossils, like in a garibaldi biscuit having currants embedded in it. Therefore, whereas on Day Six of the Original Creation, Adam and Eve

walked on new land with their bare feet, because its rocks were formed on Day Three before any plant and/or animal life existed anywhere on the Earth, there were no fossils beneath their footprints. But that is in contrast to Noah, who along with his family, when freshly disembarked from the Ark, very likely trod upon sedimentary rock strata encapsulating many fossils.

Of course, if we were to suppose that on Day One or on Day Two of the Six-day Original Creation, the Creator had commanded animal life to exist, either in the sea or in the air, then by Day Three those sea-floor rocks could well have had fossils in them. But any such raising of that sea-floor to become the first new land, would have resulted in the death of many fish becoming 'fish out of the water.' So, in that hypothetical case, the Creator would have caused death to originate in pre-human time, without any connection to human disobedience. Yet it was only on Day Five of the Six-day Original Creation that both the sea and the air became inhabited with aquatic animals and aerial animals, respectively. Therefore, according to the *Book of Genesis*, during the span of the entire Original Creation in all its vast arrays, there were no fossils in any of the rocks, that could be used to demonstrate any evidence whatsoever of alleged prehistoric life forms.

The special creation of the first human being made in the image of his Maker on Day Six of the Original Creation, did not automatically trigger the origin of physical death, because it was some time after the end of Day Six, that human disobedience occurred to warrant the struggle for existence, predation, death and possible extinctions represented as fossils. At the actual end of Day Six, the Creator examined all of creation and judged it to be 'very good.'

In this life, there are many conceptual nuances to consider. In academic circles the terms dissertation and thesis may sometimes be used interchangeably, even though the latter has a greater constituent of originality based on performed research, whereas the former is a review of different documents that may often discover trends and patterns that were previously undisclosed. Also, the terms testimonials and references are similarly confusing to some people. But the essential difference, is that the contents of the former are made known to the person written about, while the latter is information only made available to a prospective employer, who when it is received, not only examines what was described, but notices any omissions – such as no mention of punctuality.

2.1.12. Death is the opposite of life and is a fact of human disobedience

This seems an appropriate juncture to ponder the absence of death in *Genesis chapter one*. It is often said that ‘death is a fact of life’. But when the whole array of the Original Creation had every kind of animal and plant living at the close of Day Six, there was no death existing anywhere on the Earth. In fact, death is the opposite of life and, in essence, it is like an ‘uncreation,’ which is a word not yet in the dictionary. The management of a paint factory would hardly declare that every tin was ‘very good’ if, before it left that industrial workshop, a teaspoonful of paint-stripper was deliberately added to its contents before each lid was sealed. That is why the *Book of Genesis* allows readers to believe that death was never part of the Creator’s Original Creation.

In fact, in the *Book of Exodus* and again in the *Book of Deuteronomy*, the Israelites were told in the Fourth of the Ten Commandments to rest on the Sabbath Day. That declaration of doing no work, amounted to taking time off, which is the origin of holidays (derived from ‘holy-days’). That came by Divine decree and not at first by any act of parliament. I reckon that it celebrates a time when the Original Creation was so perfect, it had no death or curse in any part of the ecosystem. Nowadays, having spare time enhances national economics via tourism and leisure time as well as keeping travel agents busy.

At this juncture, it is apposite to note that although Six-day Original Creation is not to be taught in science lessons, in practice all educational establishments from schools to colleges and universities regularly enjoy vacations such as holidays, which the Fourth Commandment firmly links with events, described as Six Day Original Creation in *Genesis chapter 1*. Also, it is fairly common for tutors to have between one term to a whole academic year to take time off from their normal duties, either for further studies or to write a book on their special subject. Such occasions are often termed ‘sabbaticals.’

2.1.13. A Genesis Post-Creational Meridian exists as an unconformity at Days 6/7

Yet it could be precisely after the six-day Original Creation was finished, when it was stated that God rested on the Seventh Day, that something of significance occurred. I wonder if that marks a sort of Rubicon, which amounts almost to a change in gear speed between God Active Time (G.A.T.) and God Resting Time (G.R.T.)? If so, then the speed of

chemical reactions and other processes, like those possibly affecting the speed of light, became different depending on which side of that boundary line such phenomena occurred. Whatever side of the Greenwich Mean Time meridian a person stands looking at their watch, time speeds do not alter because the duration of Days 6 and 7 were each measured by one complete rotation of the Earth. But if a *Genesis Post-creational Meridian* exists between the end of Day Six and the start of the Seventh Day, when God rested, then calibrations of certain scientific constants could well be very different.

Following that conjecture of a possible difference in process speeds before and after the Creator rested, based upon divine revelation in *Genesis 2:2-3*, then like that cloak collected by Elisha, which fell as Elijah was transported heavenwards, and was recorded in *2nd Kings 2:9-13*, so I think a case could be made for why scientists mainly believe in an old Earth dating from a remote age when time began, while believers in Biblical creation reckon the Earth is both young and comparatively recent (Humphreys, 2010). Depending upon whether present parameters were used to backtrack to estimate the age of the universe that only came into effect after the Creator rested, or speedier rates that apply when the Creator was actively working on the Original Creation, so two very different answers will result. When resting, processes take much longer than when active. Speeding things makes them seem to be products of recency compared with that of remoteness.

2.1.14. Beware of backtracking with inappropriate biblical bifocals to date the universe

In the same way that Elisha treasured the cloak that fell from Elijah, so I cannot help thinking that mankind is using the wrong set of rates to backtrack the time when entities came into being. I realize how important the speed of light is in both physics, nuclear energy and Einstein's famous equation about $e = mc^2$. But we can only surmise that during its creation, the speed of light was tremendously faster than it is at present.

Now, if there is some mileage in a change of gear speeds at the Original Creation Day 6/7 boundary termed the *Genesis Post-creational Meridian*, then it means that the record in the *Book of Genesis* has much more for mankind to comprehend. One is that the Solar System is not necessarily geocentric or even heliocentric, but that the Earth is

theocentric. From our point of view, the Earth is central to God's will and plan to become a home for mankind made in the Maker's Own image and likeness. Another set of revealed truths is that, according to a straightforward understanding of the narrative in the *Book of Genesis*, the Sun, Moon and stars are at least three days younger than the Earth. Therefore, Earth's rotation first occurred by that amount of time before the Earth started to orbit the Sun and, in turn, the Moon began to orbit the Earth.

In case that last set of revealed truths appears to be too far-fetched, an article entitled: Why Earth's water could be older than Earth itself appeared in the *New Scientist* magazine dated 3rd November 2018. The author was Natalie Starkey of the Open University, who claimed that at least seventy per cent of Earth's water was present before the moon formed. Because it is claimed to have come from interstellar space, that means it is older than the Sun.

Articles quoted in videos by Barry Setterfield (2021) may be relevant in answering some objections as to how the early Earth was cool enough for its new land to be walked upon by bare-footed terrestrial creatures. He suggests that instead of gravity shaping the Sun it was made of material that was plasmoid. Also, he seems certain that the earliest known rocks were originally sedimentary rather than igneous and cited the isotope of zircon as confirming that view. Furthermore, he has analysed data which demonstrates that the speed of light has consistently been slowing down. Therefore, during the Original Creation it was much faster in keeping with God Active Time.

2.1.15. Nascent human radiance tallies if we are models of our maker

Another Genesis truth is that time began just five days before mankind was formed on Day Six of the Original Creation. It is inaccurate to describe each newly created human being as wearing their 'birthday suit' because neither of them was born. Instead, I see them as probably clothed in light reminiscent of the glowing silhouette as shown in television commercials advertising Ready Brek (a breakfast cereal manufactured by Weetabix Limited). It was probably when they disobeyed the Original Commandment that they noticed that they were naked, as recorded in *Genesis 3:6-12*. So, it is by comparing scripture with scripture that we assume Adam and Eve glowed. Moses, when receiving the Ten Commandments on Mount Sinai, had a face that others noticed was glowing. Also

the Apostle Paul reported in *Romans 3:23* that sin has taken the shine out of our lives for he wrote: *'for all have sinned and fall short of the glory of God.'*

Mention has already been made, of how that even Sunday School teachers hardly thought that the first woman was actually derived from a rib belonging to the first man. So, when that was reckoned to be inconceivable, there came a change of outlook that was most surprising as it was unexpected by contemporary palaeoanthropologists, whose study of the origin of early mankind is based upon examining fossil primates, believed to have culminated in mankind. It was only after the discovery of the mammalian cloning of 'Dolly the Sheep' in 1996 that made human cloning appear to be highly feasible. A cell was taken from a mammary gland of a ewe during that brand new experiment in Scotland. At the time when that discovery was made, thinking people were more surprised than when children see what pops out of a Jack-in-the-box for the first time, or try to guess what contents will spill out of a newly pulled Christmas cracker.

2.1.16. The effect of human cloning on the *genesis* record of the origin of mankind

One of a few things that arose from the account of human cloning described in *Genesis 2:20^b-23* is that both Adam and Eve can be regarded as historical beings. Also, the site of the Garden of Eden where that ribectomy operation was performed, within the setting of a sort of outdoor field hospital, was an actual geographical location, before the events described in *Genesis chapter three* that includes the first act of wilful disobedience, leading to the Creator conferring the curse, which included physical death. Therefore, neither of our first human parents should be dismissed as fictitious individuals, nor should the Garden of Eden be written off by simply being likened to some merely mythical wonderland.

2.1.17. Voice activated technology means no sooner said than done

Sometimes, the methodology of the Original Creation as recorded in the *Book of Genesis*, becomes enhanced almost to the extent of being highlighted by discoveries and advancements in parallel human studies, which may be apparently unrelated. One obvious example is the use of so-called Voice Activated Technology developed in a manner that computing has sought to aid Information Technologists. Every time God said

‘Let’ as in ‘And God said, ‘Let there be light,’ and there was light.’ in *Genesis 1:3*, it may be useful to view that swiftness as achieved by a method much faster than any kind of computer that mankind has so far invented. It is possible that the psalmist wrote about the command of the Creator during the account of Six-day Original Creation. *‘For he spoke, and it came to be; he commanded and it stood firm.’ Psalm 33:9.*

2.1.18. Insights from the Iron Age

Although the psalmist David lived many centuries before the age of computing, perhaps what he unwittingly wrote as quoted below, may serve to be instrumental in drawing the attention of our present generation to the vast data base of the LORD his God:

*‘How precious to me are your thoughts, O God! How vast is the sum of them!
Were I to count them, they would outnumber the grains of sand.’ Psalm 139:17-18^a.*

King David certainly acknowledged his Creator when he described human embryology before the invention of antenatal scanning photography in a timeless way that is understandable to successive generations as follows:

*‘For you created my inmost being; you knit me together in my mother’s womb.
I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. All the days ordained for me were written in your book before one of them came to be.’ Psalm 139:13-16.*

2.1.19. An omission caused by a glaring inconsistency by some bible publishers

I am amazed that those publishers of the *Holy Bible* who claim to print the words of the Lord Jesus Christ in red letters have still dared to omit doing just that for created light referred to in *Genesis 1:3*, for in the first chapter of the Fourth Gospel, we are told that:

‘He was with God in the beginning. Through him all things were made; without him nothing was made that has been made.’ John 1:2-3.

Also, at a wedding in Cana of Galilee, the miracle of turning water into wine happened in full view of a team of caterers. Now, alcohol contains the element of carbon

in its formula, but the substance that it started to come from did not. Therefore, there was no need for any nuclear fusion inside the nucleus of stars to transmute one element into another to account for water already existing on Day One of the Original Creation ahead of the heavenly bodies first mentioned on Day Four, because that carbon in the alcohol of the changed water did not depend upon stellar nuclear fusion for its existence. In other words, it is neither necessary nor compulsory for the Sun and other heavenly bodies to already exist, before the Earth has water on it made of oxygen joined to hydrogen. Such Day One water present in the Original Creation prior to Day Four was a *fait accompli!*

2.1.20. The high status attributed to The Messiah

The topic of Voice Activated Technology has almost endless support within the whole of *Holy Bible*. Often that library of sixty-six books is referred to as being the Written Word of God. Furthermore, the Lord Jesus Christ is identified as the Living Word of God. In fact, the Apostle Paul wrote about the high status of the Messiah as follows:

‘He is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones of powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.’

In accordance with the above paragraph, the human author who penned the Letter to Jewish Christians known as the *Epistle to the Hebrews* wrote as follows:

‘In the past God spoke to our forefathers through the prophets at many times and in various ways, but in these last days he has spoken to us by his Son, whom he appointed heir of all things, and through whom he made the universe. The Son is the radiance of God’s glory and the exact representation of his being, sustaining all things by his powerful word.’ Hebrews 1:1-3^a.

2.1.21. Old-Earthers versus Young-Earthers

The key difference between the two main contenders, when physical death entered the ecosystem on Earth, has to do with whether or not human beings played any role in its implementation. Those following the reasoning of so-called ‘Old-Earthers’ feel certain that death existed long before mankind inhabited the Earth. In their mind-set, they hold

on to a scenario where dinosaurs are forever grouped with many fossil remains as being proof of death being a natural fact of life. Yet 'Young-Earthers' hold the opposite view. Instead of believing in the ideas of men, who were obviously not around millions of years ago, they view life as having arisen recently in the way that the Creator has revealed in the narrative of the Original Creation deemed to be very good within the *Book of Genesis*. Then after the outbreak of human disobedience in the Garden of Eden as described in *Genesis chapter two* was followed by the entry of death as announced in *Genesis chapter three*. Centuries later, during the lifetime of Noah, human violence escalated to be punished with a world-wide Flood described in *Genesis chapters six to nine*, which would have resulted in extensive sediments having a wide array of fossils embedded in them.

What then is the importance of the *Holy Bible* in general, and the *Book of Genesis* in particular, when coming down on the side of the recent creation of a comparatively young Earth and Universe? In which ways might the present observations of astrophysicists, astronomers, geologists and palaeontologists, who argue that the whole of the cosmos is much older be regarded as a misconstrued view? In effect, the first of these two schools of thought is based on divine revelation to link human disobedience with the start of physical death on Earth, while members of the second group are trusting present-day reasoning to deny that mankind was in existence when death occurred as seen if the Fossil Record is accepted as a valid scientific connection.

2.1.22. Self-assessment or answerable to one whose love was son giving

Some implications of why mankind tends to believe in an old Earth is to retain their preference for consigning the so-called Fossil Record to prehistory, and in doing so, ring-fence dinosaurs with belonging to a time millions of years before mankind was on the Earth. Also, it would aim to shake off any responsibility for physical death being associated with human disobedience. But supremely, it appears to place human intellect as having greater authority than the testimony of any Creator/Narrator, who claims to have been an eye-witness of what happened from the past right back to when time began.

But equally important, it may correctly be suspected that each person would prefer to live a life free of any feeling that someone was watching their every thought, word and deed to one day make them give an account in the Day of Judgment. That is where, for the

present time, any disconnection between sin and death confers an aura of liberty when living by one's own rules. To an increasing number of the human population, this allows each individual to enter into relationships ranging from 'free love' to having 'friends with benefits'. Either way, they avoid both the expense of ostentatious weddings and subsequent prohibitive legal fees to gain a divorce settlement, when ending the life-long commitment of holy matrimony, which started with the following words:

'I take you to be my spouse, to have and to hold from this day forward, for better or for worse, for richer, for poorer, in sickness and in health, to love and to cherish; from this day forward until death do us part.'

In keeping with the contents of the previous paragraph, various sources of advice can be found in the *New Testament*. Firstly, the Apostle John reminds his readers as follows:

'Anyone who does not believe God has made him out to be a liar,' 1st John 5:10^{part}.

Again, in that same chapter, the same apostle reminds us:

'We accept man's testimony, but God's testimony is greater, because it is the testimony of God, which he has given about his Son.' 1st John 5:9.

Secondly, the Apostle Paul wrote about how to deal with unbelief as follows:

'What if some did not have faith? Will their lack of faith nullify God's faithfulness? Not at all! Let God be true, and every man a liar.' Romans 3:3-4^a.

That same apostle wrote to one of his friends something pertinent at the start of another letter:

'Paul, a servant of God and an apostle of Jesus Christ for the faith of God's elect and the knowledge of the truth that leads to godliness – a faith and knowledge resting on the hope of eternal life, which God, who does not lie, promised before the beginning of time,' Titus 1:1-2.

2.1.23. Apostolic advice about ultimate authority

Finally, in yet another letter, the apostle Paul wrote to the Colossian Church:

'See to it that no-one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this

world rather than on Christ. For in Christ all the fulness of the Deity lives in bodily form, and you have been given fulness in Christ, who is the Head over every power and authority.’ Colossians 2:8-10.

Yet another reason why human beings may shun any trace of historicity within the record of the Original Creation, the fall into sin and its subsequent curse within the *Book of Genesis*, is that it robs human beings of the illusion that they were self-made. Even in the *Book of Job*, the human author reminds his readers about his Creator thus:

‘Your hands shaped me and made me. Remember that you moulded me like clay. Will you now turn me to dust again? Did you not pour me out like milk and curdle me like cheese, clothe me with skin and flesh and knit me together with bones and sinews?’ Job 10:8^a, 9-11.

Similarly, the author of a psalm wrote:

‘Know that the LORD is God. It is he who made us, (and not we ourselves); we are his people, the sheep of his pasture.’ Psalm 100:3* *words in brackets appear as a footnote.

But expert palaeontologists such as George Simpson (1944; 1949; 1953) deflate any such egotistical kudos by suggesting that the evolutionary existence of mankind is entirely purposeless. Of course, that comment is the complete opposite of the Creator announcing beforehand what he was intending to create and that the resulting human beings were exactly what he intended on Day Six of the Original Creation as recorded in the *Book of Genesis*. Again, in his book entitled *The Meaning of Evolution*, G.G. Simpson (1949) claims that instead of ‘falling’, mankind existed by ‘rising’. Sadly, during Noah’s Flood many individuals covered by water eventually sank to become fossils embedded in sediments forming beneath where their lifeless body had previously floated owing to the posthumous bloating with gases of decomposition.

2.1.2. The protoevangelium is the seed of the woman

In the final analysis, the main purpose of the supposed many billions of years of prehistoric time seems to represent a gigantic air-bag, which can be used to cushion thinking people from the liability of being answerable to their Creator about their conduct

in this present life. But such a perk is paltry, compared with the planned blessings that lie latent within the first mention of the Good News of God's rescue plan referred to in the *Authorised Version* of the *Holy Bible* as 'the seed of the woman'. Christian theologians identify that male offspring with the Lord Jesus Christ, and so refer to the verse about to be quoted below as the Protoevangelium:

'And I will put enmity between you and the woman, and between your offspring and hers; he will crush your head, and you will strike his heel.'*

*Genesis 3:15. *the serpent.*

2.1.25. Choosing between life and death implies human free will

At this juncture, it seems as good a place as anywhere in this essay to consider some pairs of choices. Leaving aside human difficulties in generating truly random numbers, in practice it is obvious that Adam and Eve were created to have a mind of their own, otherwise why would the Creator have warned Adam about never eating the fruit of a certain tree, which would have resulted in physical death? Therefore, the existence of physical death strongly suggests that mankind possessed the faculty of free will when originally created. That is irrespective of any present-day investigations into the mental condition of fallen mankind, which may conclude that habitually exercising an epigenetic bias towards disobeying authority actually reduces the measure of free-will. Such an idea seems to tally with how Jesus replied to Jews who believed in Him as follows:

'To the Jews who had believed him, Jesus said, 'If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.'

They answered him, 'We are Abraham's descendants and have never been slaves to anyone. How can you say that we shall be set free?'

Jesus replied, 'I tell you the truth, everyone who sins is a slave to sin.'" John 8:31-34.

2.1.26. Might not disobedience have diminished human free will?

Therefore, the existence of physical death nowadays strongly suggests that when originally created, mankind possessed free-will. That is irrespective of ideas of

epiphenomenalism suggested by Thomas Huxley (1874) about precisely whereabouts in a sequence of chemical reactions a thought arises in the human brain.

Another choice is to do with the Will of God. The Rescue Plan involving the ‘Seed of the Woman’ alluded to in *Genesis 3:15* raises an even more important question to ponder. Did the Creator already have in place what that verse describes as a sort of Plan B, for if no ‘original sin’ was ever committed, then such a reaction could remain under wraps? Without becoming entangled in predestination, it is so that in a sinless world, the Perfect Will of God would suffice, but as a divine adaptation to human disobedience only the Permissive Will of God is being revealed.

There is no doubt that Adam and Eve were designed to be a complementary couple. That is so on many levels, such as physically, emotionally and reproductively, especially after being blessed to produce offspring. But some may wonder after reading *Genesis 2:18*, which came first – mankind’s fall into sin or God’s Way of Salvation? For one of the common sayings in the English language states that ‘Necessity is the mother of invention.’ Put another way, was the first aid box packed before anyone sustained an injury? Might that explain why one verse in the last book of the *New Testament*, reads one way in the text and another way in the footnote as follows:

‘All the inhabitants of the earth will worship the beast – all whose names have not been written in the book of life belonging to the Lamb that was slain from the creation of the world.’ Revelation 13:8. The footnote reads *‘written from the creation of the world in the book of life belonging to the Lamb that was slain’.*

In the text it is the Lamb that was slain even before mankind disobeyed. Yet in the footnote the names of believers were already written in the *Book of Life* before any of them existed in this life on Earth. Likewise, the Apostle Paul wrote to Timothy as follows:

‘Nevertheless, God’s solid foundation stands firm, sealed with this inscription: ‘The Lord knows those who are his,’ and, ‘Everyone who confesses the name of the Lord must turn away from wickedness.’ 2nd Timothy 2:19.

Then the Apostle Peter when writing to Christian believers dispersed around the Middle East, stated:

'For you know that it was not with perishable things such as silver or gold that you were redeemed from the empty way of life handed down to you from your forefathers, but with the precious blood of Christ, a lamb without blemish or defect. He was chosen before the creation of the world, but was revealed in these last times for your sake.' 1st Peter 1:19-20.

Whenever anyone contemplates the Creator's plans to deliver mankind from suffering the permanent effects of human disobedience, which is an affront to His thrice holy being, it always makes some thinking people curious about the order in which salvation was planned. In other words, if only we had access to the algorithm within the mind of the Almighty, would 'sequence' always tally with 'consequence' from the perspective of our human logical understanding of what is revealed in various places within the *Holy Bible*? Certainly, in one of Gilbert and Sullivan's light operas in 1885 bearing the title of *The Mikado*, the Lord High Executioner declares:

'My object all sublime I shall achieve in time – To let the punishment fit the crime; the punishment fit the crime.'

However, unlike the quoted operatic lyric, the point is not to question whether the punishment is commensurate or even proportional to the crime, but simply wonder the order in which its constituent parts were arranged in God's Mind.

2.1.27. Innumerable wonders

On the one hand, in the *Book of Job*, in response to Eliphaz, Job replies about God: *'Which doeth great things past finding out; yea, and wonders without number.'* Job 9:10 Authorized Version. Yet on the other hand, the Apostle Paul inserted a quotation from *Isaiah 64:4* when he wrote to the Church at Corinth as follows:

'However, as it is written:

'No eye has seen, no ear has heard, no mind has conceived what God has prepared for those who love him' – but God has revealed it to us by his Spirit. The Spirit searches all things, even the deep things of God. For who among men knows the thoughts of a man except the man's spirit within him? In the same way no-one knows the thoughts of God except the Spirit of God.' 1st Corinthians 2:9-11.

Owing to the Spirit of God being associated with searching the deep things of God, such as the thoughts within His mind, then whatever is revealed in the *Holy Bible* is most worthy of our utmost attention. For the Apostle Paul in his second letter to Timothy wrote about this matter as follows:

'All scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness so that the man of God may be thoroughly equipped for every good work.' 2nd Timothy 3:16-17.

Then in the next chapter, he predicts:

'For the time will come when men will not put up with sound doctrine. Instead, to suit their own desires, they will gather around them a great number of teachers to say what their itching ears want to hear. They will turn their ears away from the truth and turn aside to myths.' 2nd Timothy 4:3-4.

2.1.28. Back to the Protoevangelium

Now it is worthwhile to re-examine the text of the Protoevangelium as recorded in the *Authorized Version* or the *King James Version* of the *Holy Bible*. It reads as follows:

'and I will put enmity between thee and the woman, and between thy seed and her seed; it shall bruise thy head, and thou shalt bruise his heel.' Genesis 3:15.

That word 'protoevangelium' can be translated as the first mention of the Gospel, which is the Good News about the Lord Jesus Christ. But several truths are embedded in that actual verse. Some are more obvious than others. The ones that are inconspicuous are reminiscent of a type of wallpaper chosen to decorate a room inside Cardiff Castle used by the offspring of the Marquis of Bute. When a guide opened one nursery door, the group of tourists only saw what looked like a tree, with branches having many twigs. Yet after prompting, they started to see hidden shapes within the spaces framed by those twigs. Some were faces while others were outlines of animals, toys and objects from nursery rhymes.

The items latent within the protoevangelium is the implied coming of the seed of the woman. He would act in the best interests of human beings, when in single combat with the tempter. In the past, that adversary had used the mediumship of a tree snake to

encourage Eve to share forbidden fruit, which amounted to disobeying the first commandment that was given to Adam before his cloning operation. Amongst other truths telescoped within *Genesis 3:15*, could be included the description of Christ's temptation in the wilderness shortly after His baptism in the River Jordan by John the Baptizer. Both His baptism and temptations are described in the so-called Synoptic Gospels, named after Matthew, Mark and Luke.

That allusion to combat in the previous paragraph, points to the enmity between the Seed of the Woman and the Tempter Himself. It signifies a relationship that is the opposite of love. Often two human beings, who fall in love with each other, are said to 'have a crush on each other' and could be described as being 'head over heels in love'. But in the protoevangelium, there is a profound difference between the offspring of the woman and that of the tempter. The foot of the former is described as crushing the head of the latter. In other words, Christ's feet when fighting the devil, represented by the serpent, is pictured as being heel over head in hate! So when the Apostle John stated the reason why Jesus came into this world, he aligned himself with the protoevangelium as follows:

'Dear children, do not let anyone lead you astray. He who does what is right is righteous, just as he is righteous. He who does what is sinful is of the devil, because the devil has been sinning from the beginning. The reason the Son of God appeared was to destroy the devil's work.' 1st John 3:7-8.

2.1.29. Christ had no earthly father

Whenever any reference to the seed of the woman is applied to the Lord Jesus Christ, then that would appear to confirm that He had no earthly father. Therefore, the Protoevangelium signifies the Virgin Conception of the expected Messiah. That is made clear in the details presented in *Matthew 1:18-25*. Then again in *Luke's Gospel*, the Angel Gabriel appeared to Mary and said to her:

'You will be with child and give birth to a son and you are to give him the name Jesus. He will be great and will be called the Son of the Most High. The Lord God will give him the throne of his father David, and he will reign over the house of Jacob for ever; his kingdom will never end.'

'How will this be,' Mary asked the angel, 'since I am a virgin?'

The angel answered, 'The Holy Spirit will come upon you, and the power of the Most High will overshadow you. So the holy one to be born will be called the Son of God.' Luke 1:31-35.

In view of the Gospel quotations mentioned above, they appear to be a fulfilment of some predictions made by the Prophet Isaiah as follows:

'Therefore the Lord himself will give you a sign: The virgin will be with child and will give birth to a son and will call him Immanuel.' Isaiah 7:14.

And again:

'For to us a child is born, to us a son is given and the government will be on his shoulders. And he will be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace. Of the increase of his government and peace there will be no end. He will reign on David's throne and over his kingdom, establishing and upholding it with justice and righteousness from that time on and for ever. The zeal of the LORD Almighty will accomplish this.' Isaiah 9:6-7.

Still inside the *Book of Isaiah*, from chapter 52, verses 13 to chapter 53, verse 12 several times the prophet describes a person in situations that bear a strong resemblance to what happened to the Lord Jesus Christ especially during Holy Week as narrated in each of the four gospel accounts in the *New Testament*. So, the protoevangelium alerts readers to view parts of the *Old Testament* as being like a cinematic film trailer giving a preview sample of a future presentation. Similarly, certain psalms are referred to as being 'messianic' because they contain details almost like in the card game named 'Snap!' that exactly match specific events occurring during Christ's death on the First Good Friday, and also to do with His resurrection on Easter Sunday, which the Apostle Paul wrote as follows:

'For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures,' 1st Corinthians 15:3-4.

So then, not to believe in human disobedience being involved as a key role in the origin of physical death on Earth, robs mankind of the rescue plan contained in the

protoevangelium. Uncoupling physical death from human disobedience is like detaching railway rolling stock from its powerful locomotive of resurrection! For why else did the Apostle Peter write the following?

'Praise be to the God and Father of our Lord Jesus Christ! In his great mercy he has given us new birth into a living hope through the resurrection of Jesus Christ from the dead, and into an inheritance that can never perish, spoil or fade – kept in heaven for you, who through faith are shielded by God's power until the coming of the salvation that is ready to be revealed in the last time.' 1st Peter 1:3-5.

In the same way that the Protoevangelium is a forerunner of the Good News about Jesus, so when the Prophet Micah pinpointed Bethlehem as being the birthplace where the Messiah would be born, he added details about that child's background as follows:

'But you, Bethlehem Ephrathah, though you are small among the clans of Judah, out of you will come for me one who will be ruler over Israel, whose origins have been from of old, from ancient times.' Micah 5:2.

2.1.30. Theophany and Christophany

A Theophany is an example of when God reveals Himself to someone in a supernatural way for a special reason. For example, in the *Book of Exodus* we read that when Moses was tending his father-in-law's sheep, he came to Mount Horeb. His attention was attracted by the sight of a burning bush that was not being consumed by the flames. Then God identified Himself as follows:

'God said to Moses, 'I AM WHO I AM. This is what you are to say to the Israelites: 'I AM has sent me to you'' Exodus 3:14.

2.1.31. The Lord Jesus Christ as a time traveller

Some theophanies may be an actual example of the Lord Jesus Christ visiting someone back in historical times such as when Abram was living on Earth. For instance, after rescuing Lot, they were met by someone named Melchizedek.

'Then Melchizedek king of Salem brought out bread and wine. He was priest of God Most High, and he blessed Abram, saying, 'Blessed be Abram by God Most High, Creator of heaven and earth. And blessed be God Most High, who delivered your enemies into your hand.' Then Abram gave him a tenth of everything.' Genesis 14:18-20.

That event was corroborated by Jesus during His public ministry as follows:

'Your father Abraham rejoiced at the thought of seeing my day; he saw it and was glad.'

'You are not yet fifty years old,' the Jews said to him, 'and you have seen Abraham!'

'I tell you the truth,' Jesus answered, 'before Abraham was born, I am!' John 8:56-58.

Then in the Letter to the dispersed Jewish Christians, more details about Melchizedek are as follows:

'First, his name means 'king of righteousness'; then also, 'king of Salem' means 'king of peace'. Without father or mother, without genealogy, without beginning of days or end of life like the Son of God he remains a priest for ever.' Hebrews 7:2^b-3.

Therefore, as a time traveller, even the fictitious Dr. Who would find it difficult to keep up with the Lord Jesus Christ, who had no need to use a TARDIS!

Earlier it was hinted that the Protoevangelium based on the contents of *Genesis 3:15* contains blessings to eventually undo the work of the tempter. The chief work of the Seed of the Woman is evident during Holy Week when the Lord Jesus Christ proclaimed from the Cross, 'It is finished' when He laid down His holy life as a once-and-for-all perfect sacrifice, when He tasted death for every human being, when He was crucified on the first Good Friday.

Of equal importance is His resurrection, when He rose as an inside job from within the empty tomb that was guarded by His enemies. Then having borne the punishment for mankind's sins, He was still too ceremonially contaminated to immediately ascend to

return to sit at the right hand of God's throne, in the so-called Third Heaven, until He had served the 40 days of quarantine called 'purification' in *Hebrews 1:3*.

Incidentally, the portion of the *Old Testament*, most often quoted in the *New Testament*, comes from a psalm of David, which reads as follows:

'The LORD says to my Lord: 'Sit at my right hand until I make your enemies a footstool for your feet.' Psalm 110:1.

One post-ascensional Christophany was experienced by Saul of Tarsus and is recounted in *Act 9:1-22*, as well as elsewhere when he was arrested and undergoing trial before King Agrippa II in *Acts 26:12-23*. Finally, when imprisoned on the Isle of Patmos, the Apostle John, who was inspired to write the *Book of Revelation*, had an encounter with the post-ascensional Jesus in *Revelation 1:9-19*.

2.1.32. Christ's promise to return to the earth

Many times in the *New Testament*, its readers will come across references to the Second Coming of the Lord Jesus Christ. But a prophecy in the *Book of Zechariah* contains some interesting details, which are described as follows:

'On that day his feet will stand on the Mount of Olives, east of Jerusalem, and the Mount of Olives will be split in two from east to west, forming a great valley, with half of the mountain moving north and half moving south. You will flee as you fled from the earthquake in the days of Uzziah king of Judah. Then the LORD my God will come and all the holy ones with him. On that day there will be no light, no cold or frost. It will be a unique day, without daytime or night-time – a day known to the LORD. When evening comes, there will be light. On that day living water will flow out from Jerusalem, half to the eastern sea and half to the western sea, in summer and in winter. The LORD will be king over the whole earth. On that day there will be one LORD, and his name the only name.' Zechariah 14:4-9.

Interestingly, during the Second Coming of the Messiah, when His feet stand on the Mount of Olives, there will be a four-way split of the rocks such as the quadrifurcation that is a cross road named carfax in the city of Oxford (Carfax Tower).

Almost simultaneously water will stream westward into the Mediterranean Sea as well as eastward into the Dead Sea to eventually dilute its salt concentration to become viable for marine fish to live in the 'Dead Sea'. In the *Book of Ezekiel* the source of that fresh water is located along with a transect of the scaled gradient leading down to the Dead Sea. Other details are shown below:

'Fishermen will stand along the shore; from En Gedi to En Eglaim there will be places for spreading nets. The fish will be of many kinds – like the fish of the Great Sea. But the swamps and marshes will not become fresh; they will be left for salt. Fruit trees of all kinds will grow on both banks of the river. Their leaves will not wither, nor will their fruit fail. Every month they will bear, because the water from the sanctuary flows to them. Their fruit will serve for food and their leaves for healing.'* Ezekiel 47:10-12.

* Mediterranean Sea.

There are two elements in so-called evangelical theology that are non-negotiable. They are about the Person of the Lord Jesus Christ. The first concerns His divinity. The second is about His holiness. If the Messiah were simply human, then when He laid down His life as a sacrifice for the sins of the world, He would only have been able to die for just one human being. In that case only Barabbas, whom the crowd urged to be replaced by Jesus the King of the Jews to die on the cross in his place. Therefore, being God as well as man, Jesus could offer a sacrifice to free everyone from the punishment due to their sins.

Of equal importance is that Jesus never sinned, for being Divine, He was utterly holy and without any trace of personal sin. Unlike the priests in the *Old Testament* who were merely human, they first had to sacrifice for their own sins, before they could make an offering acceptable for the sins of others. On the Mount of Transfiguration, owing to Christ's sinless nature, He shone and even His clothing was radiant. Being sinless ensured that He would conquer death by rising on the third day.

But it is by having faith in the Person and the Work of the Lord Jesus Christ when He was sacrificed on the cross as the Lamb of God that the riches of His account can become transferred to enrich anyone who is poor in spirit towards God, which was the First Beatitude in the Christian Manifesto also known as the *Sermon on the Mount*. This transaction occurs as a two-way exchange. It is termed imputation and results in

justification (being made right with God). He takes on our burden of sin and in God's sight we are credited with the riches of Christ's grace. The Apostle Paul described that as follows:

'Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come! All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting men's sins against them. And he has committed to us the message of reconciliation. We are therefore Christ's ambassadors, as though God were making his appeal through us. We implore you: Be reconciled to God. God made him who had no sin to be sin for us, so that in him we might become the righteousness of God.' 2nd Corinthians 5:21.

Certain chemical reactions in biochemistry are similar to the transaction just described. They are termed redox. The molecule that donates electrons is said to be reduced and the other molecule that receives electrons is said to be oxidised. Redox reactions are so named when both reduction and oxidation occur simultaneously. Again, we see two simultaneous transactions involved in another quotation as follows:

'For you know the grace of our Lord Jesus Christ, that though he was rich, yet for your sakes he became poor, so that you through his poverty might become rich.' 2nd Corinthians 8:9.

Before finally leaving the phenomena of the six days of the Original Creation as described in the *Book of Genesis*, I believe that there may be examples of techniques that could help improve those trained to be skilful in time and motion studies, especially so-called those employed as progress chasers to help speed up manufacturing production assembly lines to be more efficient.

2.1.33. Changes in sea-level occurred from days one to five of the original creation

One question is to seek an answer as to why the entire rock surface of the Earth was covered with water at the outset of the Original Creation? One possibility could be that the Creator was demonstrating that there was sufficient water to cause a Flood in the life time of Noah. For being omnipresent, makes Him fully aware of what has yet to happen without having to wait until it is already past history. Therefore, the depth of that world-

wide ocean was deeper on Day One than compared with after it was separated into water above and water below on Day Two. Then on Day Three after the new dry land arose from the seafloor, the remaining water below called seas was deeper than it had been on Day Two. Naturally on Day Five, marine living creatures occupied that sea water, but theoretically as it filled with invertebrates such as squids and shellfish, as well as vertebrates ranging from fish to penguins and mammals like whales, then that would have caused a slight rise in sea-level.

Also to be cognizant of such watery rearrangements, on Day One the deep that was symbolised by Aq. 1 was named *Antepreprotopanthalassic Ocean*. On Day Two the water above that was symbolised by Aq. 2 but being more like a water vapour canopy did not warrant naming it as an ocean, but the water below was symbolised by Aq. 3 and was named *Preprotopanthalassic Ocean*. On Day Three just before the first dry land appeared, the gathered sea water was symbolised by Aq. 4 and was named *Protopanthalassic Ocean*. Then after that first new land appeared, the surrounding sea water was symbolised by Aq. 5 and was named *Panthalassic Ocean*.

Still on the theme of sea level, in the account of Noah's Flood there is one ambiguity that needs to be examined. It has to do with whether it is referring to the height of land contours that existed before the Flood or in retrospect to do with mountains such as the ranges that existed soon after the abatement of Noah's Flood. The specific verses read as follows:

'For forty days the flood kept coming on the earth, and as the waters increased they lifted the ark high above the earth. The waters rose and increased greatly on the earth, and the ark floated on the surface of the water. They rose greatly on the earth, and all the high mountains under the entire heavens were covered. The waters rose and covered the mountains to a depth of more than twenty feet.' Genesis 7:17-20.

One reason for attempting to clarify the statement quoted above, is that most scientists concede that there was insufficient water available to cover mountains in the Andes and Himalayans. Yet, like Mount Snowdon in Wales, so too, Mount Everest has remains of seashell fossils in its topmost layer. One solution is to believe that part of the Flood abatement involved fossiliferous sediments undergoing orogenic upheaval, such

as happened in the area, where Noah's Ark became grounded up a mountain, in the region known as Ararat within present-day Armenia. A satisfying explanation is that when people heard about Noah's Flood, some may have wondered if any survivor could have climbed present-day mountain tops to try and escape drowning. So, someone may have added certain details quoted in the *Book of Genesis* to close down that distracting loophole. A parallel example of answering a question was later embedded into the account of the creation of Adam and Eve, who had no birth parents, yet the following quotation shows that the marriage relationship takes precedence over parental loyalties as follows:

'For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh.' Genesis 2:24.

Chapter 3

Conclusion:

The origin of physical death on Earth as recorded in the Book of Genesis

3.1. How the three book submissions are philosophically linked

The reason for the three books selected as the basis for the portfolio is that they form a common link with the main part of this Ph.D. Thesis which is an investigation into the origin of physical death on Earth as recorded in the *Book of Genesis*.

Several conclusions that can be built on that account, is that originally it comes from a part of the *Holy Bible* that is not attributable to any human source. The first of these has already been explained. The account arose from a time before there could have been any human input. Although the *Book of Genesis* is associated with Moses, whose birth was first mentioned in the *Book of Exodus*, from the very first verse of chapter one in the *Book of Genesis*, until the end of the third verse in the chapter two, the toledot(h) confirms that the account of the Original Creation amounts to prehuman anachronism.

Also, the second conclusion involves the sequence of land forming on Day Three even before the creation of any form of biological life on Earth, which means that on Day Six when Adam and Eve walked barefoot upon that land, there was not any fossil whatsoever embedded into that rock. That was so because only life before land could possess fossiliferous rocks, but not *vice versa*, which is land before life, as recorded by the Creator, Who is also the Narrator, in *Genesis chapter one*. Mention was made of likening rock without fossils to a digestive biscuit: whereas after the start of Noah's Flood, when the present-day land appeared as that flood abated, its rocks now filled with fossils galore, had a greater resemblance to a garibaldi biscuit.

A third conclusion seeks to account for there existing two accounts of the length of time since when it first began. The disparity is attributed to the speed of chemical reaction being extremely swift when the Creator was performing the Original Creation compared with present-day rates when the *Book of Genesis* states that after it was finished, He rested as corroborated by the Fourth of the Ten Commandments handed to Moses at Mount Sinai. In keeping with that phenomenon that was likened to a gear change, it was hinted that newly created light may have travelled much faster when it sprang into being on Day One than in the present time.

Therefore, those relying upon God-active time think that the cosmos was only a few days older than mankind and began only some thousands of years ago. By contrast, others think billions of years were involved in the nuclear fusion of hydrogen nuclei to transform into heavier chemical elements such as carbon and oxygen. That is why they place mankind well away from the alleged start of the universe. So instead of reckoning the so-called point of singularity termed the Big-bang! was remote rather than recent.

The reason why Noah's Flood features in at least two of the three books submitted within this portfolio, is that if the record of the *Book of Genesis* is to be believed, then there was no prehistory as shown in dioramas of scenarios, but such fossils arose as victims of Noah's Flood. Another conclusion is that since the realization of human cloning being first ascribed to having been performed in the Garden of Eden, it seems that increases the perceived historicity of both Adam and Eve as well as the place where such cloning occurred as being a geographical reality.

Within the title of this essay, mention is made of human disobedience being involved as an integral link to ring-fence physical death arising only after mankind existed on Earth. The implications and repercussions stemming from that first case of human cloning should make biologists aware that Eve had the same chromosomes as Adam, which must have included a Y chromosome. Two separate conclusions spring from that suggestion. The first is that if Eve came from Adam, then so too did her mitochondrial DNA. The second is that there is a whole world of difference between the genetic material we possess compared with those aspects that others perceive that we express. In other words, the genotype might be the same for two organisms, but not necessarily their

phenotypes. That is why the third submitted book bears the subtitle: *How Genetics links Genesis chapters 2-4* (Duffett, 1998).

The first wearing of any kind of clothing by human beings must have occurred after their fall into sin, yet before the curse of the Creator entailing suffering, pain and eventually returning to become dust. Also, the declaration of a Rescue Plan via the so-called 'Seed of the Woman' when the Messiah, later to be revealed as the Son of God in the *New Testament* was proclaimed by John the Baptizer and the Apostles aligned to what certain *Old Testament* Prophets had already stated.

Apart from the statistical approach in one of the three submitted books, undertaking this study has raked up several unexpected truths derived from the *Holy Bible* about scientific knowledge as well as toppling long-standing concepts off their perch. Not least is that when reviewing the evidence of how Cain's mother Eve was made as a clone from his father Adam, then there was a one chance in four that the offspring of Eve could possess an extra copy of the Y chromosome. Although the so-called 'original sin' was not sexual, the fact that human disobedience happened before the first offspring was conceived, then the Creator put a mark on Cain's forehead to show that He was aware that there were two extenuating repercussions. One was that he inherited two Y chromosomes, one from each of his parents. Another is that it would lead to raised levels of testosterone in his blood, which in turn prevents normal anger suppression and so result in grievous bodily harm. Therefore, in the debate between the relative importance of the roles of nature versus nurture, the seed thought supplied in my third submitted book may have a contribution to make.

Gerald Duffett

Tenby

May, 2026

Project 1

'A Life of Learning'

Chapter 4

Learning Through Life – A Life of Learning



4. Learning Through Life – A Life of Learning: A Living Critique 1935-2026

Gerald Haddon Duffett GHD

4.1. Introduction

On the basis that, according to Socrates, ‘the unexamined life is not worth living’ (Rhys, 1910), we can extrapolate through a pedagogical lens, that the examined life is therefore a basis for learning. Consequently, Chapter 4 / Project 1 examines ‘A life in Learning’ revealing where the learning story began for Gerald Duffett and how it has developed to the present day. Chapter 4 / Project 1 is intended to evidence a living critique of educational experiences and accomplishments, laying the grounding for the publication and research activity documented by Chapter 5 / Project 2 in ‘The Creationist Catalogue’ which follows.

4.1.1. Supervisor comments: Dr Clive Palmer (University of Lancashire, 2026)

It has been an honour and privilege to collate and curate the learning history of Gerald Duffett for his PhD by Portfolio at the University of Lancashire, his doctoral candidacy between 2025-2026. Gerald registered his PhD at the age of 90 years – his examination when he was 91. His extraordinary life in learning, within the bounds of formal education, spans 86 years of his 91 year life (to date), captured in this section of his PhD thesis. Therefore, evidence of his PhD and doctoral learning experiences are included as part of this Project 1 section of the Portfolio, incorporated in the same manner to which his previous degree and Post-Graduate level research in the 1960s and 70s is featured. It is interesting to note that even going back 55 years to when Gerald was at The University of London on his MPhil., in 1970, Gerald was publishing his research in peer

reviewed journals alongside the educational study for those degree qualifications (Duffett, 1969; 1972). This is also the case for his current PhD (Duffett and Palmer, 2025).

Evidenced and documented through Project 1 is the extensive time-span and wide range of educational opportunities that Gerald Duffett has actively pursued and facilitated for others during his life of learning. As such, this first retrospective element of the PhD makes a significant contribution to knowledge and practice through the lived experience of educational change, during the most turbulent and dramatic periods of educational provision in the United Kingdom.

4.1.2. An original contribution to knowledge through an original contribution to Education: GHD.

In educational terms, Gerald Haddon Duffett, in 1935, was born into a post-Victorian era of educational reform - the 1902 Education Act being set up to create elementary schools and encouraged local councils to make provision for secondary education. The 1918 Education Act raised school leaving age to 14. When Gerald went to school the common medium for learning in class was still to write on slates with soap-stone pencils because pens and paper were too expensive until after the second world war. The Indigo Jones Slateworks of North Wales was a main provider of slates to Education Authorities nationwide until the 1940s and 1950s (Jones, 2026). By contrast, Gerald is now a doctoral researcher in the age of Generative AI ‘Artificial Intelligence’, driverless cars, and private commercial space rockets.

Gerald was already at school when the Butler Act of 1944 came into force which introduced the tripartite system of Grammar, Technical and Secondary Modern schools. Gerald attended a ‘Secondary Modern’ school via the 11+ examination, which he did in 1946. Gerald later embarked upon his teacher training in 1956-58, long before the standardised Comprehensive School system was established nationally in 1965 (DES Circular, 1965). Gerald Duffett was still a teacher and Head of Biology helping his school to bring in the New National Curriculum initiated by the 1988 Education Reform Act. Part of that Reform Act was to remove the 11+ examination (DES, 1988).

When Gerald started teaching in 1956, all the qualifications that were required to become a school teacher were a formal school leaving certificate listing competencies in

a range of subjects, and a (2-year) 'Cert Ed' or Certificate of Education. Many practicing teachers in the UK education system survived on just these two qualifications until the mid-2000s by which time school teaching had become wholly a degree profession. However, Gerald's traverse of educational qualifications; his O levels, A Levels, Undergraduate degree and then a Postgraduate Research Degree (MPhil), and many other Professional qualifications, are all as extra-curricular development, studied for part-time in addition and on top of his professional teaching role and departmental duties.

Gerald retired from teaching in 1986, age 51, shortly after completing a curriculum leadership course at the Cambridge Institute of Education, entitled: *Theory into Practice in the Secondary School Curriculum*. Science was the first subject to be introduced nationally (DES, 1989), which is the same year that Clive Palmer applied to start his Initial Teacher Training as a Science teacher, at I.M. Marsh College, then part of Liverpool Polytechnic (later Liverpool John Moores University). 1990 marked the first cohort on the B.Ed. (Hons) Outdoor Education and Science with QTS (Qualified Teacher Status), designed specifically to teach 'Sciences' on the New National Curriculum. Essentially, Gerald lived, worked and learned through the turbulent educational landscape between the Educational Reform acts of 'Rab' Butler in 1944 and Kenneth Baker in 1988.

Dr Clive Palmer: As I supervise Gerald in his doctoral research now in 2026, coincidentally, I am also at the end of my professional teaching career which has been spent mainly in Higher Education. A key point being that Gerald's research and publication activity on Creationism and his Linkological Theory, really only gained momentum after he retired from school teaching, when loved ones around him thought he might have a rest. ("Possible portents!" to quote GHD). The late 1980s and 1990s mark the start of the 'Creationist Catalogue' that is Project 2 in Gerald's PhD by Portfolio – his second retrospective element of research. Gerald's School Leaving Certificate from his first Secondary Modern School, Hylands, 1946-1949, reported wrongly as things have turned out, that "*His efforts and standard of work is inconsistent, and he is lacking in powers of concentration*". However, in Project 1 (and 2) he reveals a totally consistent attitude and dedicated approach to learning as student, teacher and researcher. Gerald's contribution to learning is honing a deep curiosity, seemingly boundless imagination and scientific zeal help us to look and connect things, to see the world differently.

4.2. Reflective timeline: Table – ‘from birth to PhD’

Significant world events (left) occurring in parallel with Gerald Duffett’s learning-through-life events (right) Education, Qualifications and Publications (1935-2026)

Dates: 5 year epoch	Reference points: Significant Social and Scientific Events National and Global	Gerald Duffett Learning Through Life Learning Events
1935	Gerald Haddon Duffett Born Sunday 19th May 1935	
1935-1940	Elvis Presley Born 8.1.1935 Spanish Civil War 1936-39 Many schools across the UK still using slates to write on in class 1930s-1940s. Nylon invented (1935) Radar invented (1935–1938) Frank Whittle invents the jet engine (1937) Xerography photocopying invented (1937) Edmund Husserl, philosopher and founder of phenomenology died (1938) Ball point pens invented by the Hungarian, László Bíró (1938) Teflon accidentally discovered (1938) Second World War starts 1939	GHD 0-5 years <i>1953: Born in Mountain Ash, South Wales.</i> <i>1935-1939: Early recollections of living in Llanidloes, Mid Wales.</i> <i>1939: GHD family moves to Essex, Romford area in London’s North East are of the capital city.</i> <i>(In 1965 the area of Romford, Upminster and Hornchurch fell between country lines which were reconfigured, moving from Essex to become the Greater London Borough of Havering).</i>
1940-1945	Winston Churchill served as Prime Minister [first time] 1940 to 1945. Blitz in London 1940-41 Superglue invented 1942 Miles Martin releases UK’s first ball point pen (1944) Nuclear Bomb (1945) Adolf Hitler committed suicide (1945) End Second World War 1945	GHD 5-10 years <i>I was ‘bombed out’ and evacuated to South Wales during the second world war in 1941.</i> <i>1941-1942: Duffryn Primary School (Mountain Ash, South Wales)</i> <i>1943-1944: Darrenlas Primary School (Mountain Ash, South Wales)</i>

		<p><i>My parents decided it was safe to return to London when the V2 launching pads were overrun by the Red Army.</i></p> <p><i>Family moved back to Essex in 1944, I attended Salisbury Road Primary School (Gidea Park, Havering, Essex)</i></p>
1945-1950	<p>First Animals in Space. The U.S. launched fruit flies aboard a V-2 rocket, marking the first time animals were sent into space and successfully returned (1947)</p> <p>The first computer ACE by Turing (1946)</p> <p>First Tupperware food storage (1946)</p> <p>The first microwave oven (1946–1947)</p> <p>The frisbee invented (1948)</p> <p>Velcro invented (1948)</p> <p>David Lloyd George dies at 82 years in Llanystumdwy, North Wales (1945)</p>	<p>GHD 10-15 years</p> <p><i>Secondary Modern Schools: 1946-1951</i></p> <p><i>1. Hylands County Secondary School for Boys (Romford, Essex). From: 9th September 1946 to 22nd July 1949 (GHD: 11-14 years old)</i></p> <p><i>2. Dury Falls County Secondary School (Hornchurch, Essex). From: 12th September 1949 to 27th July 1951 (GHD 14-16 years old)</i></p>
1950-1955	<p>Winston Churchill served as Prime Minister [second time] 1951 to 1955.</p> <p>Festival of Britain, London (1951)</p> <p>Polio Vaccine developed (1952–1954)</p> <p>DNA structure discovered (1953)</p> <p>Queen Elisabeth Coronation (1953)</p> <p>Everest climbed (1953)</p> <p>First Oral Contraceptives (1954)</p> <p>First nuclear powerplant (1954)</p> <p>Tetracycline antibiotics (1955)</p> <p>First McDonald's (1955)</p>	<p>GHD 15-20 years</p> <p><i>1951 GHD School leaver's certificate (Dury Falls): Royal Society for the Encouragement of Arts, Manufactures and Commerce, achieved with credit</i></p> <ul style="list-style-type: none"> ➤ <i>English</i> ➤ <i>Maths</i> ➤ <i>Science.</i> <p><i>Dagenham Technical College (Barking, Essex). From: 5th September 1951 to 25th July 1953 (GHD 16-18 years old)</i></p> <p><i>Summer 1951: General Certificate in Education O Levels in:</i></p> <ul style="list-style-type: none"> ➤ <i>Chemistry [Ordinary]</i> ➤ <i>Biology [Ordinary]</i> <p><i>Summer 1953: General Certificate in Education O and A Levels: [University of London Board]</i></p> <ul style="list-style-type: none"> ➤ <i>Botany [Ordinary]</i> ➤ <i>Zoology [Advanced]</i> <p><i>1953-55 National Service. Royal Army Medical Corps, posted to Gibraltar</i></p> <p><i>Autumn 1955: General Certificate in Education: 'O level'</i></p> <ul style="list-style-type: none"> ➤ <i>Religious Knowledge [Ordinary]</i>

<p>1955-1960</p>	<p>Hovercraft invented (1955/1956)</p> <p>The New Scientist magazine was first published (1956).</p> <p>First Hard Disk Drive IBM (1956)</p> <p>Suez crisis (1956)</p> <p>Sputnik 1 (1957)</p> <p>First Integrated Circuit (Texas Instruments) (1958)</p> <p>The Hula Hoop [toy] invented (1958)</p> <p>First Implantable Pacemaker (1958/1959)</p> <p>Three-Point Seat Belt invented (1959)</p> <p>Barbie Doll created (1959)</p>	<p>GHD 20-25 years</p> <p><i>1956-58 Initial Teacher Training (secondary) Newland Park College</i></p> <p><i>1958 became a qualified teacher in:</i></p> <ul style="list-style-type: none"> ➤ <i>English</i> ➤ <i>Mathematics</i> ➤ <i>Physical Education</i> ➤ <i>Health Education</i> <p><i>Specialising in:</i></p> <ul style="list-style-type: none"> ➤ <i>General science and</i> ➤ <i>History (advanced standard)</i> <p><i>School Teaching:</i></p> <p><i>1956: Supply Teaching in Bletchley County Secondary School (Bucks)</i></p> <p><i>1958-1960: New Bradwell County Secondary School (North Buckinghamshire)</i></p> <p><i>Married in 1960 20th August to Phyllis.</i></p>
<p>1960-1965</p>	<p>Etch A Sketch (1960)</p> <p>Kodak Carousel Slide Projector (1961)</p> <p>First Industrial Robots (1961)</p> <p>Cuban Missile Crisis 1962</p> <p>John F Kennedy assassinated in Dallas, USA (1963)</p> <p>Flying Scotsman locomotive (No. 4472/60103) in service (1923 -1963).</p> <p>Jean Paul Satre awarded the 1964 Nobel Prize in Literature.</p> <p>DES 1965 Comprehensive school system introduced</p> <p>The death penalty for murder was abolished in Great Britain 1965.</p>	<p>GHD 25-30 years</p> <p><i>Our son Michael died in 1963 – lived 18 months.</i></p> <p><i>1960-1964: Buckingham County Secondary School (North Buckinghamshire) science biology RE</i></p> <p><i>Summer 1963: General Certificate of Education Advanced ‘A Level’</i> <i>Exam Board: University of Oxford.</i></p> <ul style="list-style-type: none"> ➤ <i>Botany</i> <p><i>Summer 1964: General Certificate of Education Advanced ‘A Level’</i> <i>Exam Board: University of Oxford.</i></p> <ul style="list-style-type: none"> ➤ <i>Geology</i> <p>The Guinness Awards for Science Teachers (1964)</p> <p><i>Duffett, G.H. (1964) ‘Organising Pupils for Participation in Topics of Research’. Entry submitted to The Guinness Awards for Science Teachers, administered by The Science Teacher [journal], London. (With supporting document: Project Work for Group Work on Twigs and Outgrowths. Buckingham County Secondary School, Branch of the British Naturalists Association).</i></p>

<p>1965-1970</p>	<p>Kevlar invented (1965)</p> <p>Optical Fibres developed (1966)</p> <p>Clive Palmer born, monozygotic twins, Canvey Island Essex (1966)</p> <p>First public AI system ELIZA, a chatbot developed from 1964 to 1966.</p> <p>First human-to-human heart transplant (1967)</p> <p>Arab–Israeli war 6 Day War (1967)</p> <p>Steam trains phased out on British Railways (1968).</p> <p>Elvis Presley ‘Come Back’ (1968)</p> <p>Computer Mouse invented (1968)</p> <p>Moon landings: Apollo 11 and Neil Armstrong et al. (1969)</p> <p>First Artificial Heart implanted (1969)</p>	<p>GHD 30-35 years</p> <p><i>1965-1970: Teaching In Luton Schools (Bedfordshire)</i></p> <p><i>1965-1968 – Undergraduate Degree at London University B.Sc. in Botany and Zoology.</i></p> <p>Published Research Article:</p> <p>Duffett, G.H. (1969) Some new inter-relationships of Hymenoptera overwintering within the Galls of <i>Andricus Kollari</i> (Hartig). <i>The Royal Society Entomologists Magazine</i>, Apr/May/June, pp:101-112.</p>
<p>1970-1975</p>	<p>Bertrand Russell died 1970 (age 97), in Penrhyndeudraeth, North Wales.</p> <p>Charles de Gaulle dies (1970): Former President of France and military leader.</p> <p>Sir William McAlpine rescued the Flying Scotsman in February (1973)</p> <p>First Email (1971)</p> <p>Anti-lock Braking System (ABS) (1971)</p> <p>First Mobile Phone (1973)</p> <p>Gene Splicing created (1973)</p> <p>Post-It Notes invented (1974)</p> <p>Liposuction invented (1974)</p> <p>Rubik’s Cube invented (1974)</p> <p>Microsoft Founded: Bill Gates (1975)</p>	<p>GHD 35-40 years</p> <p><i>Teaching At Soham Grammar School for Boys (Cambridgeshire) 1970-1975</i></p> <p><i>Head of Biology</i></p> <p><i>1970-1972 MPhil at London University:</i></p> <p>M.Phil Research [Thesis]:</p> <p>Duffett, G.H. (1972) <i>Some causes of mortality amongst the agamic form of Andricus Kollari (Hartig) (Hymenoptera: Cynipidae) within its Galls on Quercus Robur L.</i> Master of Philosophy Thesis (supervised by Prof. Richards), University of London, UK.</p> <p>Published Research Article:</p> <p>Duffett, G.H. (1973) <i>Andricus Kollari at home - Ely Natural History Series</i> [Illustrated by Tamaris Askem]. Produced and published by Ely Resource and Technology Centre, Back Hill, Ely, Cambridge Education Committee. Cambridgeshire, UK.</p>
<p>1975-1980</p>	<p>End of the Vietnam War (1975)</p> <p>VHS vs. Betamax video (1975-1976)</p> <p>First Microcomputer / Personal Computer released (1975)</p>	<p>GHD 40-45 years</p> <p><i>1975-1986: Teaching Biology and RE at the City Of Ely College (Cambridgeshire)</i></p>

	<p>Apple Computer Founded: Steve Jobs (1976)</p> <p>Death of Mao Zedong (1893 -1976)</p> <p>Viking 1 Lands on Mars (1976)</p> <p>22-country African boycott of Montreal Olympics (1976)</p> <p>MRI Machine invented (1977)</p> <p>Elvis Presley dies (1977)</p> <p>Clive Palmer starts Secondary School on Canvey Island (1978)</p> <p>Birth of the first IVF baby (1978)</p> <p>Margaret Thatcher becomes UK Prime Minister (1979)</p> <p>Sony Walkman released (1979)</p> <p>The first Star Wars film (1977)</p> <p>Hepatitis-B Vaccine created (1980)</p>	<p>Published Teaching Resources:</p> <p>Duffett, G. (1977) <i>A D S A L Units for Advanced Level Biology</i>. The Teaching and Resource Centre, Fordham, Cambs. ISBN 987-090446-340-8.</p>
<p>1980-1985</p>	<p>Smallpox Eradicated: WHO (1980)</p> <p>Iran-Iraq War (1980)</p> <p>The first space shuttle mission, Columbia (1981)</p> <p>Royal Wedding: Prince Charles marries Lady Diana Spencer (1981)</p> <p>Falklands War UK v Argentina (1982)</p> <p>Lebanon War: Israeli forces invade Lebanon (1982)</p> <p>Permanent Artificial Heart implanted (1982)</p> <p>Clive Palmer leaves secondary school on Canvey Island (1983)</p> <p>DNA Fingerprinting discovered (1984)</p> <p>UK Miners' Strike (1984)</p> <p>Assassination of Indira Gandhi (1984)</p> <p>Nicotine Patch invented (1985)</p> <p>Live Aid pop concert (1985)</p>	<p>GHD 45-50 years</p> <p>1975- 1986: <i>Teaching: Head of Biology, City of Ely College (Cambridgeshire).</i></p> <p>(1980/81) <i>Continuing Professional Development, CPD:</i></p> <p><i>Teaching Qualification:</i></p> <p>'Certificate of Further professional Study' Theory into Practice in the secondary School Curriculum</p> <p><i>From the Cambridge Institute of Education.</i></p> <p>Book Publication:</p> <p>1983 <i>Published a monograph on Archeopteryx 1983.</i></p> <p>Duffett, G.H. (1983) <i>Archeopteryx Lithographica: Reconsidered.</i> Published by The Biblical Creation Society, Glasgow. ISSN: 0263 9734. ISBN: 0-946362-01.</p> <p>1984 <i>GHD gives a public guided talk at the Natural History Museum</i></p> <p>Conference:</p> <p>1984 <i>Olduvai Gorge European Creationist Congress, Belgium.</i></p> <p>*These latest academic publications mark the start of the Creationist Catalogue in Project 2.</p>

<p>1985-1990</p>	<p>Clive Palmer joins the RAF (1985)</p> <p>DNA Fingerprinting Developed (1985)</p> <p>Ozone Hole Discovery (1985)</p> <p>Chernobyl nuclear Disaster (1986)</p> <p>Corporal punishment abolished (1987)</p> <p>Perestroika / Glasnost end of the Soviet Union: Mikhail Gorbachev 1988.</p> <p>Fall of the Berlin Wall (1989)</p> <p>Education Reform Act brings in New National Curriculum (1988)</p> <p>World Wide Web created (1989–1990)</p> <p>Hubble Space Telescope launched (1990)</p>	<p>GHD 50-55 years</p> <p><i>Retired from teaching in secondary schools in 1986</i></p> <p><i>(1985-1987) Royal Institute of Biology Examination in:</i> Environmental Biology</p> <p><i>This last examination undertaken as Continuing Professional Development, CPD to support Science Education in school under the (incoming) New National Curriculum for Science.</i></p> <p><i>The Creationist Catalogue of research is developing at this time (Project 2).</i></p>
<p>1990-1995</p>	<p>Clive Palmer leaves the RAF (1990)</p> <p>Human Genome Project was officially launched in October (1990)</p> <p>Saddam Hussein invaded Kuwait, initiating the Gulf War (1990)</p> <p>1993: First Woman Wins Turner Prize: Rachel Whiteread became the first woman to win the prestigious British contemporary art award.</p> <p>First Genetically Modified Food Sold - The <i>Flavr Savr</i> tomato (1994)</p> <p>Clive Palmer graduates a teacher (1994)</p> <p>World Wide Web Goes Public (1995)</p>	<p>GHD 55-60 years</p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p> <p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby</i> • <i>Saundersfoot congregational church Tenby</i> <p><i>1994: Chiropody qualifications to practice in the Tenby area community.</i></p> <p style="text-align: center;"><i>In: Clinical Medical Emergency Procedures</i></p> <p><i>SAME Institute: Surgical Mechanical Advice and Education Institute / The British Chiropody Association</i></p>
<p>1995-2000</p>	<p>Clive Palmer: MA degree in PE (1995)</p> <p>Dolly the sheep was cloned (1996)</p> <p>The term "Anthropocene" was coined in 2000 by Nobel laureate Paul Crutzen and Eugene Stoermer. They proposed it as a new geological epoch to describe the current period, characterized by significant human impact on the Earth's geology and ecosystems</p> <p>Millenium bug passes without incident (2000)</p>	<p>GHD 60-65 years</p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p> <p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby</i> • <i>Saundersfoot congregational church Tenby</i>

<p>2000-2005</p>	<p>The Human Genome Project mapped: (2001-2003).</p> <p>Harry Potter film, J.K. Rowling (2001)</p> <p>September 11 Terrorist attack US (2001)</p> <p>The Euro cash enters circulation (2002)</p> <p>Clive Palmer: PhD in Gymnastics (2003)</p> <p>The US-led invasion of Iraq (2003)</p> <p>Space shuttle Columbia disaster (2003)</p> <p>Indian Ocean tsunami kills over 230,000 people (2004)</p> <p>Mark Zuckerberg launches Facebook (2004)</p> <p>Hurricane Katrina devastates New Orleans (2005)</p>	<p>GHD 65-70 years</p> <p><i>2001: Renewal Chiropody qualifications to practice in the Tenby area community.</i></p> <p>In: Clinical Medical Emergency Procedures</p> <p><i>SAME Institute: Surgical Mechanical Advice and Education Institute / The British Chiropody Association</i></p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p> <p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby</i> • <i>Saundersfoot congregational church Tenby</i> <p><i>Retired from offering chiropody to the local community in 2005.</i></p>
<p>2005-2010</p>	<p>2005: 1918 Flu Recreated. Researchers in the US successfully resurrected the 1918 Spanish flu strain, identifying it as an adapted bird flu.</p> <p>2006: Pluto Reclassified: The International Astronomical Union (IAU) redefined "planet," reclassifying Pluto as a dwarf planet.</p> <p>2006: Stem Cell Controversy and Breakthroughs: British scientists created the first human-rabbit hybrid embryo and gained the ability to clone human embryos.</p> <p>2008: Large Hadron Collider (LHC): The world's largest particle accelerator began operations at CERN, aiming to study the Higgs boson.</p> <p>2010: First Synthetic Life Form: The J. Craig Venter Institute created the first self-replicating, synthetic bacterial cell, dubbed "Synthia".</p>	<p>GHD 70-75 years</p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p> <p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby</i> • <i>Saundersfoot congregational church Tenby</i>
<p>2010-2015</p>	<p>2010: Neandertal genome sequenced, revealing that early modern humans interbred with them.</p> <p>2014: India Reaches Mars: The Mars Orbiter Mission arrived at the red planet,</p>	<p>GHD 75-80 years</p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p>

	<p>making India the first country to succeed on its first try.</p> <p>2015: Reusable Rocket Landing: SpaceX successfully landed the first stage of its Falcon 9 rocket, marking a massive shift toward cheaper space travel.</p>	<p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby.</i> • <i>Saundersfoot congregational church Tenby</i>
<p>2015-2025</p>	<p>The Flying Scotsman was last extensively restored and returned to steam, York Museum, in 2016.</p> <p>AI Art and the "Portrait of Edmond de Belamy" (2018): Christie's became the first auction house to sell a piece of AI-generated art (an image created by a generative adversarial network, or GAN) for \$432,500, igniting debates about authorship in art.</p> <p>First Image of a Black Hole (2019): The Event Horizon Telescope captured the shadow of a supermassive black hole in galaxy M87.</p>	<p>GHD 80-85 years</p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p> <p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby</i> • <i>Saundersfoot congregational church Tenby</i>
<p>2020-2025</p>	<p>COVID-19 Pandemic and vaccine breakthrough (2020-2021).</p> <p>ChatGPT was released by OpenAI (2022)</p> <p>Climate Change 2024 was recorded as the world's hottest year, crossing the 1.5°C threshold.</p> <p>Human-Animal Organ Transplants (2025): In 2025, surgeons performed multiple gene-edited pig kidney and liver transplants, with one patient surviving over 270 days without dialysis.</p> <p>Clive Palmer creates PhD by Portfolio (2021). A new doctoral pathway for learning at the University of Lancashire.</p>	<p>GHD 85-90 years</p> <p><i>Tenby: publishing the creationist catalogue and developing Linkographic theory (Project 2).</i></p> <p><i>Local preacher in various churches in the Tenby area Pembrokeshire.</i></p> <ul style="list-style-type: none"> • <i>Penuel Baptist Church, Tenby</i> • <i>Saundersfoot congregational church Tenby</i> <p>Published Research Article:</p> <p>Duffett, G.H. and Palmer, C. (2025) The origin of death: A linkological theory of creation told through the lenses of natural sciences and biblical accounts, a critical synthesis. <i>Journal of Qualitative Research in Sports Studies</i>, 19, 1, 239-258.</p>
<p>2025</p>	<p>Doctoral programme: Gerald Duffett starts PhD by Portfolio in 2025 at the University of Lancashire (Awarded 29th April 2026, age 90 years)</p> <p style="text-align: center;">Dr Gerald Haddon Duffett [PhD thesis]</p> <p style="text-align: center;"><i>The Origin of Death: A linkological theory of creation told through the lenses of natural sciences and biblical accounts – A critical synthesis.</i></p>	

4.3. Reflective timeline (discussion) ‘Learning in life — a life of learning’

My immediate task is to consider how best to encourage younger minds to become more curious about certain everyday experiences in this present life. Sometimes, it is only by looking back that we better appreciate what is most valuable to look forward to in the path ahead. In this part of the essay, my project aim is to include techniques that I have found work to help people realise when incidents that seem unrelated are actually interconnected. This reflective element of my Doctoral enterprise (Project 1), for the sake of structure and prompts, has been plotted around significant events for mankind and myself, noting various scientific discoveries or ‘moments’ that have occurred and correspond with my learning through life.

In my experience of this present life there are several things that I would like to share. What is the best way for trying to measure the true value of any human being for anyone seeking to improve self-confidence? Who can actually explain the mystery of existence? Other considerations include the following categories of everyday phenomena that enrich and excite because they are as miraculous as they are inexplicable. The range covers asking questions about anything until answers satisfy the original urge to know. But of supreme importance is to attain an understanding that to Whom we belong outweighs any value of personal material belongings. In the same way that rays of light pass through clear glass, so when human beings pass away, any relationships remain intact even after death. For example, when my son died in 1964, his death could not alter that father-son relationship even though along with other things, he left his teddy bear behind. That means that by comparison, in any evaluation of priorities, whoever owns us takes precedence over our possessions. In other words, not even physical death is strong enough to break a personal relationship.

4.3.1. Some detectable forms of divine guidance

The practice of trying to read patterns in tea leaves, left inside the bottom of a cup in so-called ‘cup divination’, has become somewhat displaced by the widespread use of tea bags. But anyone reading *Genesis 44:5* may surmise that Joseph used a similar ploy while gazing at wine stains and dregs inside the bottom of his favourite silver cup.

Sometimes when adults have gazed at a sooty flap about a half inch long, they would announce with confidence that there would be a parcel coming tomorrow. But never on Saturdays. The reason why no-one predicted if tomorrow was a Sunday, was because no official deliveries were made on the Day of Rest. Of course, it is conceivable that if the postman could get no reply, then the parcel may have been accepted by a neighbour and could have been delivered by that recipient to reach the intended addressee one day later.

Another attempt to pry into the future is by reading the palms of human hands and looking for the length of the lifeline and other features. That approach is sometimes called palmistry or chiromancy. But the psalmist King David was living in the Iron Age when he wrote these words in *Psalms 31:15* 'My times are in Your hands ...' So anyone contacting a palm reader is showing them the wrong hands because our times are in God's hands — not ours.

In the film entitled '*The Sound of Music*' (1965), based on the musical production of the composer Richard Rodgers and the lyricist Oscar Hammerstein II, the actress Julie Andrews introduced a song as follows:

*'Let's start at the very beginning.
A very good place to start.
When you read you begin with A, B, C.
When you sing you begin
With do-re-me.'*

It is good to start at the very beginning. So that is where I will begin.

4.4. A possible antenatal portent

I entered this world of time and space at 6.30 a.m. on Sunday, 19th May, 1935. Many years later, a relative told me that three days before my birth, the liquid filled cushion around my 6 lb. body broke and, therefore, my mother suffered dry labour. But I am only recently starting to wonder if there might be a hitherto unrecognized sign, like a portent hiding in the aforementioned prelude, that led up to my being born. One strong enough to link my birth experience with an aspect of this excursion into the Origin of Death.

In the same way that cosmogonists assume that the universe started as a so-called 'point of singularity', when all mass existed in a volume no bigger than a pinhead, so immense amounts of data can exist within tiny computer chips and in infinitesimal molecules of nucleic acids such as DNA and various types of RNA.

Within the account of my nativity there are two parameters. One is a time span of three days. The other is a sequential trend from being very wet, which I call aquaticity (that is a word not yet in any dictionary) to being very dry, which is termed aridity, bordering on xeroticity (another new word not yet in the dictionary). That cameo would seem to have a corresponding parallel within the first three days of the six days time span for the Original Creation as recorded in the *Book of Genesis*.

Ancient accounts of how and when things began usually mention water because it is normal for birth to be accompanied by amniotic fluid called 'water'. According to the *Holy Bible*, on the third day of the Original Creation, the seafloor rocks rose to become the new land before any created life inhabited that dry ground. Thus, there was absolutely no possibility for there to be any fossil existing anywhere in the rocks on Earth.

What occurred at my birth may also find resonance with being a microcosm of what happened to the Israelites in the *Book of Exodus*. The LORD commissioned Moses to lead the Israelites out of four hundred years of slavery in ancient Egypt because He regarded them as His son, so He sent a series of plagues, the last of which resulted in the death of the firstborn as predicted in *Exodus 4:22-23* as follows:

'Then say to Pharaoh, 'This is what the LORD says: Israel is my firstborn son, and I told you, 'Let my son go, so that he may worship me. But you refused to let him go; so I will kill your firstborn son.'

But when Moses led his people on a trek to the Promised Land, a very tricky situation developed *en route*. Pharaoh's army pursued them from behind and the Red Sea was a barrier in front. That dilemma may have given rise to the saying of 'being caught between the devil and the deep'. The description given in *Exodus chapter 14, verses 19-20*, is reminiscent of strategic moves made during a game of chess by one player, when seeking to keep his pieces out of danger from his opponent's series of moves, and reads as follows:

'Then the angel of God, who had been travelling in front of Israel's army, withdrew and went behind them. The pillar of cloud also moved from in front and stood behind them, coming between the armies of Egypt and Israel. Throughout the night the cloud brought darkness to the one side and light to the other; so neither went near the other all night long.'

Inside a very large amusement park, named Heide Park, south of Hamburg in Germany, my wife and I travelled on an inflated tyre, as large as on any tractor, between walls of water piled up on both sides of the trackway that our rotating craft was following. That was in 2007 and is the closest that I have been in a situation outlined in *Exodus 14:21-23* and in verses 28-29, which read as follows:

'Then Moses stretched out his hand over the sea, and all that night the LORD drove the sea back with a strong east wind and turned it into dry land. The waters were divided, and the Israelites went through the sea on dry ground, with a wall of water on their right and on their left. The Egyptians pursued them, and all Pharaoh's horses and chariots and horsemen followed them into the sea. The water flowed back and covered the chariots and horsemen – the entire army of Pharaoh that had followed the Israelites into the sea. Not one of them survived. But the Israelites went through the sea on dry ground, with a wall of water on their right and on their left.'

Incidentally, there is a rod from ancient Egypt on display in *Birmingham Museum* that some experts think belonged to Tuthmosis, a royal relative living during the time that Moses was adopted by Pharaoh's daughter. Before leaving the topic of Moses, it is interesting to comment upon the etymology of his name. Words and especially names can encapsulate a wealth of meaning to reveal history. Originally, an Egyptian princess gave him that name, because she found him in a tarry basket, serving as a waterproof cradle floating hidden among the reeds, near where she bathed by the edge the River Nile.

Names of people and places can be a rich source of unexpected results. Some discoveries can be made by applying local ones to others further afield. That is like going from the known to the unknown. For example, in Tenby there is a road named Warren Street, which lies outside the town wall and extends from the crossroad passing the Police Station on its way to the Railway Station. I think such a name prompts me to believe it is

referring to land that used to be a field having rabbits' burrows. Similarly, one of the underground stations bears the same name to remind people that all built-up areas of London were originally green fields inhabited by rabbits.

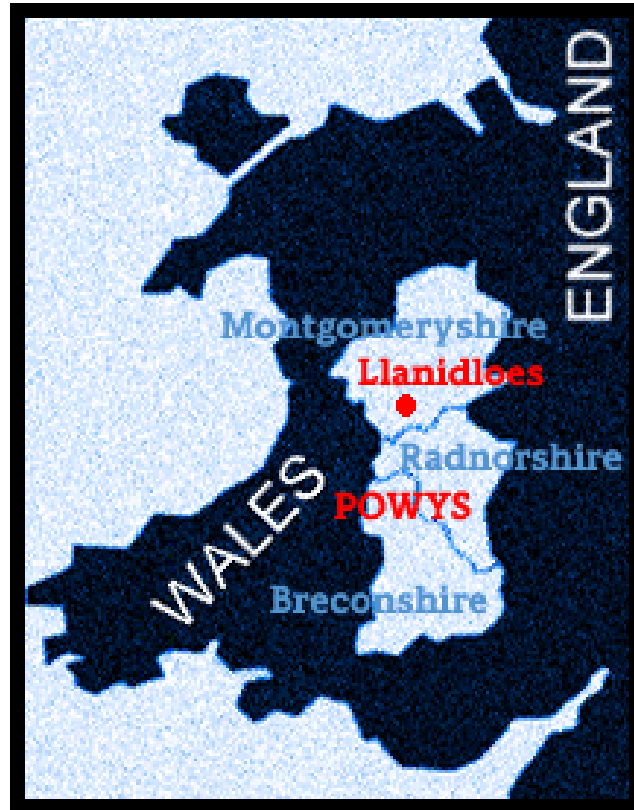
Certainly, my own names remind me of information that is known to me, but not obvious to other people, except to close family members. The reason why my first name is Gerald was because my mother wanted a girl, which she wished to name Geraldine. As a toddler, photographs showed off my long blonde curly hair and I was dressed in a frock. My middle name is Haddon, owing to my father hoping that I would eventually become an ordained Minister to lead a Christian fellowship. That matched the middle name of a Baptist Minister who was so well known in Victorian England that he addressed people in the *Great Exhibition of 1851* housed in *Crystal Palace*, when it was originally situated in Hyde Park, London. When Charles Haddon Spurgeon died, the flag on the roof of *Buckingham Palace* was lowered to half-mast and across London all the public houses were shut on the day of his funeral. My surname Duffett is Flemish and means 'dove's head'. So somewhere in the family tree of my paternal grandfather there is probably a Huguenot, who because of religious persecution, crossed from France to England.

4.4.1. Early recollections of living in Llanidloes, Mid Wales (1935-1939)

Llanidloes is where the first of my three younger brothers was born. I cannot explain how he, being younger than me, can remember what happened in his birthplace about incidents that I cannot recollect. I know that our father was the pastor of three Baptist fellowships in that locality. My only memory is that of my parents when they probably intended to shop at Aberystwyth. They were walking towards *Llanidloes Railway Station* and my younger brother was sitting up in his pushchair. In the distance, the steam train arrived at the station. Before we got to the platform, the whistle blew and it set off without us. But someone on that train saw us left on the platform and somehow communicated with the driver, who then stopped before reversing the train back into the station. Clearly, although there is a saying that 'time and tide wait for no man', in those days that missed train used its brakes and reverse gear to pick up late passengers.

(By the way, when my older daughter was studying our family tree, she discovered that one of our ancestors had lived in Llanidloes and was arrested before serving a prison

sentence for being a Chartist. He was a sort of male suffragette who wanted to extend the right to vote to include a wider franchise).



Map to show the position of Llanidloes, in mid-Wales within the County of Powys, in the South Wales region of the UK (Powys Digital History Project, 2026).

4.4.2. Early preschool memories of living in London (1939-1941)

After my father was invited to be the pastor of *John Street Baptist Church*, my parents moved to London in date 1938, just before the Second World War. We lived in the second and third storeys of a three-storey accommodation. That meant we had no garden. But the lady living downstairs allowed my parents' offspring to explore the grounds. My mother always checked the single pocket of our outer garments and often had to remove creepy-crawlies that we treasured enough to bring indoors. Like all children we were delighted to let ladybird beetles climb up each digit before crawling down only to repeat the same manoeuvre on each of the other digits. At that time, I had no clue why they were programmed to follow their instinct. But when much older and studying entomology, I learned that that was how they found greenflies feeding between the scale leaves of apical buds. Yet at that young age we were more fascinated to see ladybirds open their wing cases to fly away.

Our home was in sight of *Mount Pleasant Postal Depot* and close to *King's Cross Railway Station*. One day, my parents encountered a male intruder in our house. When questioned how he had obtained entry, he explained that he was with a married woman living next-door. But when her husband unexpectedly arrived home, he escaped by climbing through that property's loft door into the attic and walked across until he came down from the loft door of our attic.

Before my brother and I moved back to Wales in 1941 as evacuees to live in the house (indeed, the actual room) where I was born in Mountain Ash, I can remember four other incidents when living in pre-war London.

The first was a weekly event. My brother and I wore swimming trunks and very dark sunglasses, so that our eyesight would not suffer, while we were subjected to ultraviolet light in a civic hall in Finchley filled with many similarly clad young people. The motive was to prevent children from developing the disease of rickets in their bones. At that time, it was a means of supplementing vitamin D in cod liver oil. No one at that time connected ultraviolet rays with skin cancers such as melanomas.

The second was when my mother put me on to the platform of a trolley bus, but before she could come on board, it drove away leaving her on the pavement. Suddenly I felt alone and detached from those I knew. But I had the sense to get off that vehicle at the next bus stop, because I reasoned my mother would catch the next bus on that route. It was not long before we were reunited, which was a great relief to anyone aged only three or four years old.

The third was that my father had trained me to memorise a Bible verse from *Matthew's Gospel* chapter 6 and verse 33, which reads as follows: '*But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.*' [*King James Version*]. My father promised that when I knew that verse word perfect, then I could run up the aisle and climb the pulpit steps and he would lift me up to recite it to the congregation. So during one Sunday evening service, I broke free from sitting next to Miss Elsie Ashton, who was caring for me, (so that if any members of the congregation needing to be helped by either of my parents could have both maximum attention and privacy) and I rushed towards my father, who was in the pulpit and I spoke loud enough for people in the balcony to hear that text being quoted.

The fourth event was when I stood on the kerbside of a pavement to watch a procession on the streets of London. I honestly do not know if it involved royalty travelling to Westminster Abbey for a coronation service or a Lord Mayor of London's parade. But I was given a blue walking stick in one hand and something like a stick having long paper tassels to wave in the other hand. When the procession ended, along came a tramcar and the conductor snatched at the stick that I was waving and two or three paper strips became detached. Because of my infancy, I felt annoyed and resentful, but that adult probably only meant to tease me when grabbing my attention in the crowd.

4.5. Subtle gender prompts during childhood (Education 0-18 years)

Owing to the start of the Second World War, our parents arranged with the family into which my mother had been adopted, that we could stay as wartime evacuees inside our grandparents' house in Mountain Ash, the house where I had been born in the front bedroom. Unlike most children who were evacuated from England to Wales, my brother and I felt at home because we were with people that we regarded as relatives. Also back in London, our parents knew that they had complied with the recommendation of the coalition government to prevent children from becoming wartime casualties during enemy air raids.

I drew comfort from three things inside that cozy living room. One was the relay wireless, which was rented because the mountains were too close to prevent atmospherics unless it was connected to a mountain-top communal aerial. War time music was definitely cheerfully uplifting. Another was the very placid tabby cat that often perched on an upholstered narrow arm of a chair. How it managed not to fall off, I cannot fathom, because it reminded me of a broad-gauge rolling stock parked on a narrow-gauge rail track, equidistant from the pantry and also from the coal fire, where a kettle was heated and hot meals were cooked in two ovens on each side. But my attention was drawn to a barometer. It was attached to a wall close to where there was a door which customarily, most people normally used to either enter or leave the house.

Generally, that barometer was an interesting focal point to fascinate young minds. When it showed that air pressure was low and rain was likely to fall, a small image of a man emerged from a tiny doorway. But when air pressure became high and it was sunny,

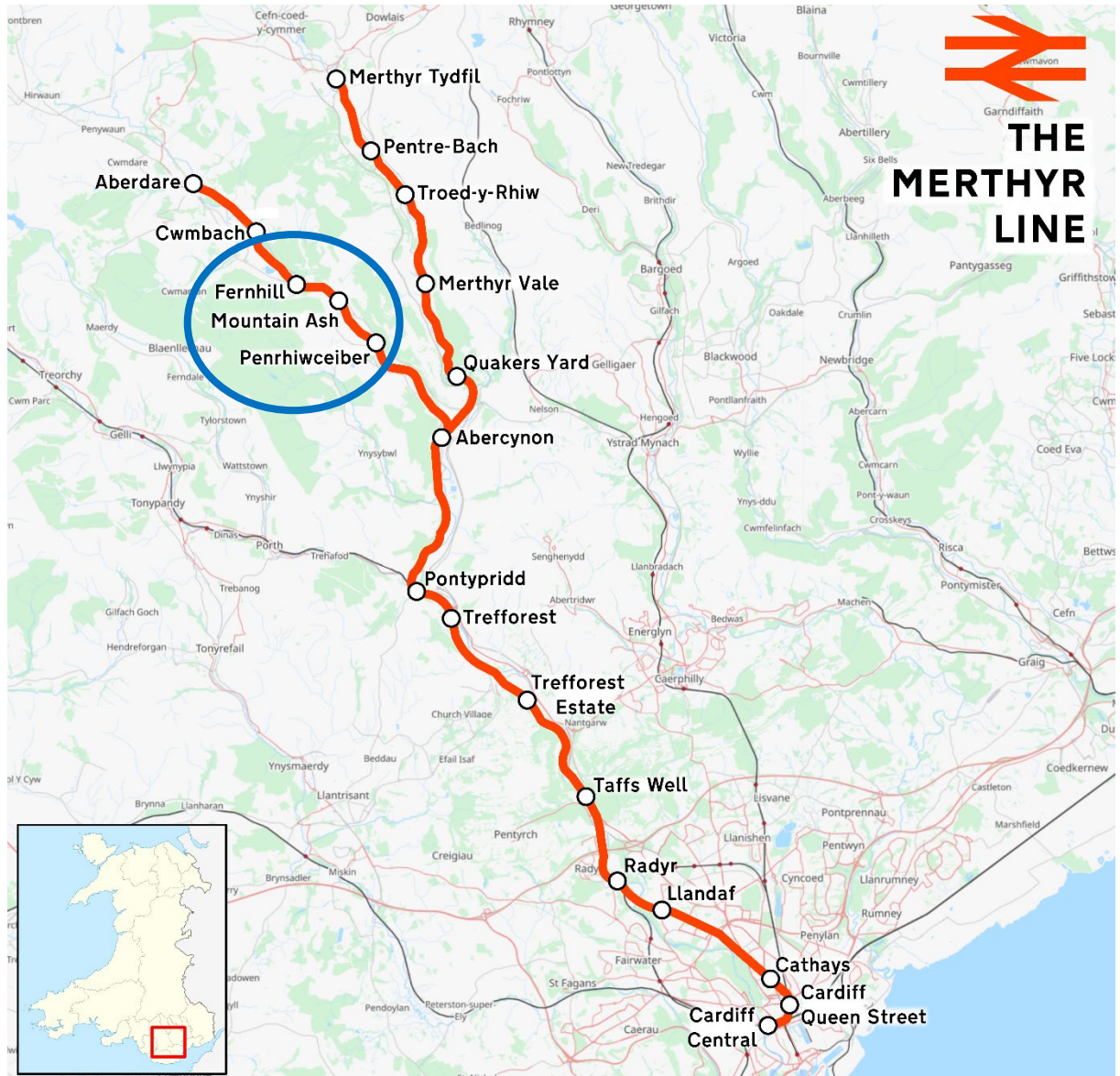
then an effigy of a woman came out of another door as the man returned to where he had come. Only in later life did I realise how that device was teaching me gender differences such as delicate femininity compared with robust masculinity. That approach was confirmed when men gave up their seats on public transport for ladies to sit down instead of remaining standing. Also, hardly any women played football and no female boxers existed in the time and place where I was raised (notwithstanding the highly successful, yet relatively isolated examples of 'Dick Kerr' Ladies Football Club (1917-1965) based in Preston, Lancashire).

As far back as I can remember during my childhood, I suffered from the misconception that all dogs were male and all cats were female. My mind gleaned confirmation because of what adults spoke when they forgot that 'little jugs were present'. For instance, sometimes a man held in low esteem was referred to by older ladies as being 'a dirty dog'. Then, whenever my younger brother or myself referred to a lady as 'she', we were reprimanded and told to show greater respect because 'she' was only used to refer to 'the cat's mother!' Therefore, it came as no surprise that only a few centuries before my birth, naturalists regarded all robin birds to be male, and so called them 'cock robins' and simultaneously assumed that every wren was female, and likewise named them 'jenny wrens'. Incidentally, Dr. David Lack (1943) wrote a book entitled *The Life of the Robin*, where he suggested how they can recognise genders, yet his major contribution to ornithology was to study the variation in the beaks of Galapagos Finches caused by natural selection.

4.5.1. My time as a preschool pupil in Wales (1935-1939)

Before sharing more insights, it may be valuable to review what I perceived before I was old enough to attend any school. So, we were taken to live in the house where I was born in Mountain Ash. It was only when I was in my early twenties that my mother informed me that the couple we called Nana and Grandad had adopted her as a very young child. Nana's younger sister was Auntie Mabel who was unmarried. I reckon that we must have satisfied a maternal instinct and she definitely had our best interests at heart. In those days everything seemed to be run as if by clockwork. The 7.30 a.m. steam hauled train passed along a track across the road but at a sunken level alongside the River Cynon,

which flowed at an even lower level. From the front door could be seen the *Deep Duffryn Coal Mine*. That not only blew its hooter to signal a change of shift, but in wartime acted as an air raid warning. Using train and colliery hooter as daily cues, Aunt Mabel walked to work at a family grocery store from Mondays to Saturdays. Nowadays, can anyone imagine using train punctuality as a reliable guide to getting to their place of work on time?



Map of the South Wales the region in the UK: 'Valleys to Cardiff' to show the location of Mountain Ash, due south of Merthyr Tydfil and the Brecon Beacons, on The Merthyr Line (British Rail, 2026).

During the Second World War, although we were issued with ration books, the paper forming their pages was of very poor quality. Some inclusions had a strong resemblance to cow's eye-lashes! The unmarried relative who reared my younger brother and myself worked in a local grocery store. While most children only had sweet coupons sufficient to

buy one Mars bar per fortnight, we each had a whole bar of chocolate on our bedside cabinet every day we lived in the house of the couple who adopted our mother. We regularly heard how that was possible. Whenever our foster mother worked behind the counter, each customer (if they were heard to commiserate with the plight of wartime children not having many sweets) that same relative would ask if they would like to donate their coupons to a good cause. Mostly, they succumbed and so we had a continuous supply of confectionery.

Each Sunday, when sitting through the Methodist Church Services, we had a minister, who when pronouncing the letter 's', used to whistle through his teeth. Every sermon lasted only the time it took for us to slowly suck three toffee coated chocolate centred sweets called 'eclairs'.

In Wales, at that time, public houses were closed all day on Sundays, which only encouraged clients to perhaps over-indulge on Saturday nights. So, when another relative took us along a different route to Sunday School in the afternoons, we had to avoid treading upon puddles of human vomit. I think that association of alcohol with nausea has helped to keep me teetotal.

As soon as my brother and I were told that we should go to bed when we had finished eating our next biscuit, we always chose a Weston biscuit having a lot of pimple like patterns on its top. We bit about a half pimple every thirty seconds and so delayed our departure up the so-called 'wooden hill'. One day, we heard Nana tell Grandad that a relative called Uncle John was suffering from severe toothache, but he was afraid to go to the dentist for treatment. My Grandad was in the house the next time when Uncle John called. Grandad asked that suffering relative to show him which tooth was the cause of his toothache pain. Then Grandad told him to come outside in the daylight so he could obtain a better view. My brother and I guessed what would happen next. Just beside the door frame was a small drain and in a flash that offending tooth was removed using a pair of pliers. The patient spat a lot of blood into the drain. He thanked Grandad for extracting the painful tooth. That incident made us feel that adults trusted us not to warn Uncle John in advance of his imminent dental operation. We learnt how each step led to the next in order to perform that tooth extraction. Also in a medical setting, some patients feel that they are much better off not knowing what is about to happen to them.

4.5.2. Duffryn Primary School (Mountain Ash, South Wales) 1941-1942

My earliest impression of starting to attend school was that pupils regularly underwent medical inspections. The most useful was that a visiting nurse would test our eyesight to discover who really needed to wear spectacles. Anyone not choosing to wear such a visual aid, would be made to sit nearer to the blackboard. Another reason for medical surveillance was to discover if anyone had nits in their hair. People still mistakenly refer to the pupal stage of the head louse as being its egg.

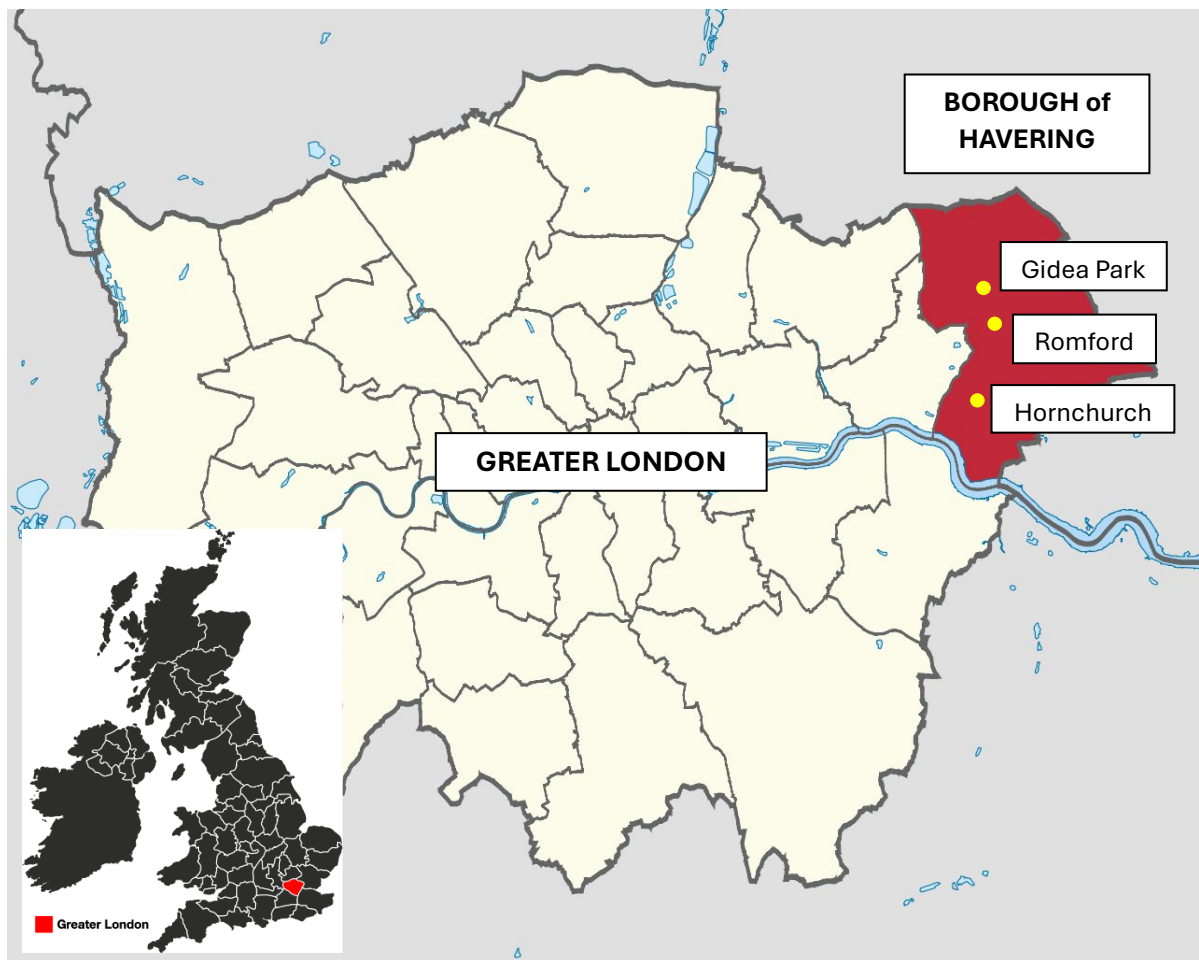
Classes of pupils in primary schools in South Wales had to learn multiplication tables by rote. That is, every day we had to read out what were called Times Tables. Only when the latest table was mastered, and could be repeated parrot fashion, were we permitted to move to the next one. I wonder whether electronic calculators have spared current infant school pupils from having to perform that chore?

4.5.3. Darrenlas Primary School (Mountain Ash, South Wales) 1943-1944

My main memory of primary school education was of walking home at lunch times to avoid having to receive school dinners. After our first school, Duffryn Primary, was bombed, several months elapsed before we were enrolled into *Darrenlas Primary School* in a part of Mountain Ash that was nearer to where we lived with Aunt Maud, who was an older sister of Nana. Two things interested me about this second school. One was that there was a male teacher who had hair about one inch in length which always stuck upwards as a sign of dry weather. Another was that there were several steps connecting another level of hard playground. One of Aunt Maud's sons, years previously, had fallen down those steps and hit his head badly. The teacher on playground duty reported that it was unusual that he never cried. Yet it was only after that incident that he started to suffer from fits, and had to be taken into care, because his own mother feared that he would harm her. Fully medicated, it was a pleasure to meet him and he died in *Bridgend Mental Asylum*. That event taught me that some bumps to the head can knock sense into a person. But sadly, it can alter an individual's personality.

4.5.4. Salisbury Road Primary School (Gidea Park, Havering, Essex) 1944

Towards the end of the Second World War, after the *Luftwaffe* raids were almost non-existent, and random flying bombs and V2 rockets had stopped (parents decided it was safe when the V2 launching pads were overrun by the Red Army). In England my brother and I lived in Gidea Park, near Romford in Essex and attended *Salisbury Road Primary School*. We still walked home for lunch, but, compared with Mountain Ash in Wales, this was a shorter distance and was more level. I have no idea why I did not insist upon taking a packed lunch of sandwiches, crisps and an apple.



Maps to locate the Borough of Havering now as part of Greater London in the UK, with Romford and Hornchurch within it, all formally within Essex until 1965. (Source: TUBS, 2011).

Only two teachers made any lasting impression upon me. One was a lady who also worshipped at the Sunday morning service at the same *Methodist Chapel* that my younger brother and I attended. She made no secret that if I did not buck up and try harder in school, then I would be unemployable. Another was the Headmaster, whose home had its bathroom window machine gunned by a passing *Messerschmitt* fighter. Every week he

entered our classroom to take over from our class teacher, who stayed to listen while marking piles of exercise books.

Another two things remain in my memory. One was that he advised the boys when they eventually decide to choose a wife, then select someone good at housework. Not a pretty face that came out of a cosmetic make-up pack. He reminded us of a song which had the following words: '*Dashing away with the smoothing iron, she stole my heart away*'. The other was a small wooden matchbox he bought in Switzerland before the war began. He passed it around the room and challenged all present to succeed in trying to open it. But we all failed. Then he showed us how. All that tiny drawer holding the matchsticks needed was a push in, not a pull out. By using such a counter-intuitive means, he had triggered our curiosity.

I can easily remember when I did something so stupid that curiosity not only is reckoned to have killed the cat, but that should have included myself. One Saturday evening, while sitting in the kitchen at our Gidea Park address, I looked through the perforated cardboard backing of a mains powered radio set. Where that backing had a gap, I noticed a metal switch attached to a metal chassis holding the radio valves. I wondered what would happen if someone switched off that device. In retrospect, I knew that I should have disconnected the plug from the mains, but still went ahead to grab that metal switch. Upon touching it, I immediately received an electric shock. Although I actually felt more wide awake that evening than usual, I am not recommending electro-therapy as a pick me up.

Naturally and inevitably, if human knowledge is to increase, then teachers have an important role to make each generation even better than the previous one. Yet, however much is input, still half of the population will have an Intelligence Quotient that is above average and the remaining half will be below. I have a strong feeling that no-one should be hounded to perform above their natural ability. Apart from complications arising from inherited diseases or perinatal trauma or childhood infections leading to, for example, meningitis, I reckon each child has the right amount of sense for them to cope with their situation in life. To be retarded is just as normal as to be treated as a genius.



Map to show areas of Havering Borough in relation to Greater London, UK. Of relevance are: Romford, Hylands, Hornchurch. (Source: London Borough of Havering LIP (2018).

While still in the oldest year group at my primary school, I along with others in my class sat an *Eleven Plus Examination* to help the local Education Committee send us to the most appropriate secondary school. That was aimed to comply with the *1944 Education Act* (Butler, 1944) which deemed that there should be a secondary school system that was tripartite. I was not admitted to a grammar or technical school, but to a secondary modern school. Unlike students who passed their Scholarship Examination, pupils like myself were not expected to have the ability to benefit from pursuing external examinations, such as the *School Certificate*, often referred to, perhaps inaccurately, as the *Matriculation*. That required candidates staying on at school for an extra year to sit in five or more of the following subjects, such as Mathematics, English Language, a modern language such as French or German as well as either History or Geography and at least one Science subject.

4.5.5. Hylands County Secondary School for Boys (Romford, Essex).

From: 9th September 1946 to 22nd July 1949 (GHD: 11-14 years old)

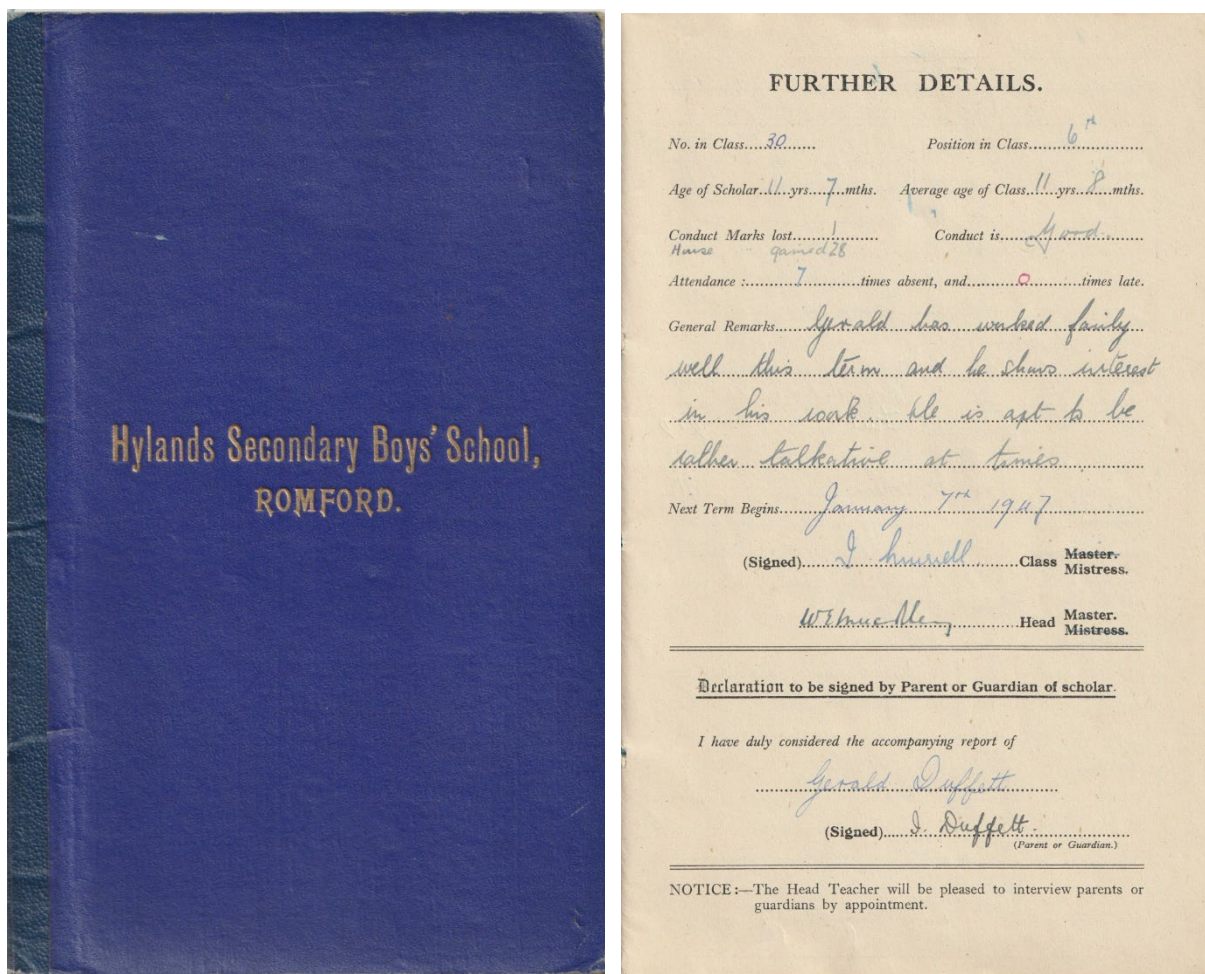
When I joined *Hylands Secondary Modern School for Boys* in Romford, Essex, our class teacher was a single lady, who called the register for the whole of the *First Year* in that first three secondary establishments that I attended. The closest that we got to being with secondary schoolgirls was when gardening during Rural Studies on our school allotments, which was some distance from our main school site. Once there, we often rested on either our forks or spades to enjoy watching the *Brentwood Road Girls Grammar School* playing hockey. Their sports field was adjacent to land belonging to our school cricket pitch. (Incidentally, many years later, a lady joined *Deer Park Baptist Church* in Tenby. Although she attended that same girls' grammar school, because she was so much younger than myself, it was obvious that I had never seen her playing on that pitch).

Owing to my love of drawing and painting, I readily remember that in the Second Year, my class teacher at *Hylands* was also the Art Master. He had a somewhat pointed nose, so pupils nicknamed him as 'Mr. Pecker'. Looking up at the ceiling in the classroom where the register was called, was a repair that had the same shape of an incendiary bomb. The School Caretaker was soon on the scene and sprayed all the surrounding area with water from a stirrup pump, otherwise the whole school could have been destroyed by the heat generated by the burning phosphorus contained in that bomb, which charred a nearby desk seat.

My class teacher urged me to enter for the *Three Towns* (Hornchurch, Romford & Dagenham) *Art Competition*. The theme was to design a poster to encourage the public to invest money in *National Savings* during those early days in postwar Britain. Two produced a joint effort and won first prize so had to share the cash award. I came in second, but received more money than each of the winners of the first prize. It was about that time that I felt unfulfilled unless I could paint an express steam engine hauling teak coaches. However, I was stricken with acute rheumatic fever that caused me to start reading books instead of playing soccer football.

Incidentally, another person who encouraged me to keep drawing and painting was a relative of the family that had adopted my mother. When living in Wales my brother and I stayed in his parents' farmhouse for a week's holiday. His name was Ronald Atkins. Later

he twice represented the constituency of Preston North in Parliament as their Member of Parliament.



Gerald Duffett School Report: Hylands Secondary Boy's School Romford (1946-49).

We note that after Gerald's first term (ending Christmas 1946) the teacher notes,

"Gerald has worked fairly well, this term and he shows interest in his work. He is apt to be rather talkative at times". At July 1947, his 'Position in Class' has slipped to 16th. (By July 1948 he 34th in the class!)

In my third year, the class teacher had a slight speech stutter. He taught us History especially emphasising the tension between church and state as well as between King John and the knights who drew up the *Magna Carta* in 1215 AD. Although I cannot be certain, perhaps it was my History teacher in *Hylands County Secondary School*, who claimed that when the Venerable Bede was translating John's Gospel into Anglo-Saxon English from the New Testament Greek termed Koine, he died in 735 A.D. soon after the scribe was told '*All is finished*'. Somehow, that reminds me of Christ's final words on the cross when he cried out '*It is finished*' recorded in *John 19:30*, which has caused many to

conclude that it means the price of mankind's redemption has been paid in full. It is like certain pension schemes that are non-contributory because the employer pays not merely the lion's share, but the full amount. There is something very satisfying when one's life work is complete before departing from this world.

During my third year, we had a Supply Teacher who was also a Lay Reader in the *Anglican Church*. He encouraged my interest in Natural History and allowed me to design a badge for our weekly lunchtime meetings. In those times, collecting birds' eggs was not illegal and I also killed and set out the wings of butterflies and moths. I bought black entomological pins, three styles of setting boards and various specimens from a shop in London that specialised in such items. In those days the habit of smoking was almost universal among anyone over the age of twelve years. So, there was a seemingly never ending supply of empty cigar boxes to display my collections under cut to size sheets of glass to keep out any dust.

It was at about this same time that I was examining the plants on a wasteland the other side of the Main Road from *Raphael's Park* situated between Gidea Park and Romford when I encountered a bird high up on a thorn bush. As it did not fly away when I clapped my hands, I broke off the branch of nearby bush of a non-prickly species and got the bird to position its feet on my stick. Then after gently lowering it, I placed it within the inside pocket of my school uniform. That bird turned out to be a nestling on the verge of becoming a fledgling just showing the crimson crown of an immature Greater Spotted Woodpecker (*Dendrocopus major*). I took it home and when I was in school, it was kept under my bed in a large box with some food and a quantity of water. Each day I would point it and let it fly to land on a large tree trunk, but reclaim it before it climbed much higher.

My headmaster at *Hyland's County Secondary School* asked to see that bird when I may have had it inside my jacket pocket to show to the Nature Club teacher. Anyway, on a Friday afternoon it flew around his study and dropped messages on the class registers on top of his desk. Back home, when not personally with me, that bird was kept in a large box underneath my bed. My mother, who was somewhat deaf, did wonder why she saw a box move when she was vacuum cleaning my bedroom floor. After seeing to all that woodpecker's needs, I stood well back and instead of it landing on a nearby tree trunk, it turned about half a circle and flew over my head and that was the last that I saw of it.

To maintain my interest in biology on certain Saturdays, our Nature Club visited woodlands and museums. After I had transferred to another secondary school, the teacher who had called the register when I was a first-year pupil, joined the natural history group and later married the Supply Teacher.



The Romford Times, Wednesday 27th July 1949

There is no mention in Gerald Duffett's School Report for Hylands (1946-1949) of any musical talents being honed or developed in an Orchestra. While clearly Hylands School did have an orchestra, and Gerald was in this orchestra - this newspaper cutting being found within the pages of Gerald's Hylands School report, it is in the next school Dury Falls, where Gerald's musical talents as a violist and Orchestra Leader are fully acknowledged and celebrated. [CP]

At the time of leaving *Hylands County Secondary School*, my best subjects were Spelling and Technical Drawing, but I did not relish being a draughtsman for my career. I like drawing and painting as a hobby, but if I had a career in Art, I would start to see it as a treadmill for putting food on my table and helping to pay my expenses.

ESSEX EDUCATION COMMITTEE.	
SCHOOL RECORD	
of.....	<i>Gerald Duffett</i>
Date of Birth.....	<i>19.5.35</i>
Date of Entry.....	<i>9.9.46</i>
Age on Entry.....	<i>11 yrs 3 months</i>
Form on Entry.....	<i>1st Year A</i>
Date on Leaving.....	<i>July 22nd, 1949.</i>
Form on Leaving.....	<i>3rd Year A</i>
House.....	<i>Blue House</i>
Offices held.....	<i>Chairman of Railway Club.</i>
	<i>W. T. Munnally</i> Head Master. Mistress.

LEAVING CERTIFICATE.	
Name.....	<i>Gerald Duffett</i>
Age.....	<i>11 yrs 2 months</i> Date of leaving..... <i>July 22nd, 1949.</i>
Period at this School.....	<i>3 years</i>
Application.....	<i>Efforts are not always consistent. Seems to lack powers of concentration.</i>
Best Subjects.....	<i>Spelling, Mechanical Drawing.</i>
GENERAL REMARKS.	
<i>An intelligent pupil; capable of good work in many subjects. Standard of work not consistent.</i>	
<i>W. T. Munnally</i> Head Master. Mistress.	

Philip & Tacey, Ltd., Educational Contractors, London, S.W.6.

Gerald Duffett School Report: Hylands Secondary Boys' School Romford (1946-49). It is interesting to note that the Final School Record (left) reveals: Offices Held – Chairman of the Railway Club.

The Leaving Certificate (right) reveals: about Gerald's Application in class that,

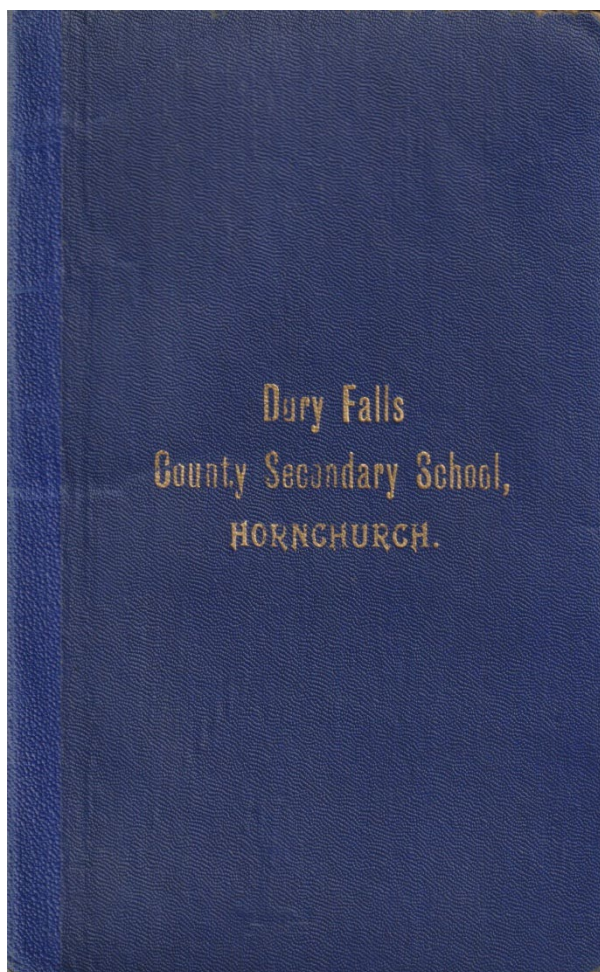
'Efforts are not always consistent. Seems to lack powers of concentration'.
General Remarks conclude that Gerald is: *'An intelligent pupil; capable of good work in many subjects. Standard of work not consistent'.*

4.5.6. Dury Falls County Secondary School (Hornchurch, Essex)

From: 12th September 1949 to 27th July 1951 (GHD 14-16 years old)

At my next school named *Dury Falls County Secondary School*, for the whole of two year duration that I attended, the Science Master was my class teacher. His contribution to encourage me in Science was important at that formative time. During the Spring Term in 1951 at that school, I passed the *Royal Society of Arts Grouped Technical Examination* with Credits in all subjects. They included Mathematics, English, and General Science. Apart from recommending two textbooks, he coached me in Biology and Chemistry so that I was the only student in my school to be sitting G.C.E. at 'Ordinary Level'

examinations as an external candidate during the Summer Term of 1951. Furthermore, he allowed me to act as an unpaid Laboratory Assistant to set out apparatus for other groups using the science room. In that way I would never mistake a burette for being a pipette. It was at that time that I was given a dissection set as a Christmas present. A lady teacher brought in a dead chicken for me to cut up and we concluded it had died because it had become egg-bound. I also became a Prefect at Dury Falls.



FURTHER DETAILS.

Prize winner

No. in Class *27*..... Position in Class *1st*.....

Age of Scholar *15.2* yrs *2* mths. Average age of Class *15.3* yrs *3* mths.

Conduct Marks lost *-*..... Conduct is *V. Good*.....

Attendance :.....times absent, and.....times late.

General Remarks *Gerald has worked very hard throughout the year, & made excellent progress. He deserves this position in the class list.*

Next Term Begins *12th Sept 1950*.....

(Signed) *H.M. Richards*..... Class Master. ~~Mistress.~~

Good work! (Signed) *C. C. P. P. P.*..... Head Master. ~~Mistress.~~

Declaration to be signed by Parent or Guardian of scholar.

I have duly considered the accompanying report of

Gerald Duffett

(Signed) *J. Duffett.*.....
(Parent or Guardian.)

NOTICE :-The Head Teacher will be pleased to interview parents or guardians by appointment.

Gerald Duffett School Report: Drury Falls County Secondary School Hornchurch (1949-51).

We note that Gerald's first year at this school (July 1950) the teacher notes,

"Gerald has worked very hard throughout the year, and made excellent progress. He deserves this position in the class list." In July 1950, his 'Position in Class' has risen to 1st and has won a prize. Good work!

After the end of the Second World War, a lot of people were being transferred from the Armed Forces to take up work in civilian employment. Unfortunately, several homes they had left, became just bomb sites. Also, factories and other places of work were no longer the same as when hostilities began. So cities like London and several main ports

were being rebuilt. It was during this time that London was undergoing decentralisation and everything was still basic rather than luxury, a process known as utilitarianism. Long after the war ended, unexploded bombs were unearthed and journeys involved making a detour to avoid where they were found. Therefore, many places of worship were closed and that included the bomb-damaged church where my father was the minister. One way that he was able to keep us fed and clothed was that he started dealing in second hand typewriters and pre-war motor cars. Owing to him having no regular fixed income, meant that his offspring when attending school were eligible to receive maintenance grants and could receive free school meals. But what really embarrassed me was when the soles of my shoes became unstitched from the uppers as I walked alongside people on my way to school. Often the Headmaster of *Dury Falls* conversed with me between where my bus stopped and we climbed the hill (and passed the Parish Church after which the town of Hornchurch is named) to reach the school gates in the direction of Upminster.

Before becoming a Prefect, I played the violin as Leader of the School Orchestra, while he strummed on the double bass. I cannot see any mention of becoming Head Boy, but I often spent time with the Head Girl, even though I was courting the daughter of the Chairman of the School Governors. Alas! She fell in love with a friend of mine, who was still attending my former school.

I still recollect our English teacher taking one class at a time to visit the local library. There the Librarian lectured us on how books left on tables are replaced on shelves to where they belong, so the next person knows how to find what they would like to read. Whereas fiction books are arranged in alphabetical order of the author's surname, non-fiction books are classified according to the *Dewey Decimal System* visible along the spine of each hardback book cover. We were told that while Bibles belong to 220, any books on History are to be found along with those on Geography in the 900 plus section.

Now, my main motive for relating the above information is that on the BBC News in 2015 a video was shown of a baby weasel hitching a ride on the back of a green woodpecker in flight. That was sent in by a viewer who captured that unusual sight as that very bird with a powerful predator flew across a field in front of *Hornchurch Library*, that I visited in 1951, when studying at *Dury Falls*.

When leaving *Dury Falls*, the Career Teacher wondered how I would feel about training to become a wallpaper designer as I seemed to have a special gift for Art. In later years, I have sold the occasional landscape painting in Art shops in Newmarket and also Horseshoe Nail pendants in Craft shops situated in Ely, Cambridgeshire. Instead of letting Art eclipse my interest in Natural History, I incorporated my drawings into it.

The image shows two documents side-by-side. The left document is a 'SCHOOL RECORD' from the 'ESSEX EDUCATION COMMITTEE'. It contains handwritten details for Gerald Duffett, including his date of birth (19-5-35), date of entry (12th Sept. 1949), age on entry (14 yrs 4 months), form on entry (Day Continuation Class (1st yr)), date on leaving (27-7-51), form on leaving (Day Continuation Class (2nd yr)), house (Legatt), and offices held (School Prefect). The record is signed by C. P. Pate, Head Master. The right document is a 'LEAVING CERTIFICATE' for Gerald Duffett, dated 27-7-51. It lists his best subjects as Science (Chemistry & Biology), Arithmetic & Mathematics. The general remarks section contains a handwritten testimonial from the Head Master, praising Gerald's academic and extracurricular achievements and his well-spoken, courteous nature. The certificate is signed by C. P. Pate, Head Master, and includes the name of the Educational Contractor, Philip & Tacey, Ltd., London, S.W.6.

Gerald Duffett School Report: Dury Falls County Secondary School Hornchurch (1949-51).

It is interesting to note that the Final School Record (left) reveals: Offices Held – School Prefect.

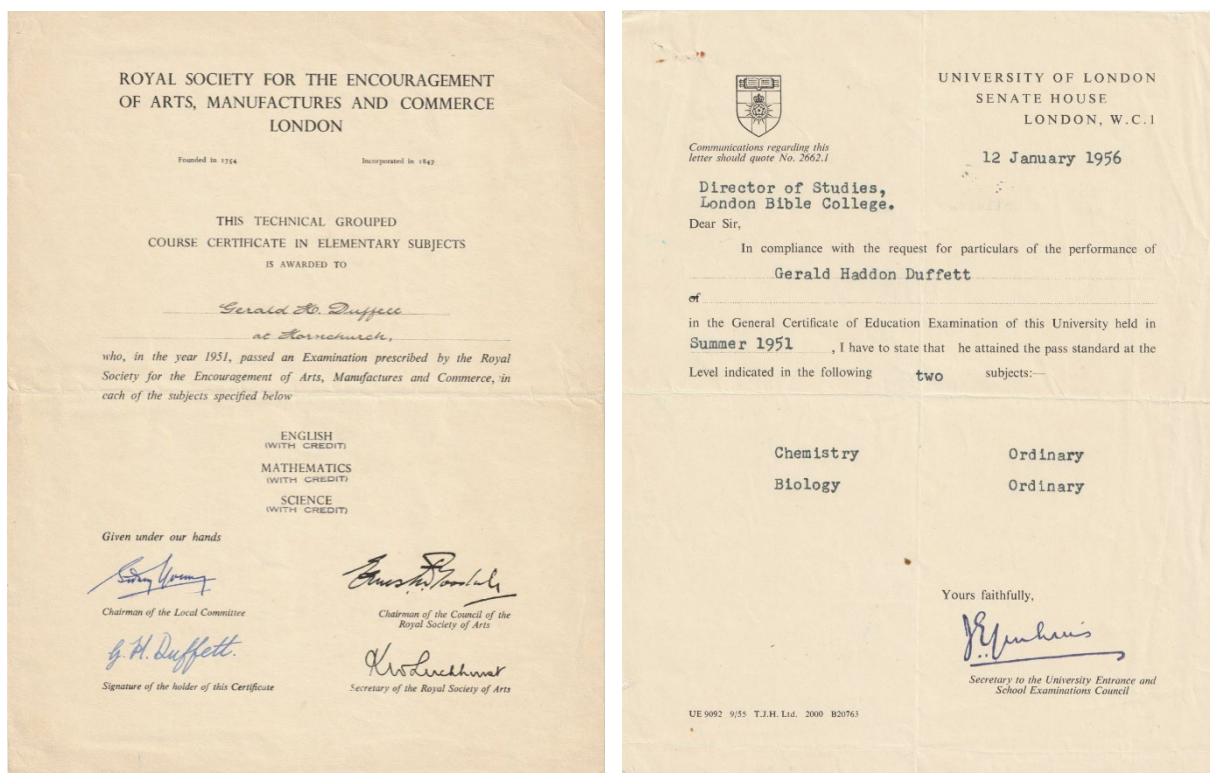
The General Remarks from the Headteacher on the Leaving Certificate (right) reveals that:

'Gerald is a very capable and intelligent boy whose interests are largely academic. He has made excellent use of these two years in the Extended Course and has taken an active part in school life, being an enthusiastic member the Chess Club, Choir and Orchestra. He is proceeding to the S.E. Essex Technical College to take Mathematics and a degree course. Well-spoken and courteous, with a good sense of humour, Gerald has worked and behaved splendidly and left his mark in the school.'

4.5.7. Dagenham Technical College (Barking, Essex)

From: 5th September 1951 to 25th July 1953 (GHD 16-18 years old)

Later, to form a basis for G.C.E. at Advanced Level, examinations I would sit 10 years later (after my teacher training in 1958), I passed both Biology and Chemistry at 'Ordinary level' and continued my studies at *South-East Essex Technical College* in Longbridge Road. Although it was situated in Barking, everyone referred to it as *Dagenham Tech*. While there, I taught myself how to swim in a fortnight. One week later, I could swim a whole length underwater without coming up for air until I reached the far wall.



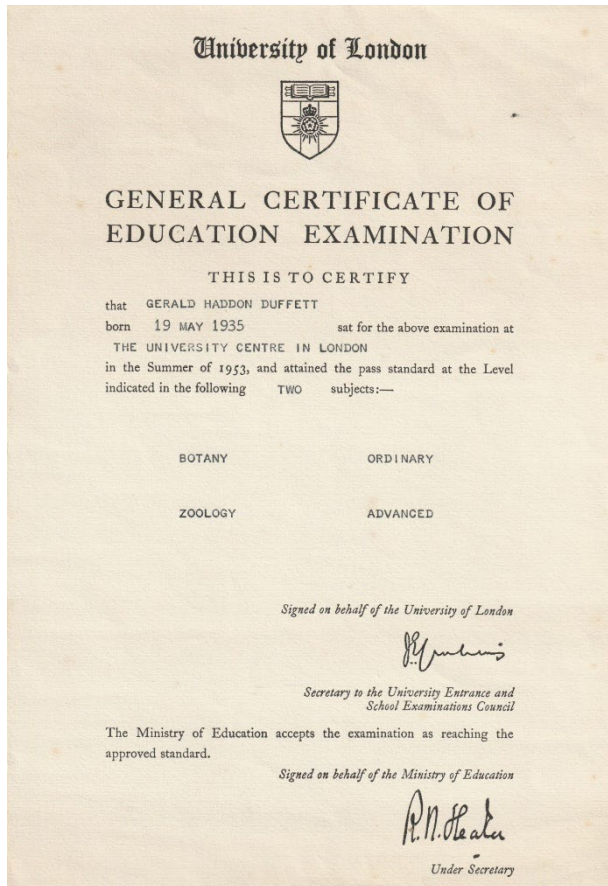
Gerald Duffett Secondary Education and Ordinary Level G.C.E (1951):

[left] School leavers certificate: Technical Grouped Course Certificate in Elementary Subjects: English Mathematics and Science. Dury Falls County Secondary School Hornchurch (1949-51).

[right] University of London Senate House confirmation of Gerald Duffett's G.C.E. Examinations at Ordinary Level in Chemistry and Biology (summer 1951).

While there for two years, I attended Advanced Level G.C.E. courses in Mathematics, Physics, Chemistry, Zoology and Botany. In 1953, I was only examined in the last three mentioned subjects, but was curious about subjects that I knew I could not master. Sadly, I could not afford to buy any textbooks apart from one on Botany. That was essential because a particular lecturer often misspelt forest as 'forrest'. So how could I trust that he was spelling '*Chlamydomonas*' correctly?

My main reason for lacking confidence in Mathematics was my inability to feel I could grapple adequately with Integral and Differential Calculus. Also, in Physics, the equations to do with Optics involved reciprocals and transferring components to become the subject of a formula which was beyond my comprehension. Those deficiencies kept me within the ballpark of the Life Sciences. Therefore, in this life our steps can be guided by our stops.



Gerald Haddon Duffett (18 years old):
 'Dagenham Tech' (1951-1953)
 University of London GCE Examinations In
 Summer 1953
 Botany: Ordinary
 Zoology: Advanced

As soon as I had finished revising for my Ordinary Level subjects, I regularly visited the *Natural History Museum* in South Kensington, London. I noticed that alleged evolutionary pedigrees of fossils termed phylogenies sometimes lasted about a month before being replaced by other such schemes. Just inside the main front door at the Cromwell Road entrance was a replica of Piltdown Man. Before scientists blew the final whistle that it was a fraudulent hoax, it had been hailed as the jewel in the crown of anthropology. Originally it was dated as 500,000 years old. Ultimately, it proved to be mediaeval with the human cranium being about a century older than the ape-like lower jaw. It proved no threat to Bishop Ussher's geochronology, but in its heyday it was the subject of hundreds of Ph.D. Theses.

4.6. Pre-National Service: work, wonderings, adventure and travel

Apart from working full time for two and half weeks during the Summer holidays as a Hospital Porter in *Old Church Hospital* next to the *Gas Works* in Romford, I was fortunate to receive any paid employment because prospective employers knew that at any time, I could receive my call up papers to join the Armed Services for two years of National Service. I found that work to be varied and certainly not monotonous.

Often, I would be pushing patients sat in wheelchairs to their wards or collecting them on trolleys from the Operating Theatre. Otherwise, I travelled with ambulance staff to cases where people had home accidents or perhaps miscarriages. There was a sad side to my work. It was when I travelled in a plain van to collect the body of a resident for its conveyance from a residential or nursing home. At the hospital no-one was aware that I was wheeling a dead body along the corridors because we used a trolley with a space curtained with green canvas and having items of laundry on top. That appliance was stored in a room near to the mortuary that had accommodation for storing 32 corpses in a large refrigerator that resembled a huge chest of drawers. Whenever a patient had died in their bed on a ward, the curtains were drawn to avoid neighbouring patients from observing that person's body being put into the laundry trolley which we called the *Green Line*. Not one member of the general public knew what was passing them in the corridor.

Before smokeless fuel became more widely used for heating homes, the Mortician told me that during the *Great Smog of London* in December 1952, all the refrigerators were fully occupied. All spare spaces had bodies wrapped in sheets parked wherever they would fit inside that mortuary.

I spent most of the money earned in 1953 on a visit to Ireland. That year Christians from various British Universities were planning to hold a week long mission in Belfast under the auspices of the *Inter-Varsity Fellowship*. One of my Sunday Schoolteacher friends told me that the team was one member short owing to a medical student based in the Irish Free State, being too ill to travel. He persuaded me to be a substitute. We set out from the far side of *Gidea Park Golf Course* in Essex and hitch-hiked towards the direction of St. Albans in Hertfordshire, on the same day that we were booked to stay at the *Youth Hostel* in Capel Curig, North Wales. Neither of us had a mackintosh or umbrella. We hoped to buy a pac-a-mac *en route*. In those days it was rare for young people to possess

a wrist watch. Eventually we sheltered from the rain under a railway bridge in Sutton Coldfield near Birmingham. When the rain shower stopped, my friend crossed the road to buy toffees from a confectionery shop, while I managed to attract the attention of a man driving a 28 horsepower Austin Princess car that would be passing the steps leading up to our overnight accommodation in North Wales. That booking was only available provided we arrived before 9.30 p.m. We loaded our commando style haversacks into the boot of the car. Before my friend could tell me the shop was actually closed, the driver invited me to open a glove compartment and help myself to the contents of a blue paper bag full of toffees. I passed several to my companion settled in the back seat. I think the driver said that he was related to the Earl of Warwickshire. According to the car dashboard clock it was 7.30 p.m. when that car journey of 117 miles started. The driver certainly knew how to press on the accelerator. We arrived at our destination with 15 minutes to spare.

After breakfast, we journeyed to Holyhead on the Isle of Anglesey to board the ferry named *Saint David*. Disembarking at Dun Laoghaire, we visited a theatre in Dublin and stayed overnight at the *International Youth Hostel* in Mountjoy Square. We were due in Belfast at 5.30 p.m. to be greeted by our prospective hosts who would accommodate students allocated to be with them within their own homes. But before that, we entered a shop selling pacamacs. When leaving that shop it poured with rain. In those days before the *Irish Republican Army* (more often referred to as the I. R. A.) troubles began, it was like stepping back into a different time zone. I imagine that being in Northern Ireland in 1953 bore some resemblance to life in mainland Britain during the 1920s.

Even in toilet cubicles of public conveniences there were no anatomical drawings or Anglo-Saxon worded vocabulary, simply scriptural verses for eyes to ponder. Therefore, looking back at that mission week, I can honestly say that the simile of 'It's like carrying coals to Newcastle' should give precedence to 'It's like holding a mission in Belfast'!

Up to that time, I had never prayed an extemporary prayer in public, but the absent student was down to do just that in *Agnes Street Methodist Church* at the Sunday Morning Service of Worship. During my time there I spoke to workers during their lunch break. That factory was under a government contract to make British Army shirts for soldiers. Who knows if some that I wore during National Service were produced there? Another first was when I preached in the entrance of the *Portadown Indoor Market*. It is easy to feel a

reluctance to preach anywhere that is not inside a consecrated place of worship. When the ordained Anglicans such as John Wesley and Charles Wesley were no longer welcome to preach in the Church of England, they met up with George Whitfield who encouraged them to preach in the so-called Open Air. He assured them that no-one could take the sky away from them!

I would encourage young people to try and extend their written vocabulary by introducing new words into sentences. When I was a new pupil at my first secondary school, I looked up the dictionary and noticed that the word environment meant surroundings. So, I incorporated a form of that new word into the following sentence: *'When the soldiers retreated into the safety of the castle walls, the enemy army environed them'*. Obviously, I had mistakenly transposed a word referring to scenery and used it as a synonym for besieging a walled stronghold.

Looking around my hairdresser's premises, I notice he uses barbicide as a steriliser for cleaning his instruments between customers. But young people could reason that the liquid is a poison with which to kill barbers. Likewise, very young minds who know that hairdressers are barbers may at first think that upon hearing that word will assume a barbeque is a group of people waiting to have their hair cut. Of course, it was a character in a play by Richard Sheridan entitled *'The Rivals'* (a comedy first performed in 1775) that malapropisms arose to be deserving of that name. It must be easy for young minds to associate decadence as being related to decades like in the spelling of the twelfth month, which is named December, because it was tenth before July and August were inserted into the Calendar.

Life is littered with a series of trivial changes. For example, nowadays it is common for postage stamps and envelope flaps not to need any licking to make them stick. But I wonder if that new trend was caused by outbreaks in the past of so-called 'Mad Cow Disease'. When they occurred no-one warned the public not to lick glue that was a by-product of bone marrow originating from a slaughterhouse.

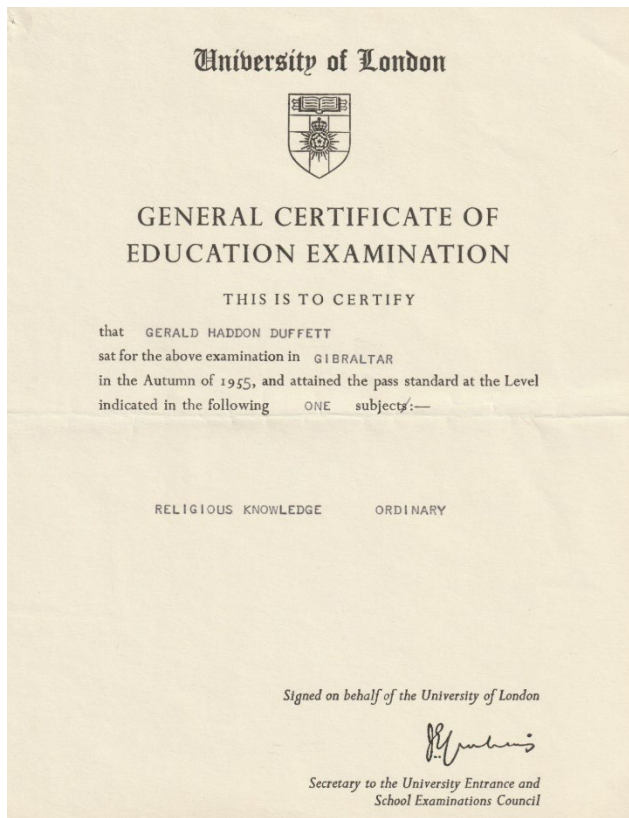
4.6.1. National Service: Royal Army Medical Corps (1953-1955)

Conscription into the *Royal Army Medical Corps*. during *National Service* was an enhancement rather than an unwelcome intrusion. In the Aldershot area I was trained to touch type in the space of four weeks. That skill has greatly benefited me in my teaching career and especially since typewriters have been replaced by desktop computers, and more recently, laptop types of computers.

Later, on the Rock of Gibraltar during nineteen calendar months, I was trained to be an army nurse and worked mainly in the Ophthalmic Department of the Military Hospital. There the Eye Specialist coached me how to test patients and fit them with correctly prescribed spectacle lenses having, where necessary, the components of spheres, cylinders and prisms.

From there I visited Morocco when on leave and saw at first hand missionary surgeons playing with their bare feet soccer in out-of-hours games in the waiting room with the local boys. I also played the violin to inpatients on some of the *North African Missionary Society Hospital* wards in Tangier.

In the Autumn of 1955, I sat the University of London Examination at G.C.E. Ordinary level in Religious Knowledge.



Gerald Haddon Duffett (20 years old):
National Service in Gibraltar (1953-1955)
University of London GCE Examinations
Autumn 1955
Religious Knowledge: Ordinary



During my time in Gibraltar, the doctors and other missionaries told me something that I found to be interesting as well as unexpected. They explained that a handyman named Bernard was the 'king pin'. Without his talents such as mending campbeds there would be no conferences. Also he alone knew how to repair any lights above the Operating Theatre Table. Yet when talking to him, he reckoned that he was a waste of space because he was slow at learning basic Arabic and unlike the other missionaries, had no academic qualifications. During my time of being on leave in Tangier, I was privileged to help Bernard set up a pair of swings in the grounds of an address where girls were taught how to weave using a loom. Years later I found a diary describing what was a new experience when visiting Tangier while on leave for ten days (see Duffett (1955) *Tangia Diary* in Project 2).

4.6.2. Studying Theology at London Bible College

After leaving the Army in 1955, I started to study at the *London Bible College* (before it was renamed the *London School of Theology*) when it was housed in three locations not far from *Baker Street Underground Railway Station*. Owing to Essex Education Committee not subsidising any *Diploma in Theology* students, I paid my tuition fees before leaving at the end of Spring Term. Incidentally, if I were a resident in Kent, then that County Council would have settled my bill. As it was, I was invited to play chess at the home of the Church Treasurer of *Main Road Baptist Church* (Romford) and his wife typed out a covering letter enclosing a cheque for the full amount.

4.7. Supply Teaching in Bletchley County Secondary School (Bucks)

In Easter of 1956, age 21 years, it was fortuitous that my father was called to be the pastor of *Winslow Baptist Church* in North Buckinghamshire. He sent me on ahead to run things there until he could sell the house in Gidea Park.

After preaching on the Sunday, I lodged with the Church Secretary and his family. At that time a news item declared that the country was short of science teachers, so I visited the *Labour Exchange* and after lunch, a telephone call informed me that I had an interview with the Divisional Education Officer for North Bucks., who arranged for me to be a Supply Teacher in *Bletchley Road County Secondary School* the very next day. While travelling by train, a schoolgirl also made regular journeys. She was studying at *Bletchley Grammar*

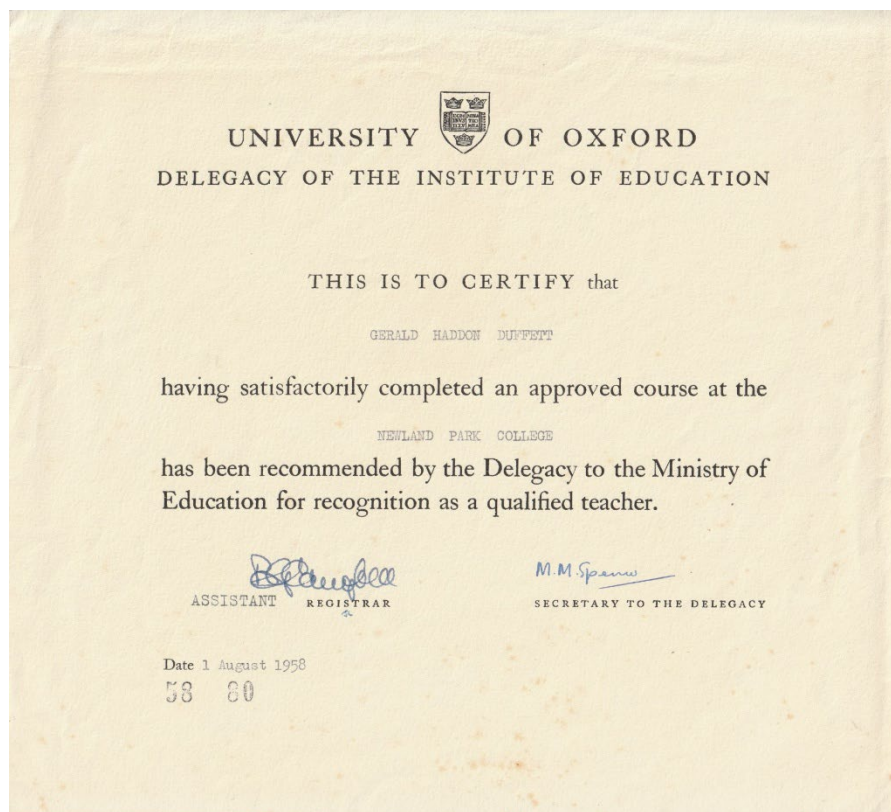
School, which had housed the wartime code breakers. She attended *Winslow Baptist Church Sunday School* and would, years later, marry my youngest brother.

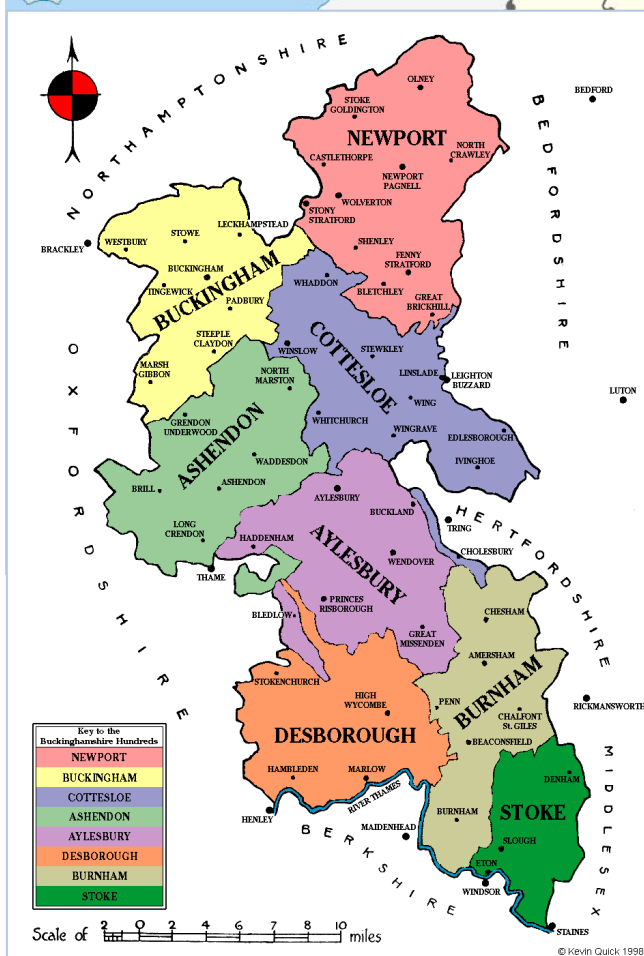
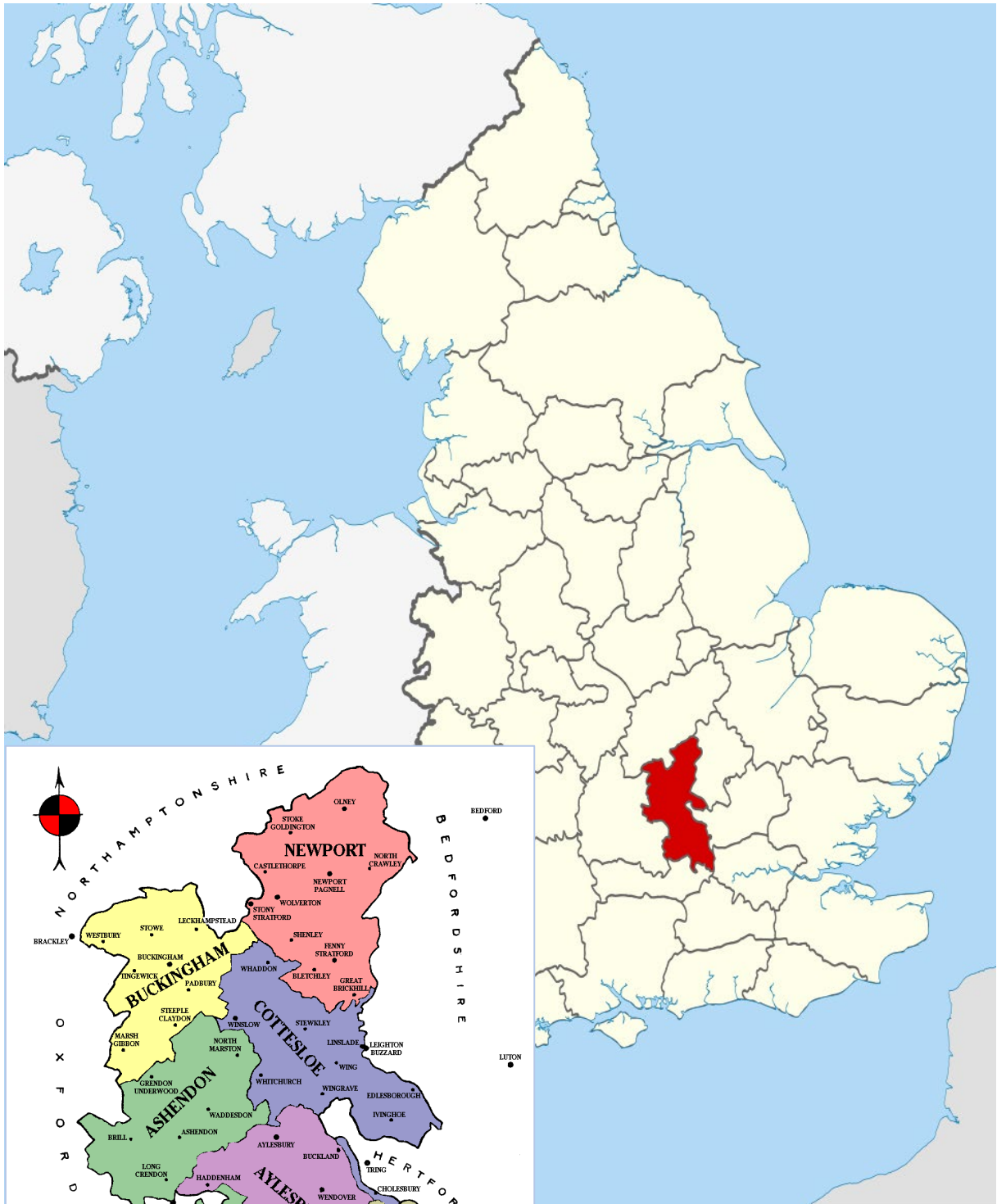
In Bletchley, I mainly taught Technical Drawing and Religious Education. But I was not allowed to teach any Science that involved practical experiments as the school would not be insured if anyone became injured during such procedures when I was the sole supervisor.

In those days the price that pupils were charged for each school dinner was nine pence per day. The currency at that time was still predecimal. Also, in my spare time, I did the book-keeping and banked the money for the school. Unofficially, there were some times when an extra ninepence was unaccounted by not matching the name of any diner, so I was occasionally called 'Profit Duffett'.

4.7.1. Studying At Newland Park College (Chalfont St. Giles, Buckinghamshire)

The Headmaster (who I was informed about years later) supervised my supply teaching in Bletchley and successfully encouraged me to become a Qualified Secondary School teacher in 1958. So I embarked on a two years teacher training course at *Newland Park College* under the auspices of the *University of Oxford Institute of Education*.





[above] Map to show the location of the County of Buckinghamshire in the UK – the area and Local Education Authority which first employed GHD as a newly Qualified Teacher in 1956-58 (source Nilfanion 2010).

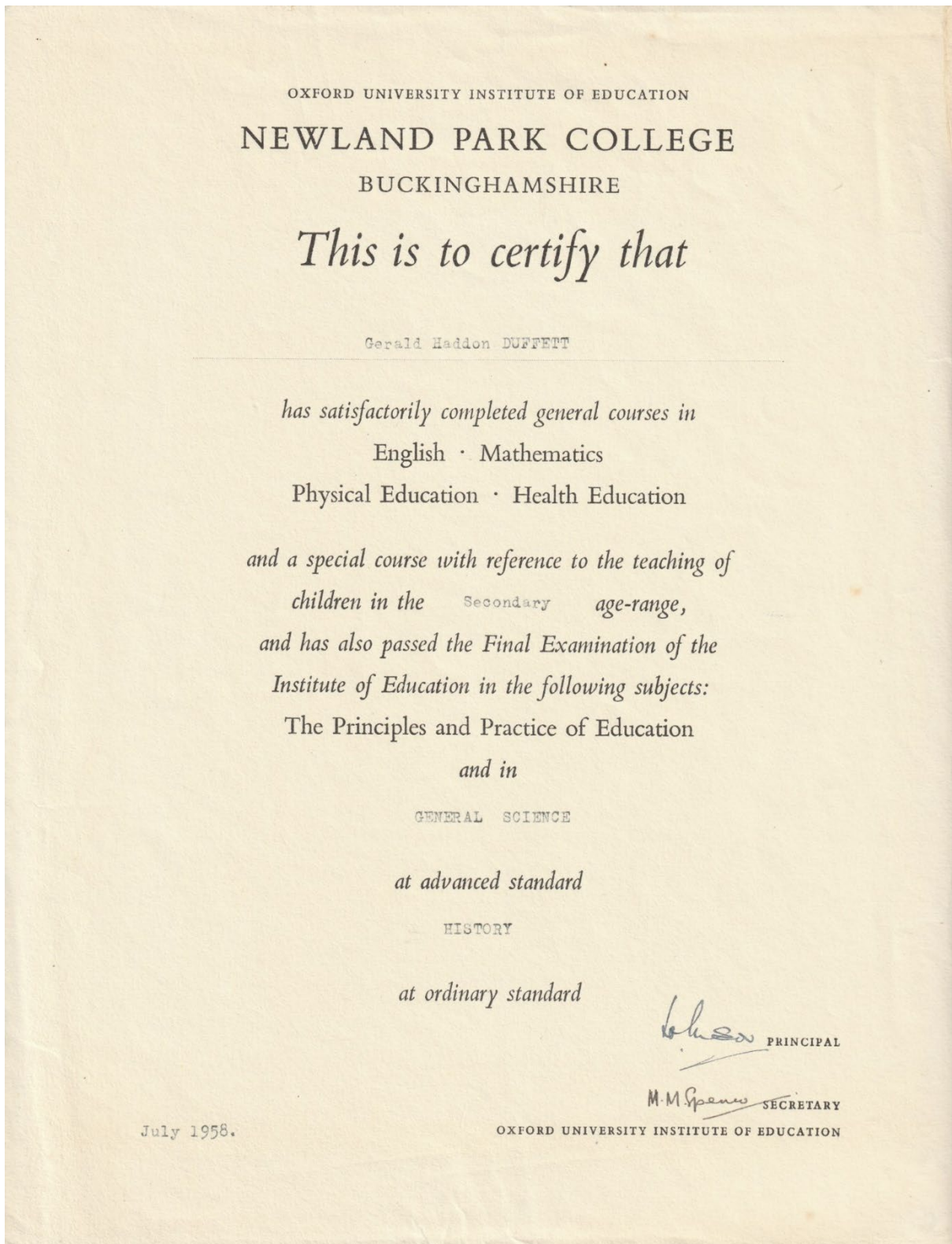
[left] Map to show the areas or 'hundreds' of the County of Buckinghamshire in the 1950s when GHD worked there as a newly qualified teacher (Quick, 1998).

I still harboured an ambition to graduate in the Life Sciences, but that would have to wait until I acquired more Advanced Level G.C.E. examination passes. Both the college Principal and Vice-Principal interviewed me. They gave me excellent advice when I ran into a time tabling problem. That was owing to General Science and Religious Education being timetabled simultaneously. They agreed it was more profitable for me study Science as my main subject and have History as a subsidiary. They also accurately predicted that any Headteacher would be more than willing to allow me to teach R.E. So not having studied it officially would not prove to be a detriment. What I really appreciated was the chance to do teaching practice in a Middle School as well as in a Secondary School. It served to confirm that I had chosen to train for the most suitable age range of pupils.

Each week I was invited to make regular visits to a nearby family's home in Horn Hill, where the elderly lady was so grateful to medical researchers for developing new tablets to cope with her heart condition, that she bequeathed her body for dissection at the *Oxford University School of Anatomy*. I was encouraged to bring fellow students on those occasions. I taught in the *Horn Hill Sunday School* on weekly mornings before doing the same at the top of the hill above Chalfont St. Peter in *Gold Hill Baptist Church* on Sunday afternoons.

One day when travelling in a car with the family from Horn Hill, we passed a graveyard beside the road between Amersham and Great Missenden. The oldest family member in that car said something that made history come alive. As a boy when walking with his father, they both witnessed a shroud clad body being passed over the cemetery wall by graverobbers called 'resurrectionists,' who would then sell on that fresh corpse for dissection. During teacher training, I became interested in ecclesiastical architecture; local history; geology and identifying wild plants and why some species can only thrive in a particular habitat tailor-made for them.

While studying, I regularly attended the local Methodist Church youth club to play table tennis. Much later in my life upon moving to Wales, I recognised that one of my foot patients living in Pembroke was one of a couple who organised that recreation in Chalfont St. Giles. After his wife died, he came to Wales to live with his daughter who was married to a local fireman.



Gerald Duffett: Qualified Secondary School Teacher: Initial Teacher Training 1956-1958.

Oxford University Institute of Education: Newland park College, Bucks.

Multi-subject teacher: English, Mathematics, Physical Education and Health Education

Specialisms in The Principles and Practice of Education: General Science and History.

Also in the graveyard outside *Chalfont St. Giles Parish Church*, lies the body of the founder of *Bertram Mills Circus* and, during dry weather I have lain on top of the grassy grave of a man whose headstone is seven foot six inches apart from his foot stone to measure his height in life. He was a courier in the *Duke of Marlborough's Regiment* and was reputed to be able to outrun a messenger on horseback.

Other tourist hotspots in that area were the *Mayflower Barn* and downhill a detached house named *Jordans*, where the *Society of Friends* held Bible Studies. Two graves stand in the front lawn. One contains the body of William Penn who founded the state of Pennsylvania in the U.S.A. and of Thomas Ellwood, who befriended nonconformist believers when taken to court and was a close friend of John Milton.

Two other localities in that area greatly impressed me in South Buckinghamshire.

One was visiting the graveyard at Stoke Poges where Thomas Gray wrote his famous *Elegy Written in a Country Churchyard*. I was told that it underwent about 80 revisions before it was finally published. General Wolfe, who captured Quebec from the French, said that he would rather be famous for writing that poem than being remembered for leading his army up the so-called Plains of Abraham and surprising his opponents.

The other was when I visited *Ponds*, which is a home for sufferers of cerebral palsy at Seer Green. It was a privilege to hear them pray the *Lord's Prayer* in unison. That was equally memorable and indelibly haunting. It has stayed in my mind for many decades!

After qualifying as a Secondary Schoolteacher, I visited acquaintances in Cornwall and preached at the *Assemblies of God* in St. Austell, who were lacking a minister.

I started courting in 1959 and was married a year later in *Elim Pentecostal Church* in Mountain Ash, Mid-Glamorganshire.

4.7.2. New Bradwell County Secondary School (North Buckinghamshire) 1958-1960

This is where I taught for two years until, after my marriage, I was transferred to my next school. Travelling by motor cycle made the Headteacher concerned for my safety as my predecessor was killed when part of a car wing-mirror pierced his skull in a time when wearing crash helmets was not compulsory by law.

MINISTRY OF EDUCATION
(TEACHERS BRANCH)

36-38, BERKELEY SQUARE, LONDON, W.1

(For Training Inquiries) *GROsvenor* 6060

(For Qualifications Inquiries) *MUScum* 5020

HUNter 1455

Reference Number: RP ^{56/}817

25 SEP 1958

Sir/Madam,

The Minister is pleased to inform you that, having completed to his satisfaction an approved course of training, you are eligible for the status of qualified teacher. He would like to take this opportunity of congratulating you and of wishing you many years of happiness in the teaching profession.

The following information relates to your status as a teacher, and to the conditions under the Ministry's regulations which will apply to your employment. You should keep this letter for future reference.

1. Status of qualified teacher

You are entitled to be regarded as a qualified teacher under Regulation 11(2) of the Schools Grant Regulations, 1951, and Regulation 39(2) of the School Health Service and Handicapped Pupils Regulations 1953. Regulation 11(2) applies to teachers in maintained or assisted Primary (including Nursery) Schools or Secondary (Grammar, Modern, Technical etc.) Schools and in those schools, other than Direct Grant Grammar Schools, which receive their grants direct from the Minister. Regulation 39(2) applies to teachers in Special Schools.

The question of qualified teacher status does not arise if you take a post in a school other than of the types mentioned above but this does not, however, affect your eligibility for qualified teacher status if you should subsequently be employed in a school to which the Regulations do apply.

The date of your qualification for the purposes of the Burnham Primary and Secondary Schools Report is **1 AUG 1958**

2. Conditions of employment as a qualified teacher

(a) Probation

Your first year of service as a qualified teacher in a school to which Regulation 12 of the Schools Grant Regulations, 1951, or Regulation 38 of

/the

Gerald Duffett: Qualified Teacher Status: formally confirmed in 1958.

Ministry of Education (Teachers Branch)

Teacher Reference Number: RP 56/817

(prefix 'RP' stands for Registered Person).

Page 1

the School Health Service and Handicapped Pupils Regulations, 1953, applies will be a period of probation. If this probationary period is satisfactorily completed you will not receive any notification of the fact from the Ministry. If, however, the Local Education Authority by whom you are employed submit a report to the Minister recommending that your period of probation be extended beyond the initial period or that you are unsuitable for employment as a qualified teacher, you will be notified by the Authority and the Ministry will also communicate with you.

(b) Health and physical capacity for teaching

The result of your recent medical examination has been notified to the Minister, and he is satisfied for the purpose of the Regulations as to your health and physical capacity for teaching.

3. Reference number

Your reference number appears at the head of this letter and it should be carefully noted. It identifies you for all purposes of the Ministry's administration and should always be quoted when writing to the Ministry or to a Local Education Authority.

I am, Sir/Madam,
Your obedient Servant,

C. C. Bell

Gerald Haddon Duffett, Esq. (C. C. BELL)

IMPORTANT. This letter should be carefully preserved and produced to an employing Local Education Authority as evidence of your eligibility for qualified teacher status and of your health and physical capacity to teach.

24 RQ(1)

Gerald Duffett: Qualified Teacher Status: formally confirmed in 1958.

Ministry of Education (Teachers Branch)

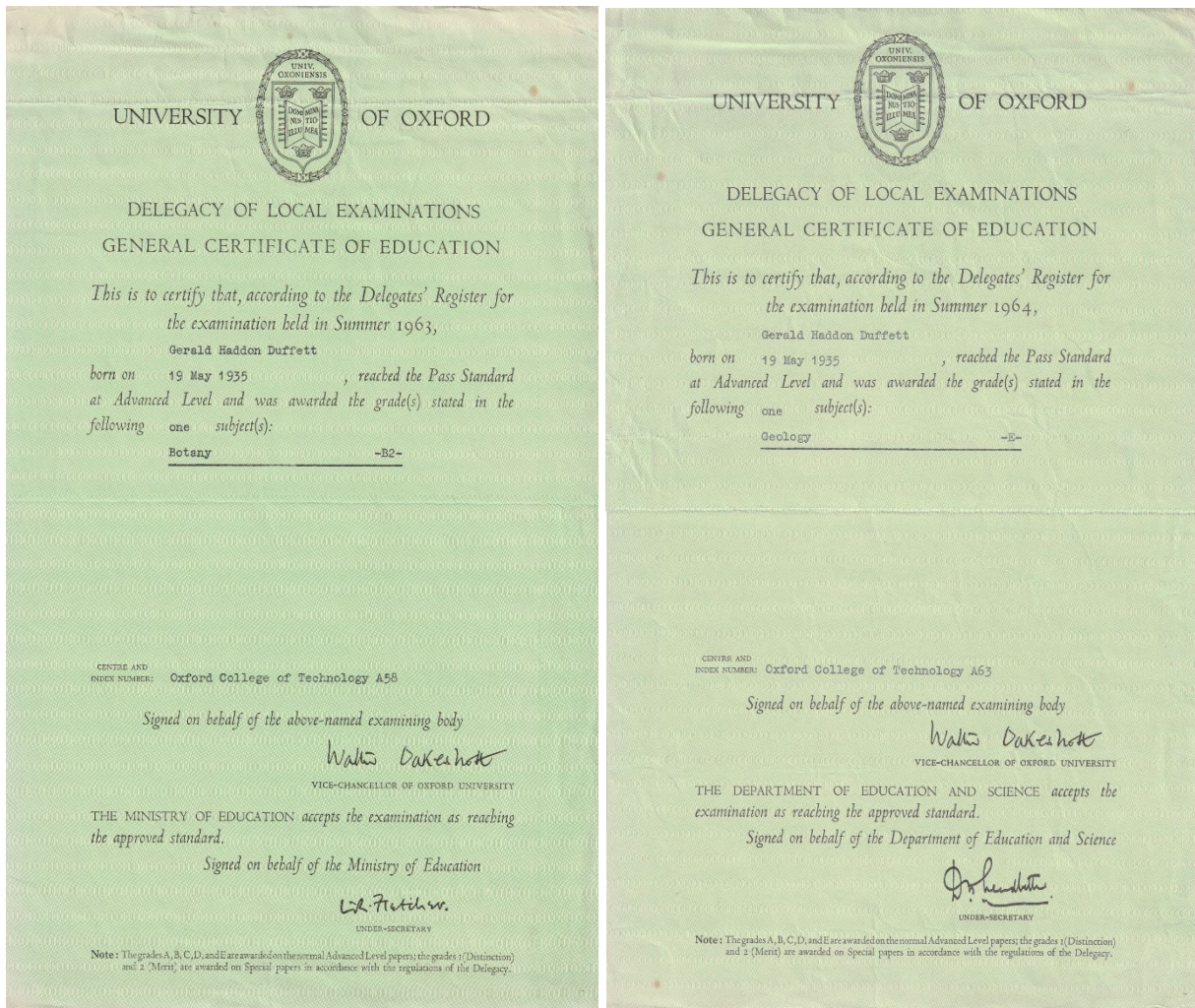
Teacher Reference Number: RP 56/817

(prefix 'RP' stands for Registered Person).

Page 2

4.7.3. Buckingham County Secondary School (North Buckinghamshire) 1960-1964

I taught here for four years. During that term time, after school hours, I travelled weekly to *Oxford College of Technology* at Headington to study Botany and later Geology at Advanced Level G.C.E.



Gerald Duffett: A Levels

University of Oxford: Oxford Centre of Technology

General Certificate of Education [GCE]

[left] Botany - Advanced Level in 1963

[right] Geology – Advanced Level in 1964

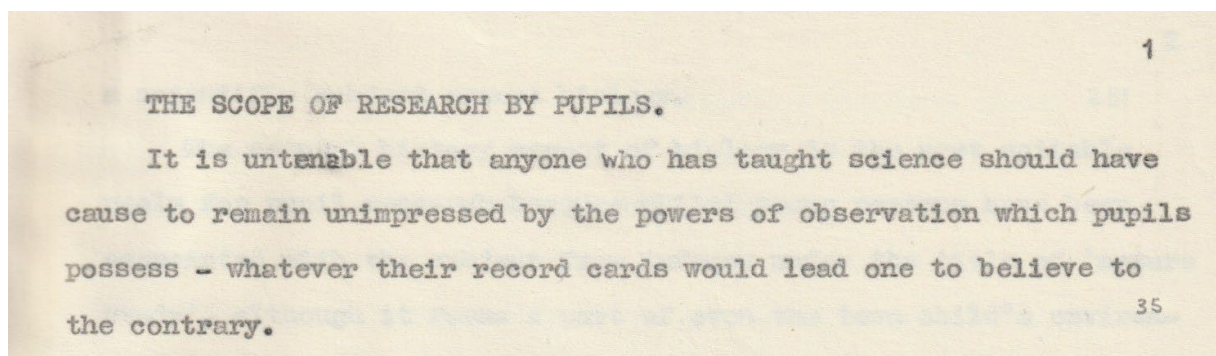
Some newly appointed teachers only lasted a couple of years, which made me the longest serving teacher that the Headteacher had appointed. A history teacher confessed to her colleagues that when praying her evening prayers she had to remind herself that she was not communicating with her earthly employer.

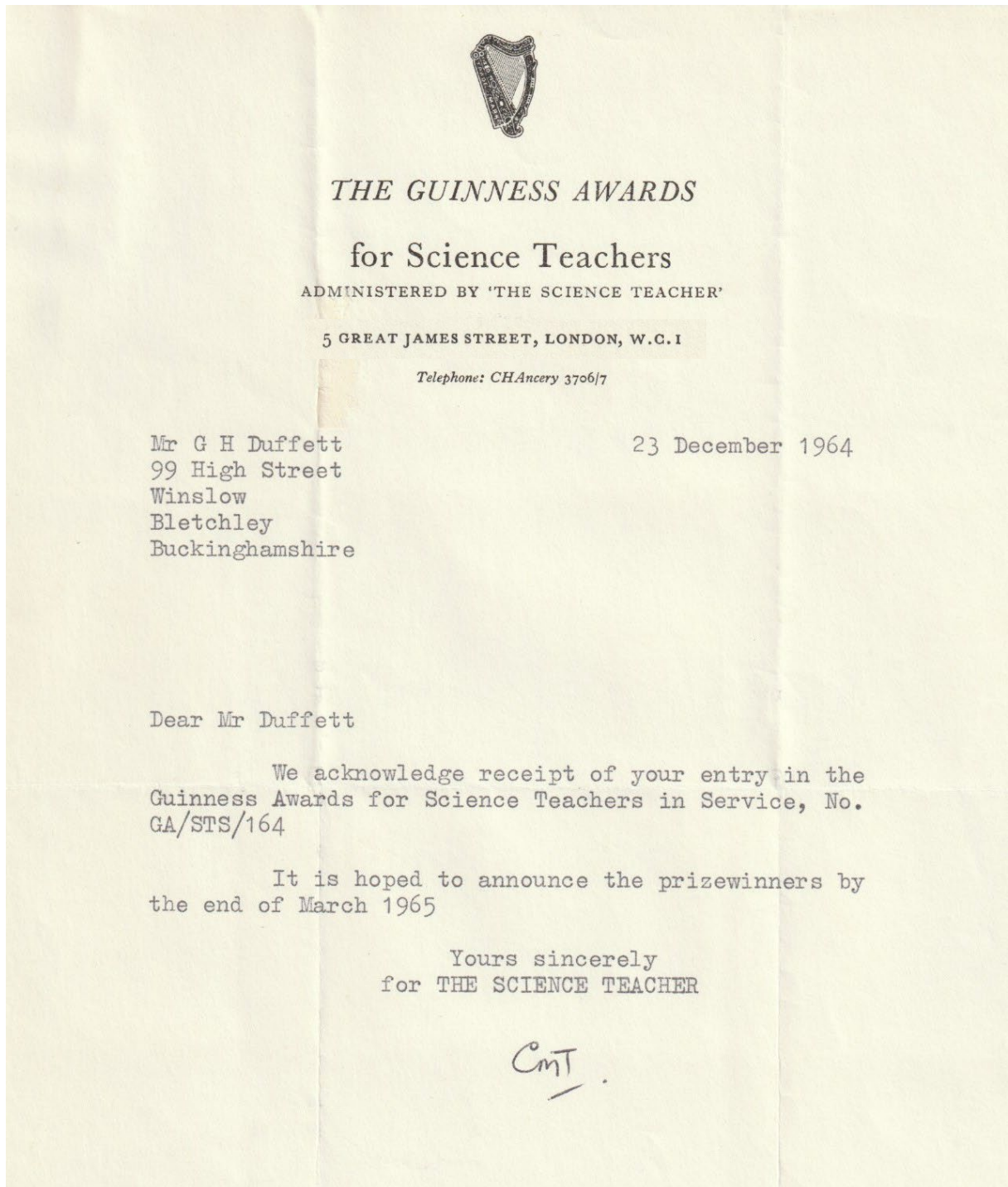
On reflection, three things stand out. One was a school trip abroad when my wife and I accompanied a Welsh lady who taught French. Owing to terrorism in the French alps, we switched to visiting Belgium and Holland. Another highlight was travelling daily during holiday times to turn over a clutch of duck eggs and spray them with water to simulate their parent sitting on them with newly-wet feathers from a river or pond. The third was when the daughter of the groundsman at *Stowe Private School* presented me with a perfect magnolia flower. My wife immediately put it into a specimen vase to be admired for several days.

In 1964 I entered an international competition called The Guinness Awards for Science Teachers, (administered by *The Science Teacher* practice-based journal) as I thought this to be an excellent opportunity to promote pupils' engagement in school science. The Guinness Awards for Science (and later Mathematics) Teachers, was scheme designed to promote innovative teaching within the British Commonwealth. Operating in the 1960s and 1970s, these awards recognised teachers who submitted essays outlining creative ways to teach science in a social context. The title of my entry was entitled: **'Organising Pupils for Participation in Topics of Research'** (Appendices). The Abstract read as follows:

Schools have vast untapped resources of both observers and situations to be studied. Simple techniques can be mastered by pupils working in groups as a team practising scientific methods with preparation from the teacher. It is recommended that liaison with another central body would assist co-ordination and give incentive for recognition of pupils' work. Advantages of the proposals are enumerated.

The opening sentence in the first section of the essay 'The Scope of Research by Pupils', reads as follows (Duffett, 1964):



**Gerald Duffett Science Teacher Award 1964**

Letter of acknowledgement from the awarding body of 'The Guinness Awards' for the submission to engage and promote science with pupils and secondary school (Duffett, 1964).

THE GUINNESS AWARDS for
SCIENCE TEACHERS IN SERVICE

REGISTRATION NO.
GA/STS/164

Please use this form as the Top Sheet for your entry

1. TITLE OF YOUR ENTRY .."ORGANIZING PUPILS FOR PARTICIPATION....
IN TOPICS OF RESEARCH"
.....

2. LIST OF ENCLOSURES OR SEPARATE PIECES SUCH AS PHOTOGRAPHS OR
DIAGRAMS ..A red biro letter indicates what part of essay enclosure
is intended to support. A=floral key;B=Natural History Topics;
.....
C=tabulated notes of twin girls; D=xerographed drawings;E=micro-
photograph.

3. ABSTRACT OF YOUR ENTRY:

P=specimen of preparation schedule;
R=report on oak marble gall
occupants.

Schools have vast untapped resources of both observers and
situations to be studied. Simple techniques can be mastered by
pupils working in groups as a team practicing scientific methods
with preparation from the teacher. It is recommended that liaison
with another central body would assist co-ordination and give
incentive for recognition of pupils' work. Advantages of the
proposals and benefits to pupils are enumerated.

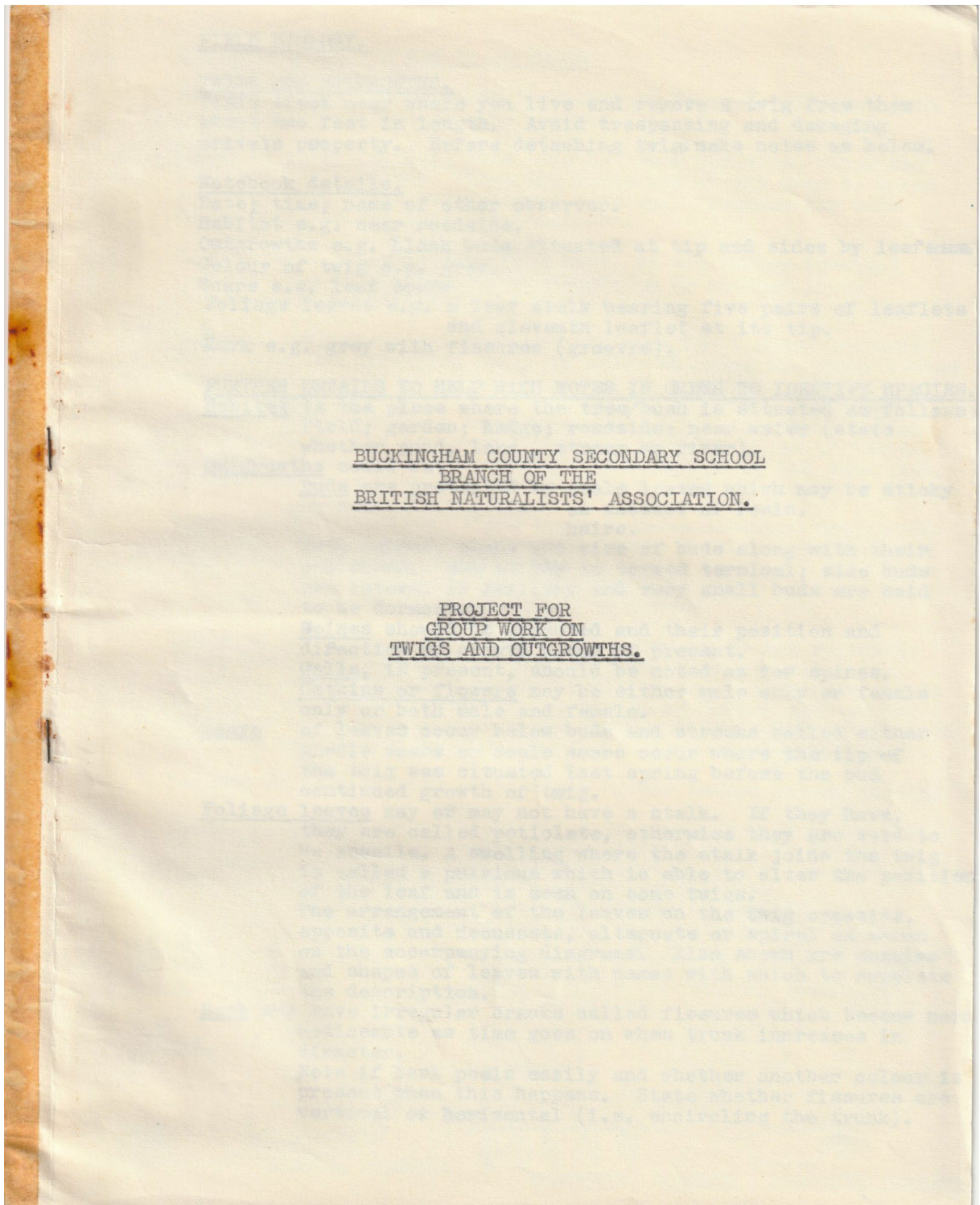
NOTE: Your entry must be sealed in a plain envelope, with nothing on
the envelope except the title of your entry in BLOCK CAPITALS and your
Registration Number as above. Any illustrative material must be inside
the envelope.

Gerald Duffett Science Teacher Award 1964

The full drafted essay 'Organising Pupils for Participation in Topics of Research' submitted for consideration of the prestigious international Guinness Awards for Science Teachers (Duffett, 1964).

See Project 1 Appendices for a copy of the full submission and other supporting workshop studies to help school pupils to help develop a scientific eye and curiosity in their common surroundings.

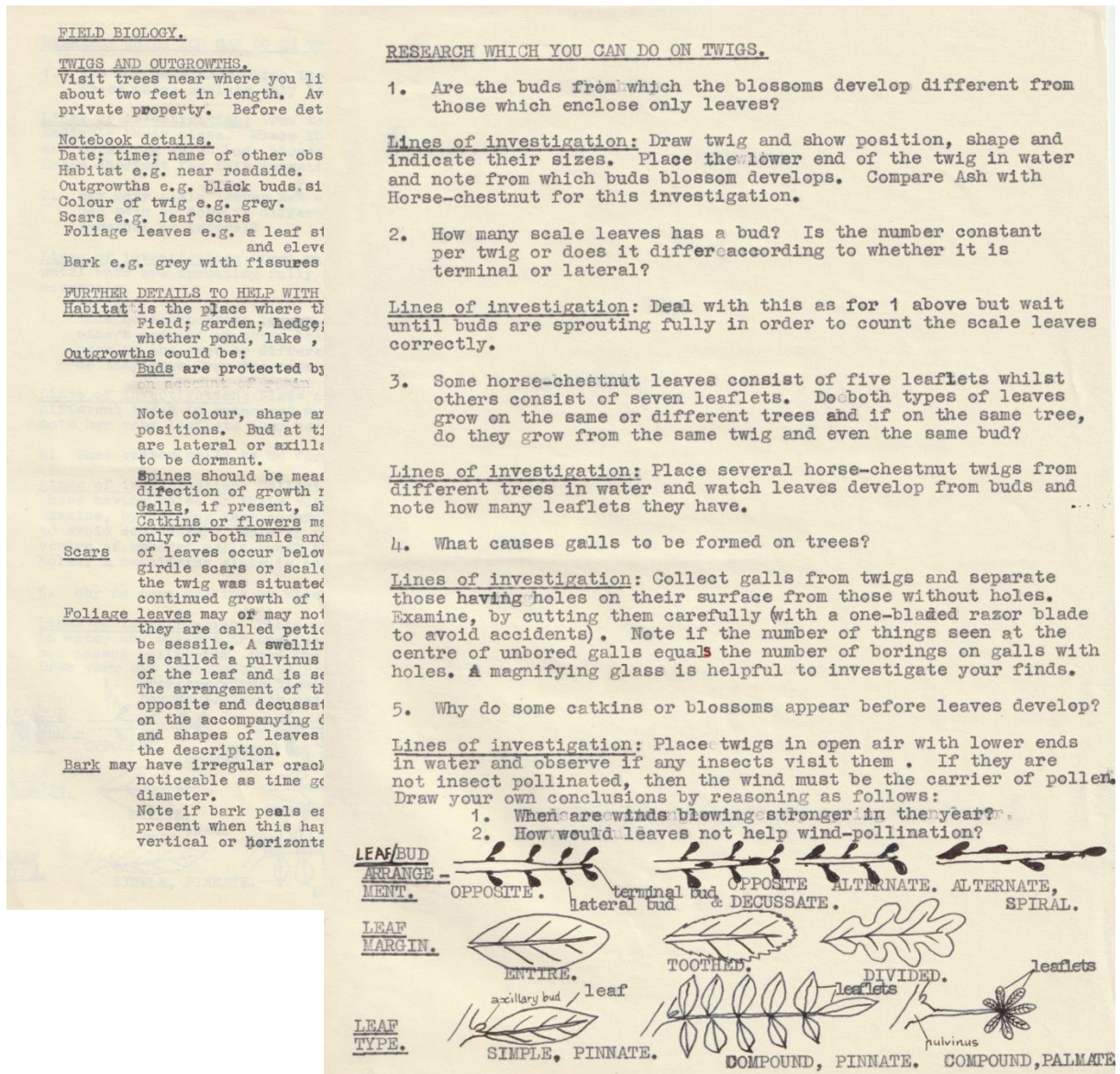
- (i) Twigs and Outgrowths (Duffett, 1964^a)
- (ii) The School Cloakroom: A Paradigm for Ecological Studies (Duffett, 1964^b)
- (iii) Biological Field work Study (Duffett, 1964^c)



Gerald Duffett Science Teacher Award 1964

Supporting document: *Project Work for Group Work on Twigs and Outgrowths*. Page 1 and 2 of the project work guidance below (see also appendices for Project 1).

Buckingham County Secondary School, Branch of the British Naturalists Association – for consideration as part of the prestigious international Guinness Awards for Science Teachers (Duffett, 1964).



I did not win a prize at The Guinness Awards for my submission on 'Organising Pupils for Participation in Topics of Research'. However, I did later in 1965 happen to meet with one of the judges who informed me that I had been shortlisted and firmly in the top 10. My skills and enthusiasm for teaching science had obviously not gone unnoticed because the very same judge, from the Royal Society (London) Scientific Committee for Research in Schools, delivered to me in his car a selection of 5 stereoscopic microscopes to where I was teaching in Buckingham. The education system around me was also changing again extensively. In 1965 the old 'Secondary Modern' system of school education which relied on the 11+ examination, was updated to become the new 'Comprehensive' system of school education. My energies to bring change to pupils' experiences in the classroom coincided with major changes in education system around me, and I was part.

To ease my exhaustion of being a member of that teaching staff, my wife noticed an advertisement in *The Times Educational Supplement* that *Bedfordshire County Council* were encouraging teachers to move to Luton with the prospects of council accommodation as well as opportunities for further education.

4.7.4. Teaching In Luton Schools (Bedfordshire) 1965-1970

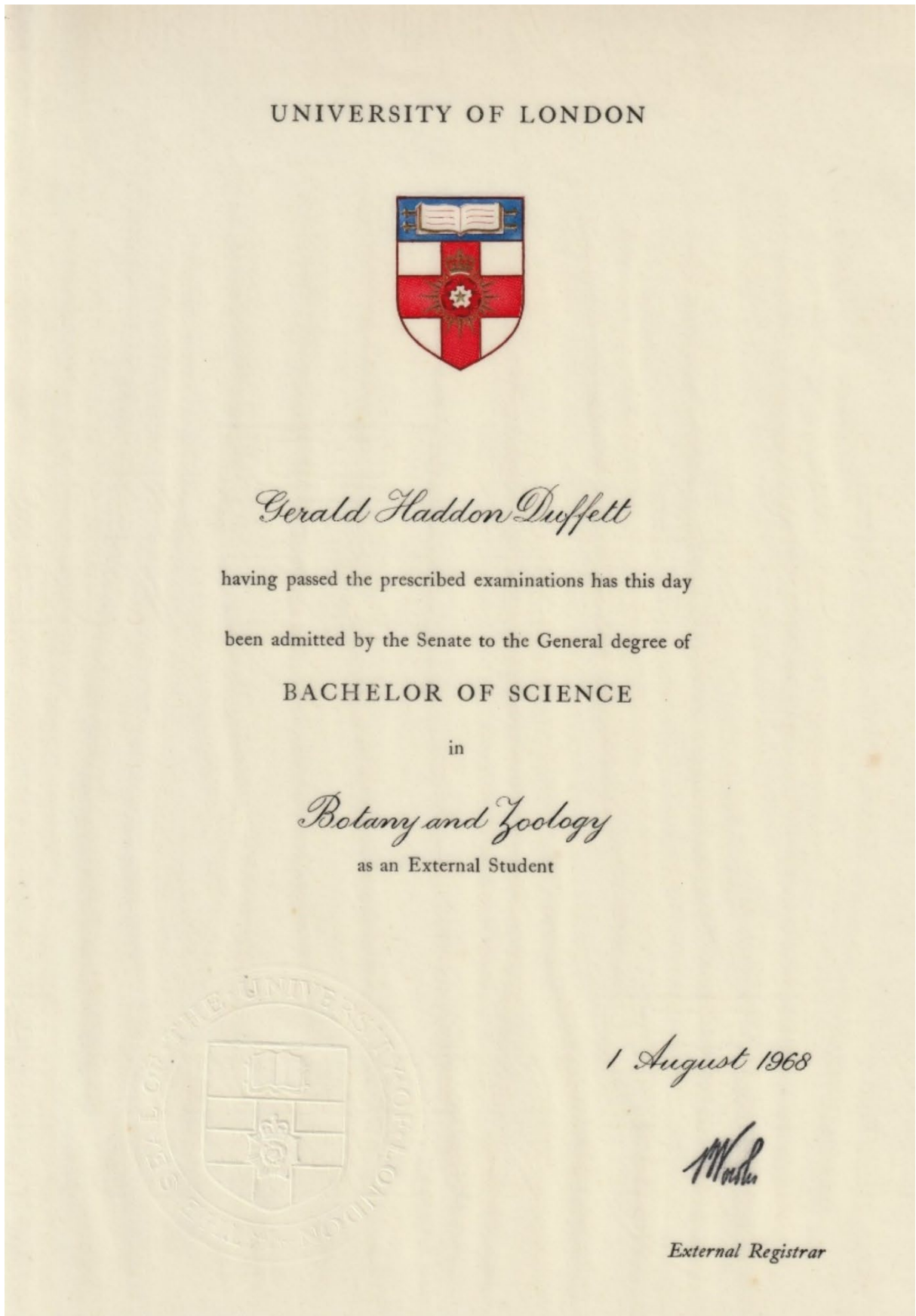
I was interviewed by the Director of Education and was given immediate access to Degree courses at *Luton College of Technology* as an External Student of London University. The Headmaster of *Icknield County Secondary School for Boys*, agreed to take me on. He happened to have a brother who was in 1968 to become Vice Chancellor of *Brunel University* in Middlesex.

At that first school placement, I taught mainly General Science and Religious Education. My wife and I put down a deposit to buy a two-bedroom house, where we lived with our first born child named Michael. He was nappy-trained and could both walk and talk yet died aged eighteen months of a croupy cough. During the previous week it happened that a three year old boy named Graeme had died a week earlier of viral pneumonia within an oxygen tent at the *Luton and Dunstable Hospital*.

At that time, I was teaching full time, while studying for my Bachelor of Science Degree in Botany and Zoology and was also working on a research project to do with gall wasps for *The Royal Society (London)* (Duffett, 1969).

After two years, the school in which I taught became amalgamated with the adjacent girls school and became named *Icknield High School* when it became comprehensive. That was when I received a salary increase for being Master in charge of Religious Education.

Upon obtaining my Bachelor of Science Degree (Duffett, 1968), I was invited to transfer to other side of the A6 road and become Head of Biology at Barnfield High School, which at that time only consisted of fourth and fifth year students. My research supervisor recommended that I attempt a Master's Degree, which as a part-time student, I passed in 1972 (Duffett, 1972).



Gerald Duffett BSc. In Botany and Zoology, University of London, 1968. (Duffett, 1968)

Reprinted from Volume 105. April/May/June, 1969.
Date of publication, 15th December, 1969.

ENTOMOLOGIST'S MONTHLY MAGAZINE

101

SOME NEW INTER-RELATIONSHIPS OF HYMENOPTERA
OVER-WINTERING WITHIN THE GALLS OF *ANDRICUS*
KOLLARI (HARTIG)

BY G. H. DUFFETT, B.Sc. (Lond.)

The unlimited opportunities for determining the parasites of gall-causing insects mentioned by Niblett (1940) have been somewhat reduced by the work of Blair (1946) and Askew (1961) which has confirmed and added detail to the bare lists of parasites and inquilines given by Adler (1894) and quoted by Connold (1908). Of the 17 species of gall-wasps found in 169 oak marble galls by Dr. Askew, only 8 were found in 127 galls examined for the present work: yet, by means of the methods described below, eight of the relationships shown in Dr. Askew's food web diagram for *Andricus kollari* (Hartig) were deduced and a further seven discovered shown as broken arrows in fig. 1.

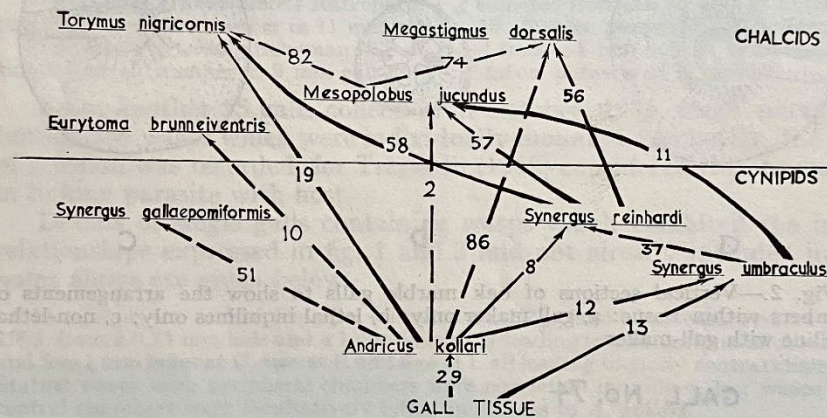


Fig. 1.—Summary of inter-relationships between Hymenoptera in Oak Marble Galls. Numbers on arrows indicate specific galls the details of which are recorded in the notes. New relationships shown as broken arrows.

Each oak marble gall must have contained an egg which should have developed as an *A. kollari* larva inside a single central chamber (fig. 2a) before pupation and subsequent emergence from an adult eclosion hole about 2 mm diameter.

The death of *A. kollari*—the gall-maker—was associated either with radial chambers (fig. 2b) containing larvae whose encroachment on the central position interfered as lethal inquilines with the gall-maker's development or with another species which developed as a parasite within the immature gall-maker.

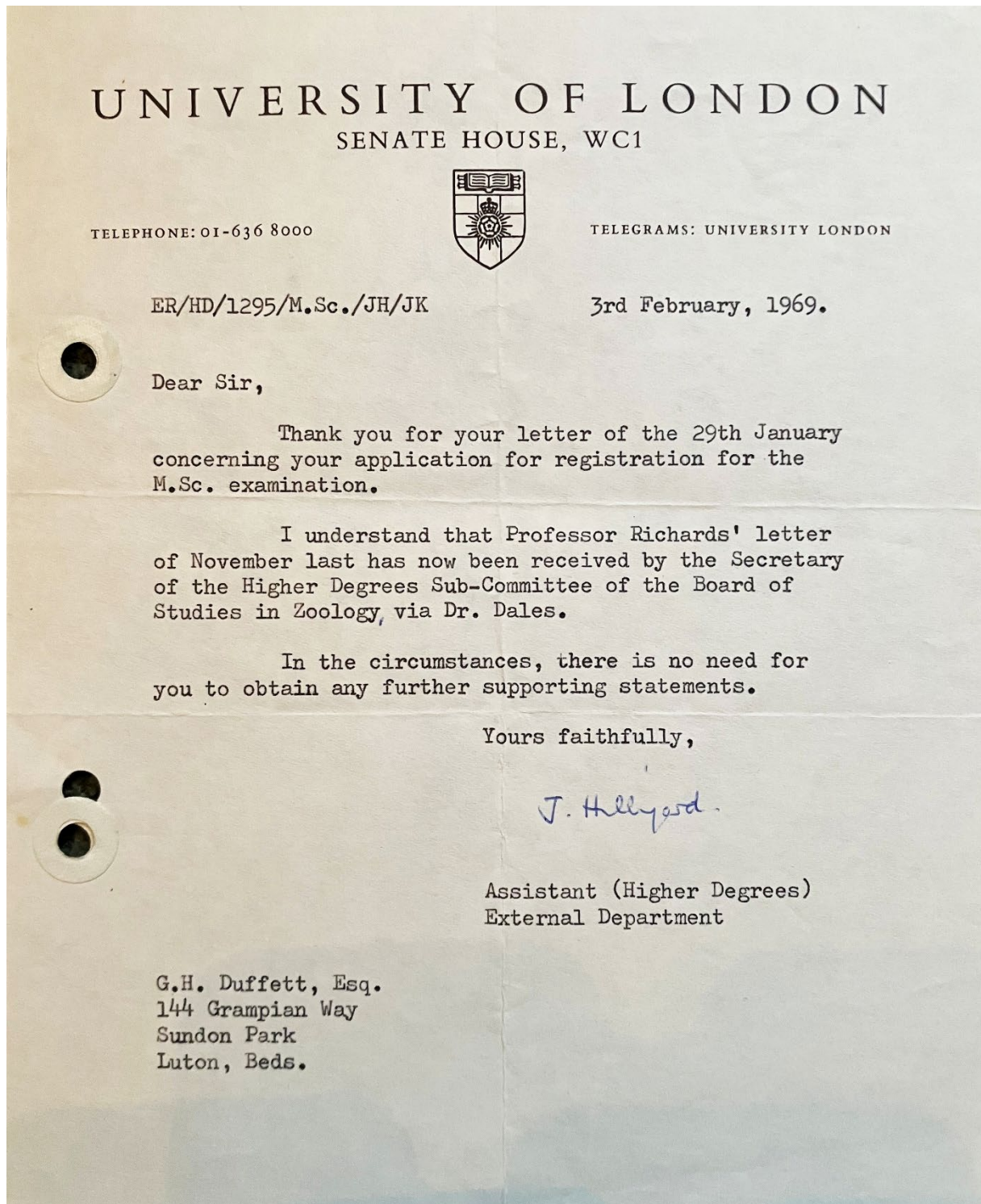
Species developing within purely peripheral chambers (fig. 2c) are non-lethal inquilines or their respective parasites (e.g. fig. 3, gall 74) whose presence does not affect the species occupying the central chamber(s) and, conversely, are not affected by any of the inter-relationships taking place near the centre of the gall (e.g. fig. 3, gall 82).

From 72 galls collected since August, 1964 and stored separately in specimen tubes, there emerged 309 gall-wasps by the following August.

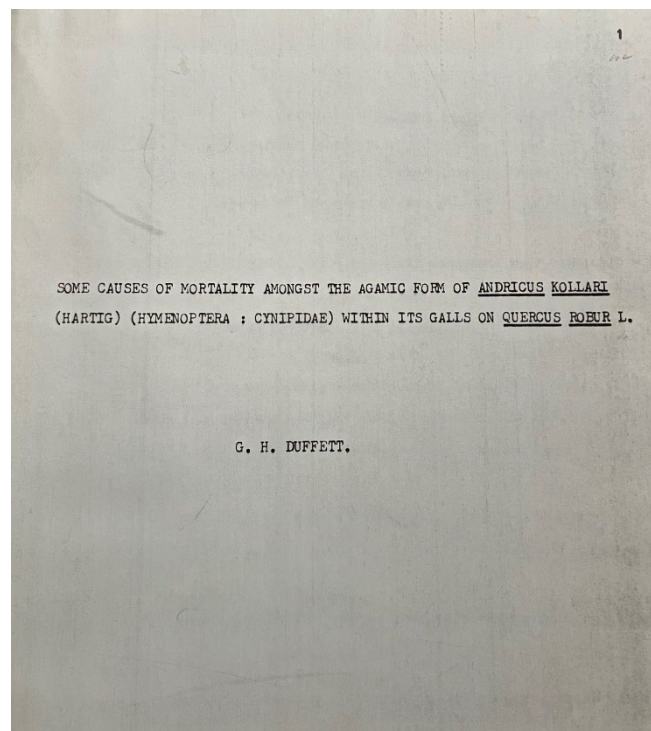
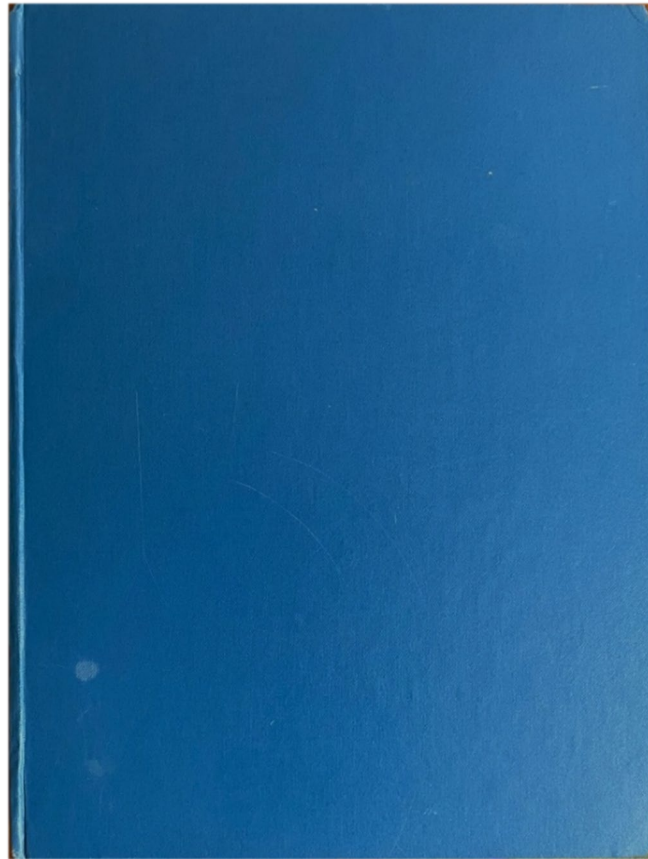
Gerald, H. Duffett BSc (Lond)

Scholarly article published as bridging research between the B.Sc. and M.Phil qualifications.

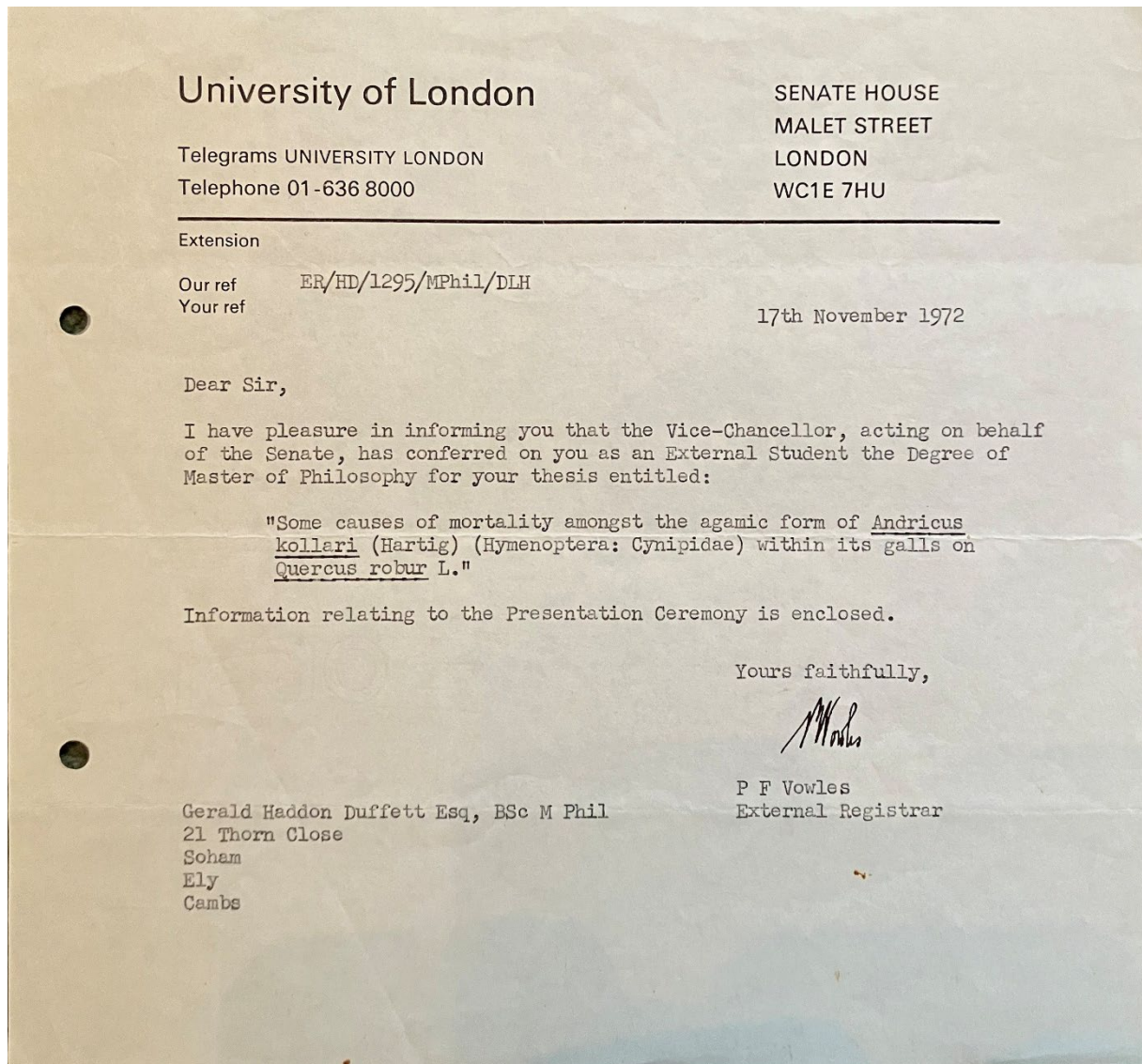
Duffett, G.H. (1969) Some new inter-relationships of Hymenoptera over-wintering within the Galls of *Andricus Kollari* (Hartig). *The Royal Society Entomologists Magazine*, Apr/May/June, pp:101-112.



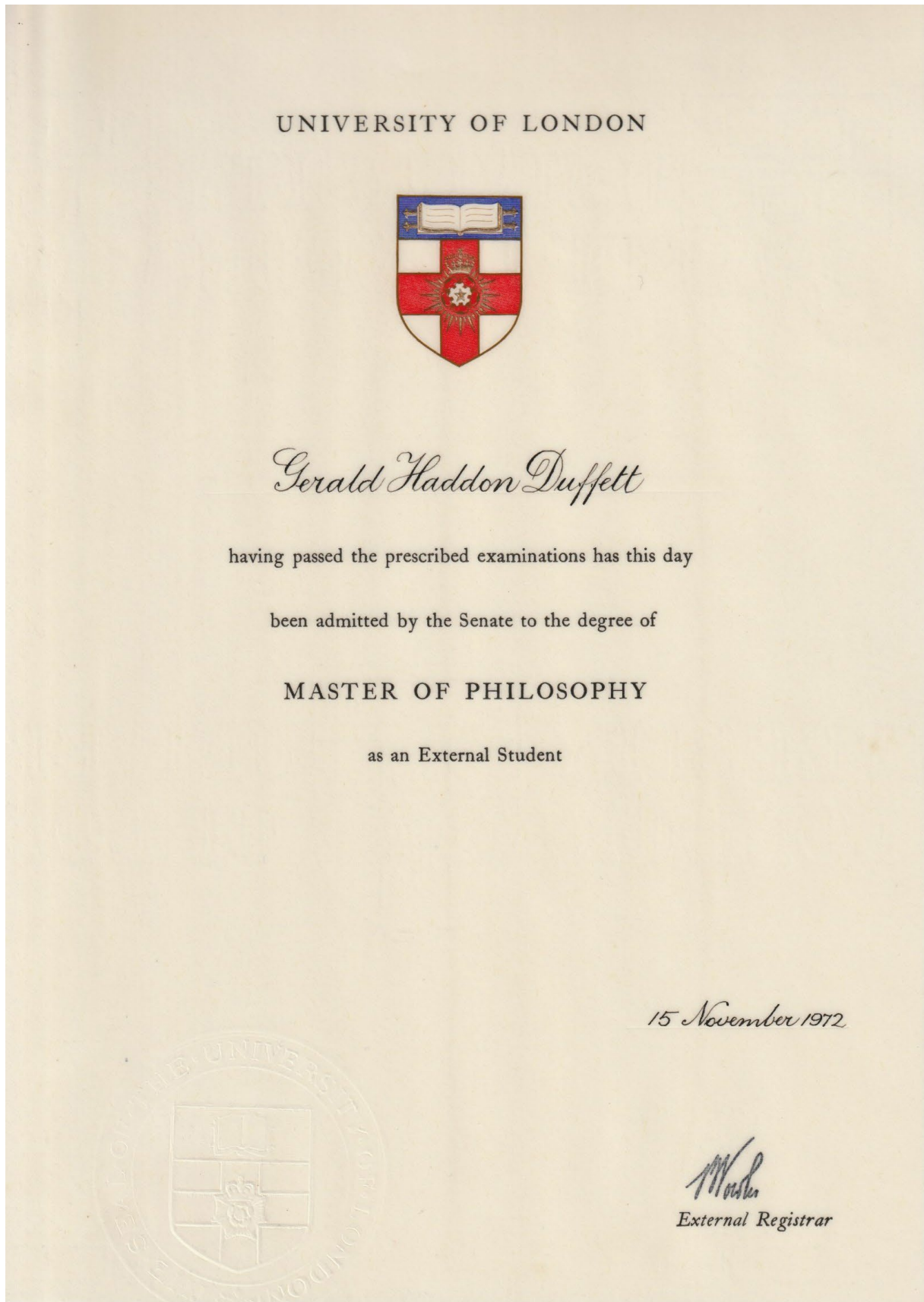
Letter to Gerald Duffett: confirming he can enrol and start his Post-Graduate Research Programme at the University of London in 1969.



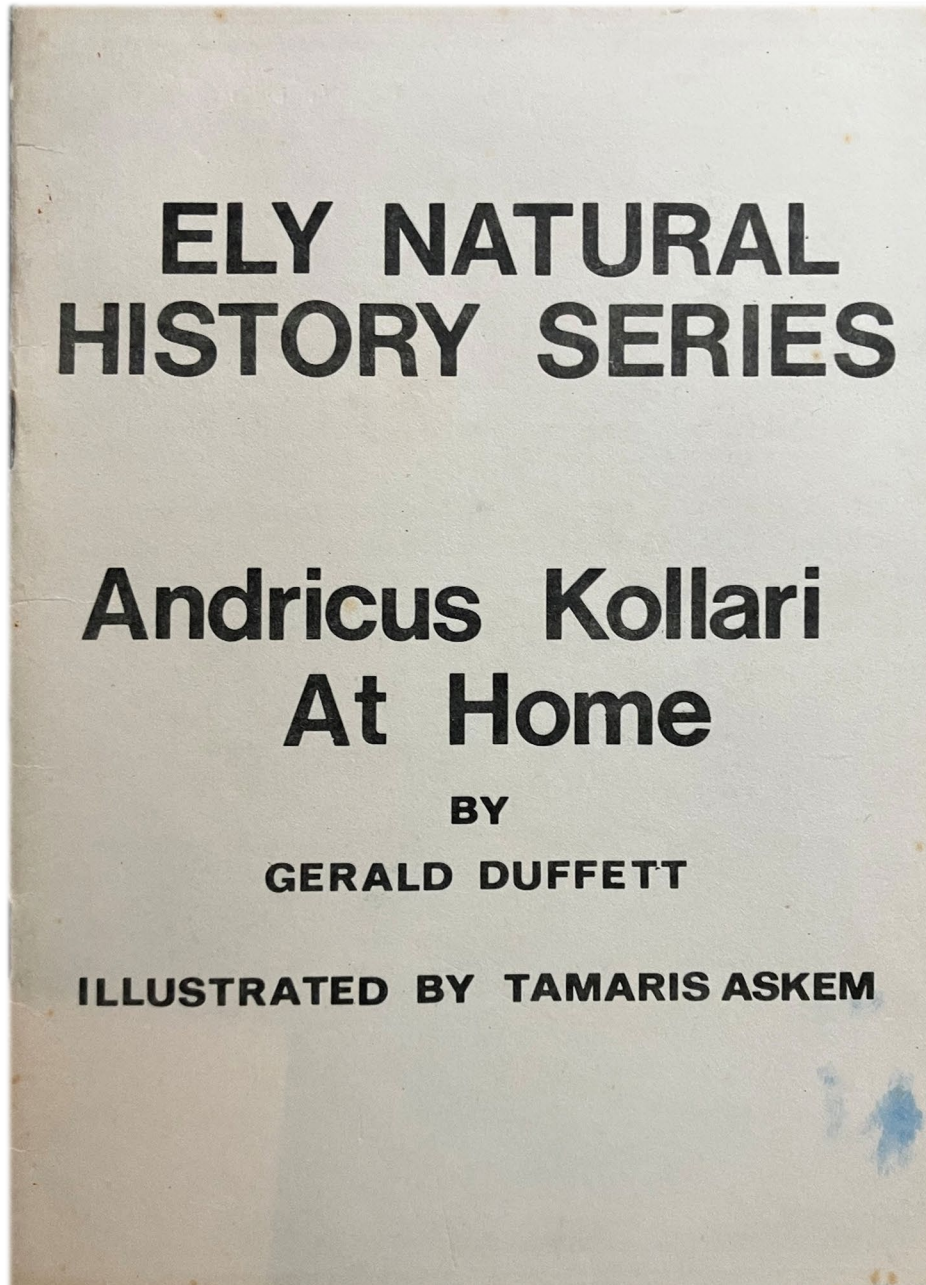
Phil Thesis: *Some Causes of Mortality Amongst The Agamic Form of Andricus Kollari (Hartig) (Hymenoptera: Cynipidae) Within Its Galls on Quercus Robur L. (Duffett, G.H., 1972)*



Letter to Gerald Duffett: Degree Conferment letter from the University of London to confirm that Gerald Duffett MPhil (Lond) has passed his Postgraduate Research Programme in 1972.



Gerald Duffett MPhil. 'Some Causes of Mortality Amongst The Agamic Form of *Andricus Kollari* (Hartig) (Hymenoptera: Cynipidae) Within Its Galls on *Quercus Robur* L.' (Duffett, 1972)



Gerald Duffett MPhil (Lond.)

Scholarly article published as emerging research from the MPhil Post-Grad Research qualification.

Andricus Kollari at home - Ely Natural History Series [Illustrated by Tamaris Askem]. Produced and published by Ely Resource and Technology Centre (Duffett, G.H., 1973).

What I remember about my research into some reasons why *Andricus kollari* gall wasps die within a portion of their figure of eight life cycle, is as follows:-

Thousands of galls had to be collected and placed in specimen tubes sealed with gauze so as not to suffocate living inhabitants. Ideally, each gall had to be inspected daily

to note if any occupant had emerged. Often there is much that is repetitive and seemingly boring involved in research projects.

The larger the sample size the more trustworthy will be the resulting data.

The methodology should unwaveringly adhere to a standardised procedure, so that the results will become more obvious. Any deviation could unwittingly generate an odd result that is not a genuine basis for a proper conclusion. That is why we should learn to always treasure an exception. It may not always prove a rule, but it can have the potential to improve it. Finally, there were deadlines when stages of the work had to be written up.

4.7.5. Teaching At Soham Grammar School for Boys (Cambridgeshire) 1970-1975

In 1970, I was teaching at the *Soham Grammar School for Boys*. There the Headmaster often let me conduct as many as three School Assemblies per week. Part of the grounds had a woodland strip where boys sampled earthworms when not catching small nocturnal mammals using Longworth traps. In 1972 most of the teaching staff were merged with *Ely Grammar School for Girls*.

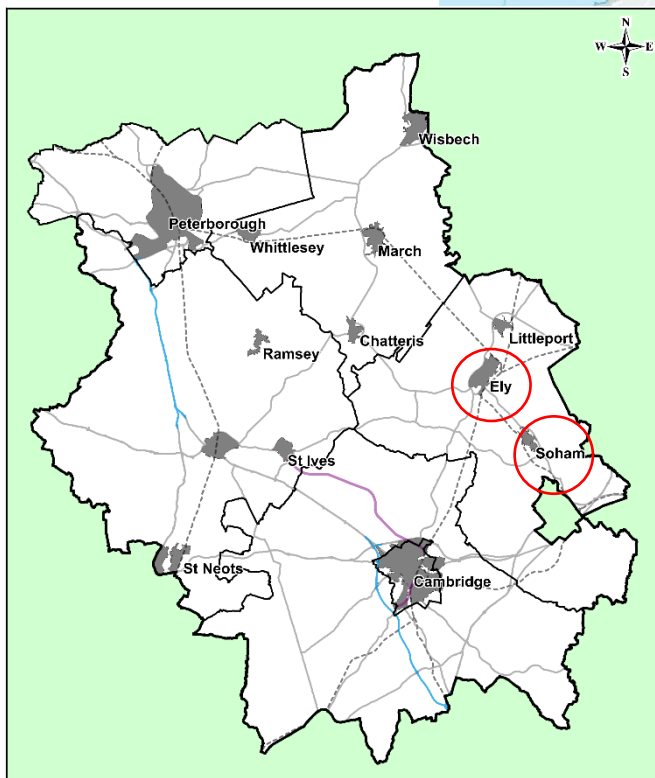
From 1966 onward until 1972, I have experienced having to step over a wave of 'comprehensivisation' spreading across the Home Counties (DES, 1965). It has generally provided me with opportunities for promotion, which not only increased my salary, but equally important, has gained me new experiences of greater responsibilities much sooner than I expected.

4.7.6. Teaching at the City Of Ely College (Cambridgeshire) 1975-1986

The years simply flew by. Whereas previously Field Biology involved sorties to study rock pool and salt marshes on the North Norfolk coast, sixth formers spent a whole week on the North Yorkshire moors studying flora on three spoil heaps of different ages, turning over flat stones in shallow streams called becks, when not marking colonies of shelled animals to see what percentage transferred to other groups between tides at Staithes, north of Whitby. We packed into the School Minibus, stopping at York to visit the National Railway Museum.

Owing to fire risk, although the door connecting the female sleepers was ostensibly locked, the lady teacher secretly unlocked it after midnight because that dormitory was made of wood and stood on stilts. We valued saving lives more than preventing cohabitation. In the Field Biology letter handed to parents the *Sixth Form Centre* assured them that no swimming would be allowed in the sea. Unfortunately, a junior colleague offered to travel into Whitby during a half-day break. He allowed sea swimming to occur without informing me. Later when teaching near Grays in Essex, he overstepped safety rules and he no longer teaches!

Map to show the location of the County of Cambridgeshire within the UK. (Encyclopaedia Britannica, 2026).



Map to show the location of the towns within Cambridgeshire where GHD lived and worked in Secondary Schools: Soham, Ely. (Cambridgeshire County Council ,2017)

In 1977 an opportunity presented itself for my first attempt at writing a textbook for Advanced Level General Certificate of Education in Biology. At a staff meeting in the college where I taught, a senior teacher explained that a new generation of photocopier would be on loan to the school for anyone to make several copies of worksheets on printing paper that was freely available. The staff were encouraged to make maximum use of that generous offer.

A textbook of *Biological Drawings* by Maud Jepson (1942) had made an impression on my standard of blackboard diagrams, so in the space of less than a week, I compiled a set of worksheets that amounted to an eighty-page textbook. Its scope covered most topics on the *University of Cambridge Local Examination Syndicate* syllabus for G.C.E. at Advanced Level Biology. Each left-hand page displayed several diagrams with questions to be answered on the right-hand page. Each student was shown parts on a diagram labelled A, B, C and D. On the page alongside the diagrams were spaces for them to fill in names of the parts to be labelled. Various other questions were asked to comprehend their understanding of what each page of diagrams showed. That set of exercises was meant to be user friendly to each student and engage their full attention rather than only involve passive reading.

The Teaching and Resource Centre was made aware of what amounted to Annotated Diagrams Search and Learn type of textbook and liaised with a publisher in Fordham, to produce several copies to be sold not only within schools in Cambridgeshire but for a wider catchment on general release. This was entitled *A D S A L Units for Advanced Level Biology* and its ISBN was 987-0904463408 (Duffett, 1977).

From November 1980 to June 1981, I undertook further training in my Head of Department role for Biology, what people would call nowadays, 'Continuing Professional Development', which was to support changes in Science teaching at the time. This was the Cambridge Institute of Education Certificate of Further Professional Study focussing on Theory into Practice in The Secondary School Curriculum. This course took a case study approach to analysing our own school's science curriculum to assess whether it was meeting the needs of pupils in current society and what changes might be needed to bring about and implement positive curriculum change.

CAMBRIDGE INSTITUTE OF EDUCATION

Certificate of Further Professional Study

This is to certify that MR G DUFFETT
has satisfactorily completed the following course of Further Professional Study

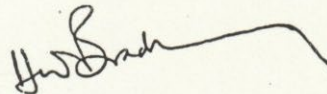
THEORY INTO PRACTICE IN THE
SECONDARY SCHOOL CURRICULUM

A course of twenty sessions, arranged by Homerton College, and held at the City of Ely College from November 1980 to June 1981.

The general purpose of the course was to explore the relationship between theory and practice in the development of the Secondary School curriculum through the extensive study on one school's curriculum provision.

Individual members of the course were given the opportunity to study one facet of school life as it affected the total school curriculum. They were expected to take an active part in planning and leading sessions and to write a report on one aspect of the course as an assessed assignment. They were also enabled to make an appraisal of possible future development in the school in the following five years.

The course co-ordinator was Mr Ray Dalton, Principal Lecturer in Education, Homerton College assisted by Mr Alan Bullock, Head of School, City of Ely College.

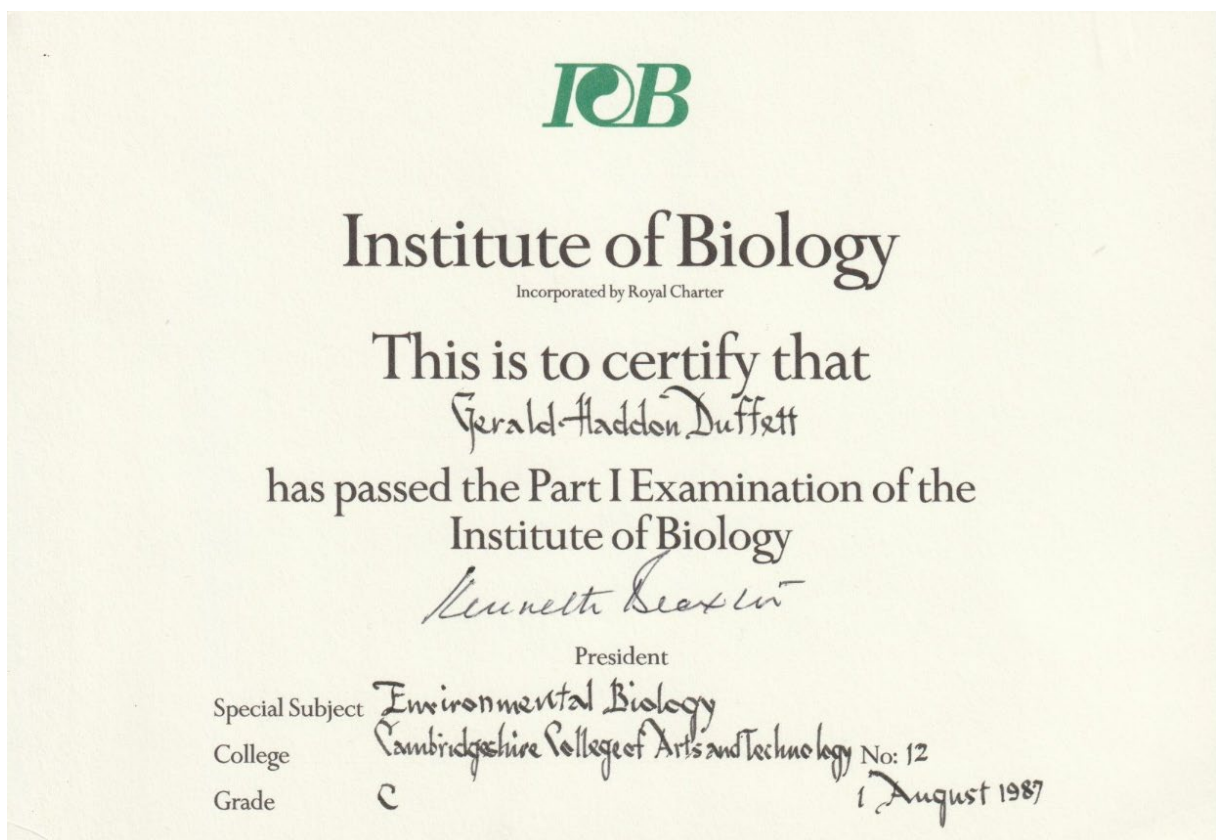


Director of the Institute

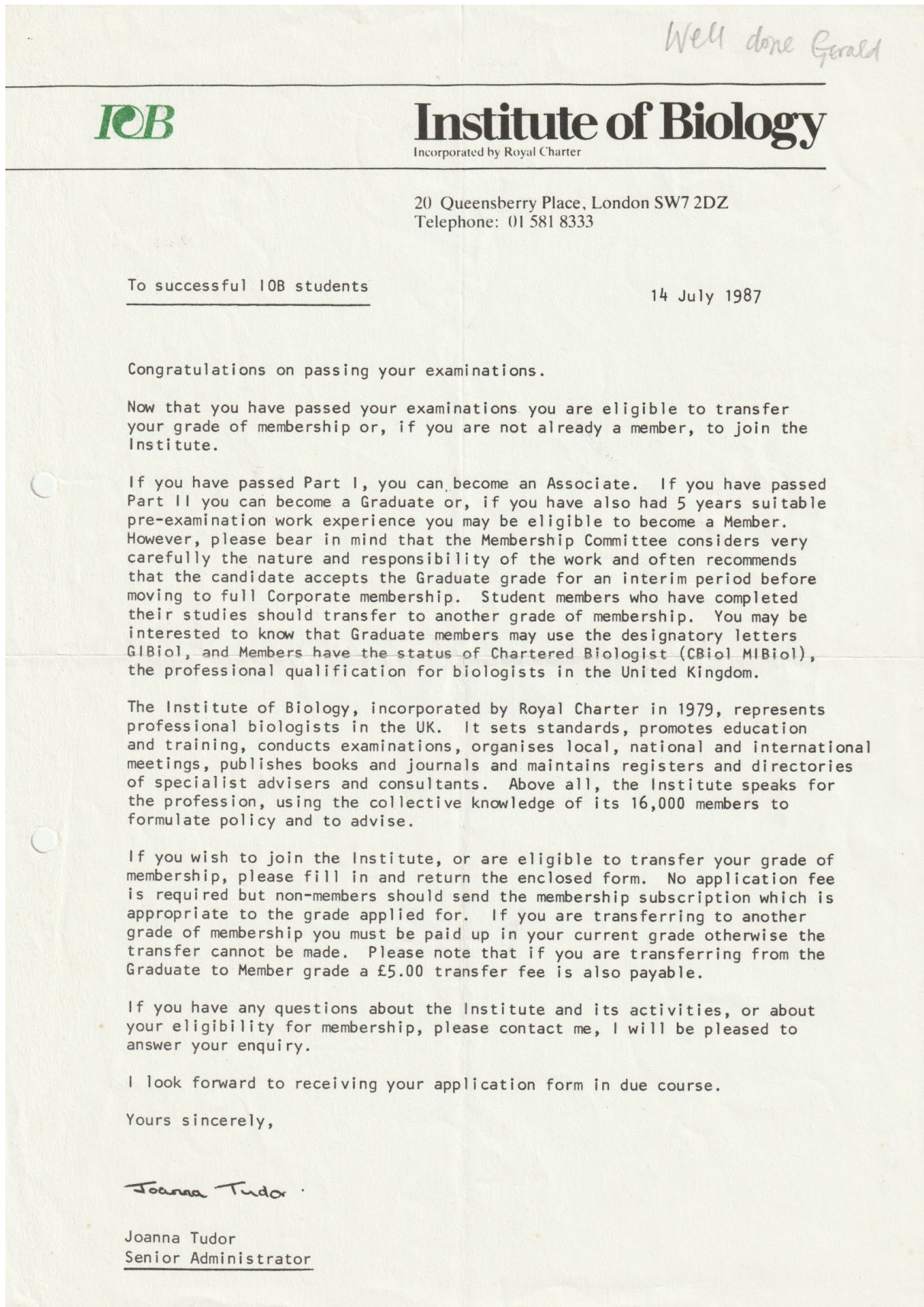
Gerald Duffett: Ongoing professional education training for curriculum implementation.

As Head of the Biology Department at City of Ely College, GHD attended the 'Theory into Practice in the Secondary School Curriculum' course in 1981.

A significant element of the course was that we as were 'enabled to make an appraisal of possible future development in the school in the following 5 years'. An action which I implemented at the City Of Ely College was for regular and supported access for staff to update educational opportunities that promoted pupils' learning as well their own. As things turned out radical change in Science teaching was afoot, and for the whole school system for that matter, as the new National Curriculum would take shape from the 1988 Education Reform Act, steered by the then Minister for Education, Kenneth Baker. Spurred mainly by the opportunity of the course by the Cambridge Institute for Education, but also 'recommended' by my employer for me, as an older teacher, to update my stock of knowledge to teach in their school, (although I would be retired as the new National Curriculum went live in schools - Science being the first area to be re-modelled to the NC format), I undertook a new qualification with the Institute of Biology, in 'Environmental Biology'. My aim was to be able to provide in-house training to science teachers within my department and schools in the surrounding area in new areas of biology to enrich the menu of topics and learning that pupils might receive in their science classes.



Gerald Duffett: Institute of Biology Exam in Environmental Biology in 1987. Ongoing professional education training for curriculum implementation.



Gerald Duffett: Member to the Institute of Biology in 1987. Ongoing professional education training for curriculum implementation.

Finally, in this section, when teaching in the *City of Ely College*, a colleague had successfully applied to teach modern languages in *Gordonstoun College*, in the area around Inverness. It so happened that his successor told me that someone informed him that I had connections with Mountain Ash, in South Wales. In further conversation, I was told that his wife came from that location. But what was fascinating is that his father-in-law drove a saddle tank steam locomotive for the *National Coal Board*. I honestly cannot remember whether it was named *Sir John* or *Sir Gomer*. One day when another driver was in charge, the particular engine in question became derailed. Owing to there being nothing to obviously have caused that incident, it was decided to call upon his father-in-law in case he had noticed anything odd about the handling of its controls. The deputation knocked on the front door and found the occupants to be upset. The usual engine driver had died in his bed inside that house at the same time that the engine for no apparent reason left the track! Is it a bridge too far to postulate that there could be an affinity between man and machine? Or had its driver been granted the power to make his favourite engine lose its traction with the track just at the same time as he was dying and was losing his grip on his life here below?

During lunch-time breaks I ran two clubs on different days each week. One was the Birdwatching Club, where we went on to the topmost storey of the main school tower block to view six fields that bordered on our campus which was designated as field number seven. We noted the details of each bird and, where possible, recorded what it was doing with its beak, wings and feet. Eventually this endeavour spanned several years before we transmitted our results via telephone wires directly to the *University of Cambridge Computer Laboratory* for storage on its mainframe.

The other club was held in the Biology laboratory and took the form of a Bible Study. Several visiting speakers regularly interacted with the group that consisted of about a dozen students. That club had light refreshments and mostly enjoyed listening to a local clergyman who was a canon of St. Mary's Parish Church. Another visitor was the Pastor of *Ely Railwaymen's Mission*. His weekday job was as a refuse collector and he brought unusual objects to lead into his subject, which everyone found fascinating.

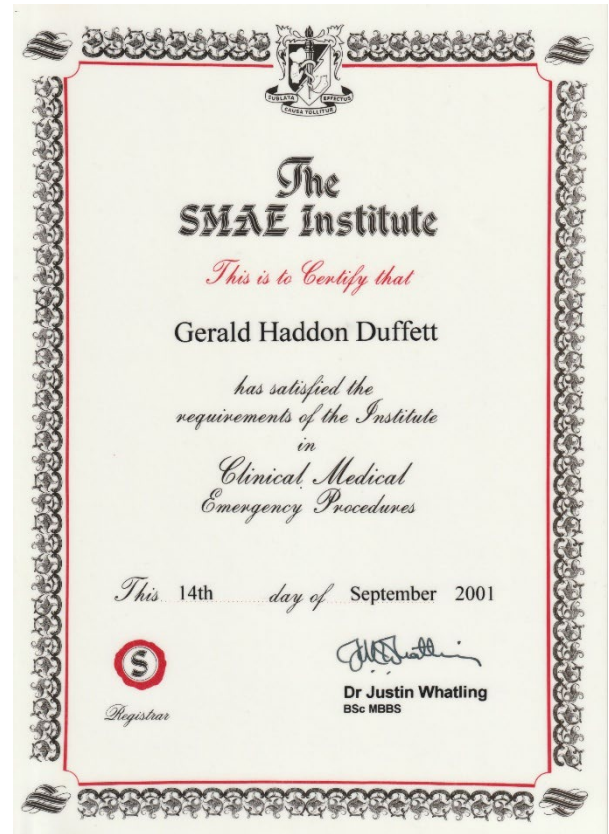
In 1986 any teacher over the age of fifty was invited to take early retirement on the grounds of redundancy (I was 51 years). They would not only receive a lump sum, but along with their pension would be issued a regularly paid enhancement.

After checking the small print with my teachers' union, we were advised to take redundancy. I was one of seven teachers to retire from the staff of the City of Ely College that after the amalgamation of staff and students from Littleport Village College was renamed City of Ely Community College. One female colleague actually wept in public because her age made her ineligible to take up the offer. It is very rare that any middle aged lady weeps because she is too young!

The main advantages of Secondary School teaching is that while it is a vocation, it has vacations long enough to allow authors to write books or pursue other hobbies. I augmented my interest in Model Railways by undertaking to mark G.C.E. Ordinary Level examination papers from overseas candidates in Science and Human Biology and so buy more items for my railway collection.

An American family chose to have their offspring attend a local school rather than them being bussed to an American air base where the father worked as a civilian. Their daughter was in my class for registration over a five year period and years after her family returned to Los Angeles and I was retired from teaching and living in Wales, her parents invited my wife and myself to be at her wedding. After staying in California for five days, we flew to Vancouver and met my youngest brother's middle son, who was studying at the University of British Columbia. The next day we travelled on the *Rocky Mountaineer Train*, which stopped overnight at Kamloops and on the second day reached Calgary. On the morrow, we enjoyed a five day bus tour of the Rockies and visited Banff, Jasper and stayed at *Chateau Lake Louise*. That was in 1992 when global warming was causing shrinkage owing to melting of the Athabasca Glacier.

In my last year of teaching, I became interested in retraining as a Chiropodist. My wife taught me how important foot care was in the elderly and we both attended an interview at The SMAE Institute in Maidenhead, Berkshire. Owing to my biological background knowledge, I passed the theory in less than one year, but my wife decided to wait until I had finished training. In the meantime, we both visited Tenby and put down a deposit on a Guest House in New Hedges.



SMAE Institute (Surgical Mechanical Advice and Education Institute) of the British Chiropractic Association. GHD qualified to practice chiropractic in his local community of Tenby, Pembrokeshire from 1994-2005.



After moving to Wales in 1988, I travelled back to the foot clinic in Maidenhead to complete my hands on treatment of patients under qualified supervisors.

On 1st May, 1988, my wife officially started to take in paying guests, while I went to the homes of anyone needing chiropody. Thereafter, I returned for annual refresher courses in how to give first aid if someone suffered an asthma attack, or lost consciousness for not taking prescribed medication for diabetes type two, or experience cardiac complications.

My wife retired from her career after four years and I ceased to practise in 2005 when I would be 70 years of age. This was the point that I stopped practising in the community as a chiropodist. During my career in chiropody I was enabled to practise because I was a fully paid up member and was covered for professional indemnity. That was on condition that I never gave local anaesthetic injections because they contain a vasoconstrictor such as noradrenaline, which would not help peripheral neuropathy patients and could accelerate gangrene. That is why those trained at the SMAE Institute (Surgical Mechanical Advice and Education Institute) have the same insurance cover as others in the National Health Service, but pay premiums about fifty per cent cheaper.

4.8. PhD by Portfolio at the University of Lancashire 2025-2026

My PhD by Portfolio is included here in Project 1, 'A life in learning- learning through Life' because it's another educational award on my continuing journey of engagement with formal education.

I never expected that reflecting upon my life experiences and accomplishments as a learner would make an original contribution to knowledge for a doctoral award, however, the start and end points of my main educational experience as a pupil, student and teacher, falling between the Butler Act of 1944 and the Education Reform Act of 1988, does track a period of significant change in education provision in the UK. Mine is a firsthand experience of this.

The opportunity to compile and curate my experiences as a learner within this portfolio has been a new experience for me, making this current exercise in learning a particularly enjoyable, challenging and satisfying one.

20th November 2025

Gerald Haddon Duffett
gduffett@lancashire.ac.uk
(G21362914)



Dear Gerald,

**RESEARCH PROGRAMME APPROVAL FOR THE AWARD OF RESEARCH DEGREE
OF THE UNIVERSITY OF LANCASHIRE**

I am pleased to inform you that the School of School of Sports and Health Sciences has approved your application for Research Programme Approval on a part-time basis for the degree of PhD (by Portfolio).

Title of Programme of Research

The Origin of Death: A Linkological theory of creation told through the lenses of Natural Sciences and Biblical accounts. A critical synthesis

Supervisors

Director of Studies: Dr. Clive Palmer (School of School of Sports and Health Sciences)
Second Supervisor 1: Dr. Paul Gray (School of School of Sports and Health Sciences)

Programme Start Date and Duration

The expected programme length is 48 months with effect from 22nd September 2025, subject to conditions specified in the University Regulations.
The expected date for submission of your final thesis is 21st September 2029.

Ethical Approval of your Project

Your application for RPA has been approved. However, please note that until you have gained ethical clearance (where you answer "No" to all questions on the Ethics checklist and clearance is confirmed by the ethics committee) or ethical approval (where you answer "Yes" to any question on the Ethics checklist and submit an application for full ethical approval which is subsequently approved by the ethics committee) you are not permitted to do any data collection or fieldwork, or participant surveys. To do so will mean you are uninsured, in breach of the Code of Conduct for Research, and liable for disciplinary action.

Examination Arrangements

a) The arrangements for examining you on your programme of work.
b) The external and internal examiners to be appointed.
These arrangements should be submitted no later than 4 months before you propose to submit your thesis for examination. Please note that you will not be able to submit your thesis until examination arrangements have been approved. Please feel free to contact me about any aspect of your research programme or with any other queries you may have.

Yours sincerely,

Lucie Commans

PGR Admin Team
Academic Registry
PGRAAdmin@lancashire.ac.uk

Copies:

- Dr Clive Palmer (Director of Studies)
- Dr Clifford Olsson (Research Degree Tutor)
- EthicsInfo@uclan.ac.uk

Page 1

Gerald Duffett: 'PGR student'. Registered Doctoral research by GHD on PhD by Portfolio at the University of Lancashire in November 2025.



University of Lancashire
Preston
PR1 2HE
01772 201201
lancashire.ac.uk

21 November 2025

Clive Palmer / Gerald Duffett
School of Health, Social Work and Sport
University of Lancashire

Dear Clive / Gerald,

Re: BAHSS Ethics Review Panel Application
Unique reference Number: BAHSS2 01444

On the basis of the information contained in the Research Degrees Application form, the BAHSS Ethics Review Panel does not envisage any insoluble ethical issues arising that might make the proposed project non-viable for MPhil/PhD. The BAHSS Ethics Review Panel therefore can provide ethical clearance on the project 'The Origin of Death: A Linkological theory of creation told through the lenses of Natural Sciences and Biblical accounts. A critical synthesis' and the research can proceed.

It appears from the Research Degrees Registration application, that the project will not require full ethics review panel approval. This is because it does not mention the inclusion of human (or animal) research participants or their data and seems not to have any significant ethical issues. If any phase of the research includes human (or animal) research participants or their data, or significant ethical issues are identified by you or your supervisory team, a full proposal application will need to be submitted to and approved by the panel. If this occurs, please ensure that you quote the unique reference number (above) on your application form. (You may then also find it convenient to make separate proposal applications for different stages of the project, especially if the design of the later stages is highly dependent on the findings from the earlier stages.)

Yours sincerely,

Dr Sinead Baldwin

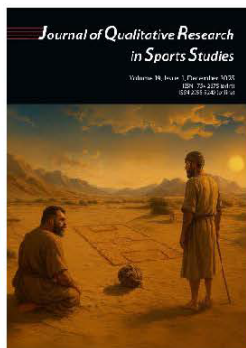
pp BAHSS Ethics Review Panel

NB - Ethical approval is contingent on any health and safety checklists having been completed and necessary approvals gained as a result.

Gerald Duffett: Gained Ethics Clearance from BAHSS Ethics Committee (Business, Arts, Humanities and Social Science) for Doctoral research by PhD by Portfolio at the University of Lancashire in November 2025.

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The origin of death: A linkological theory of creation told through the lenses of natural sciences and biblical accounts, a critical synthesis

¹ Gerald Duffett (University of Lancashire, Preston, UK)

² Clive Palmer (University of Lancashire, Preston, UK)

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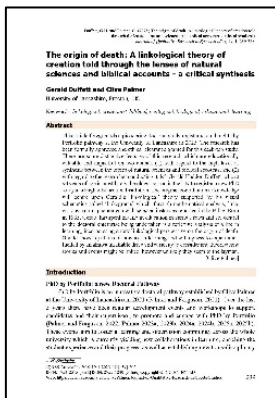
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Gerald Duffett: Published a peer review article in JQRSS about my Doctoral research by PhD by Portfolio at the University of Lancashire in December 2025.



Gerald Duffett and Clive Palmer (2025) The origin of death: A linkological theory of creation told through the lenses of natural sciences and biblical accounts, a critical synthesis. Journal of Qualitative Research in Sports Studies, 19, 1, 239-258.



Abstract: This article foregrounds a pioneering doctoral study registered on the PhD by Portfolio pathway at the University of Lancashire in 2025. The research has been formally approved and ethical clearance granted for this desk-top study. There are some distinctive features of this research which are educationally valuable and impactful on two counts: (1) with regard to the high level of synthesis between the topics of natural sciences and biblical accounts, and (2) with regard to the researcher conducting it, Mr Gerald Haddon Duffett, who at 90 years of age is most likely the oldest person in the UK to register a new PhD study at a Higher Education Institution. The original contribution to knowledge will centre

upon Gerald's 'linkological' theory supported by his visual schematics called 'linkograms' which, through mathematical analysis, links various natural phenomena with selected instances reported in the Bible. Born in 1935, Gerald has spent his life in education in various roles and so, central to the doctoral enterprise being undertaken is a reflexive analysis of a life in learning, incorporating a new linkological perspective on the original of death. Gerald shows qualities of bravery in learning and willingness to experiment, fuelled by an almost insatiable drive and curiosity to consider and theorise how stories and events might be linked, however unlikely they seem to the layman.

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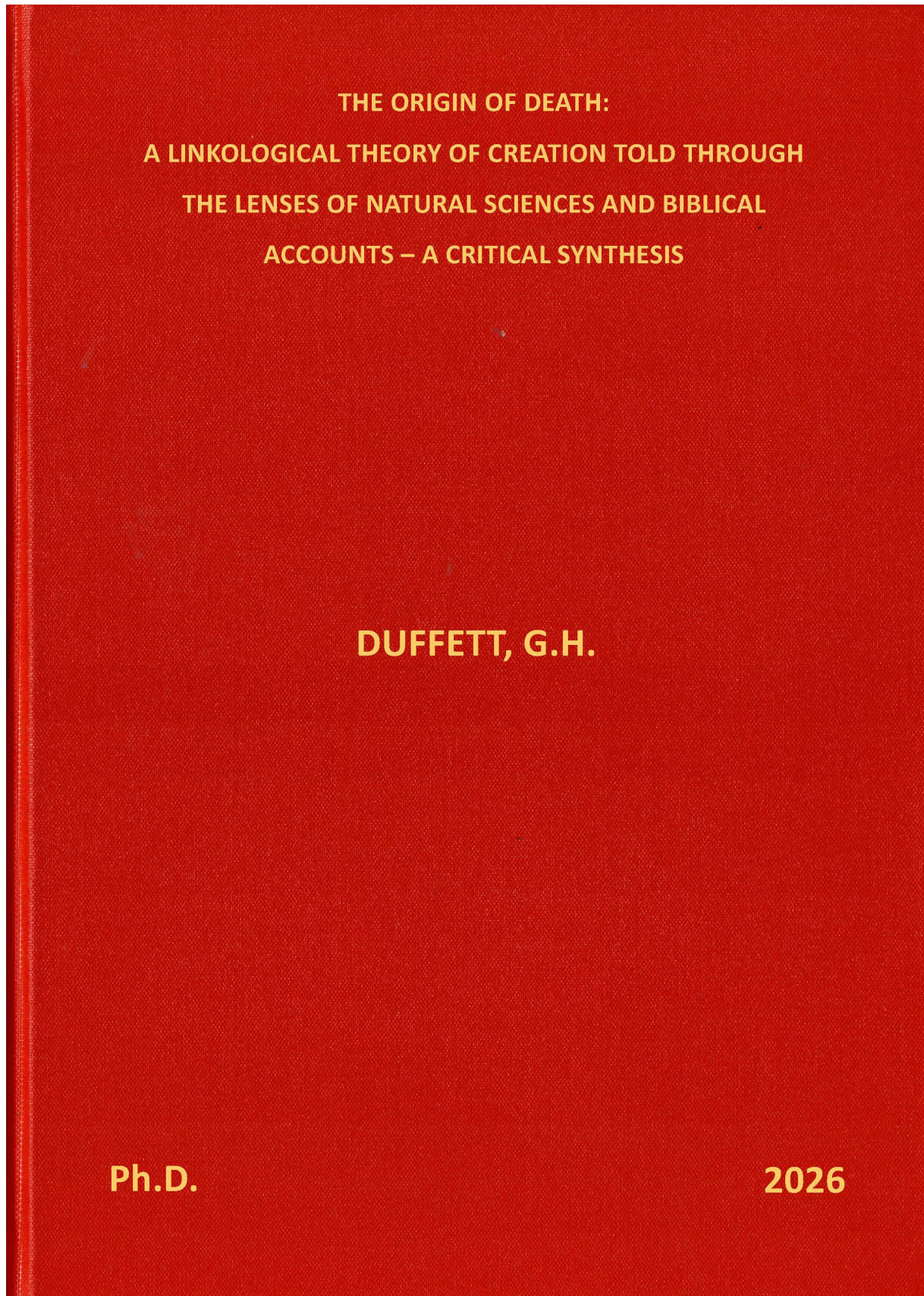


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PhD Thesis



Gerald Duffett: Final PhD Thesis University of Lancashire 2025-2026.



University of Lancashire

Gerald Haddon Duffett

Has been awarded the degree of

Doctor of Philosophy

In recognition of a programme of work entitled

**The Origin of Death:
A linkological theory of creation told through the lenses of
natural sciences and biblical accounts –
A critical synthesis**

19th May 2026

**Director of Studies
University of Lancashire**

Certificate Number G21362914



Gerald Haddon Duffett: Doctor of Philosophy - PhD by Portfolio certificate from the University of Lancashire May 2026.

4.9. Altered trends in attitudes over the years: learning, schooling and education

4.9.1 Some critical reflections

Since my schooldays, I doubt that school assemblies nowadays have any prayers or hymn singing. But in my Junior School classroom the *Ten Commandments* were displayed on a wall poster and the Death Penalty had not been abolished (until 1965). Generally, when *Boy Scouts* carried jack knives to carve wood or sharpen pencils, I was not aware of stabbing crimes, apart from accidents when Stanley knives were used to construct wooden models. Sadly, in the present time, supermarket doors have notices to remind the public that shoplifting is wrong.

Respect for every human being made in the image of God could teach young minds that there are certain boundaries that, if crossed, will cause more harm to the law breaker than to the rules themselves. Whoever ignores the cliff top sign to keep to the coastal path and decides to jump over the edge, will not actually break the law of gravity, but prove what the sign was trying to prevent.

I cannot imagine that Jews, Christians or Muslims would raise objections to bringing back the *Ten Commandments* into schools. The outcome would surely not cause the crime rates to soar and large sums of money could be saved by not having to recruit extra police and build more prisons. One effect of religious observance is that it imprints a sense of unity within a learning community and so disruption resulting in student expulsions might well be reduced. Another incentive to worship, is to remember that we bear the hallmark of being Selfies of our Maker, Who instituted holidays as time off for His models. In line with the familiar saying 'a stitch in time saves nine' so unsociable tendencies may be nipped in the bud, like vaccinations can save growing children from suffering certain future illnesses, which can present with consequences sometimes leading to brain damage.

Although corporal punishment is out of favour in schools (abolished in 1987), I do not remember hearing pupils swearing at teachers. Whenever someone received the cane, they wisely never told their parents because they would be further slapped at home. When teaching in one secondary school, more than one experienced teacher named two

boys, whom they sensed would commit murder. Unfortunately, those predictions were fulfilled within two years of them leaving school.

But not every teacher has an accurate gift of prophecy. After qualifying as a Secondary School teacher, the first school I taught in was near Wolverton in North Buckinghamshire, where a boy had already left before I arrived. Other teachers told me that that same pupil had viewed school attendance as though he was being held in an Open Prison. But once he learnt to drive, he parked his new Jaguar limousine outside his former school, where he had been written off. Yet he had created wealth, not from book learning, but by entering the scrap metal trade.

During my teaching, I have often been amazed about what depth of knowledge resides in young minds, who will not pass any academic examination, but are expert in being a repository of specialised information — such as knowing which countries issue triangular postage stamps.

By the way, there is one suggestion that I think would make examination candidates less nervous when attending such ordeals. It would be to allow them to bring up to six textbooks per subject. If they had not previously regularly perused their contents, then it will give them no advantage to newly studying them there.

Most science teachers teach with experiments that are actually simply re-runs of familiar demonstrations. Now I am certainly not advocating experimenting with explosive substances, but a few sixth formers were extremely thankful when I asked them to test visking tubing to see what type of foodstuff it belonged to. A close second was when a group of students were excavating in a peat field, between Stuntney and the Isle of Ely, to find evidence of where the River Ouse used to flow before the monks diverted it closer to the hill, where barges offloaded masonry to build the Cathedral. We dug up oyster shells, pieces of old glass and small lumps of coal that marked where the river bed once was.

Also on the wettest day of my adult life, I had interested eight boys to give me written parental permission to dig for fossils on the afternoon of Saturday 16th October, 1971. Only four boys turned up. But that did not matter, because apart from fossil fish and ammonoids, we discovered five neck vertebrae belonging to a species of plesiosaur. That meant instead of arguing or having to draw lots, each boy and myself had one cervical

vertebra to take home. A couple visiting later Tenby confirmed that was a very rainy day. They ought to know because they were married in Ely on that exact date.

4.9.2. Discoveries made by perceptive reversal

From childhood, I was led to believe that on Christmas Eve an old man comes down the chimney to deliver presents, which are opened on Christmas Day. But nowadays some new houses are built without any chimneys or fireplaces, yet their occupants still receive presents to unwrap on Christmas Day.

Then during Victorian times, boys were regularly sent from unlit fireplaces to climb chimneys in order to clean away soot and anything that obstructed the outlet of smoke. It is interesting to notice that in this case, a change in direction alone is sufficient to act like a magic wand to transform fiction into fact.

Years ago, when shopping in *Marks & Spencer* branch in Carmarthen, I watched two children travelling on an upward moving escalator. Before reaching the top, they turned around and started walking down it. That simple act triggered my mind to consider how experts can be mistaken when finding fossils in various layers. The ones lower down are reckoned to contain ancestors of those found in higher layers of sedimentary rocks. So evolutionists tend to interpret certain fossils in lower layers as being ancestral and fossils existing in higher layers are possibly viewed as their offspring.

Now the whole concept of evolution and evolving assumes that something is rising. But what if each fossil died at the surface and sank at different rates. Then the individual quickest to become waterlogged would have sunk to a lower layer, while those corpses with more buoyancy would have settled above them like in the aftermath of Noah's Flood. So, although the observed evidence is identical, the interpretation is not the same in each case.

4.9.3. The mystery of Being

However much experts study the various cell divisions occurring from fertilization at conception and examine various stages of development within the study of embryology, we only end up knowing how parts of our body are formed. Even if we understood how a blastula transformed into a gastrula and then into a neurula, we would never know how

each person came to be connected with a particular body. Even when someone knows the way that various parts take shape and become arranged inside each eyeball, we are still left with the mystery of somatic identity. In other words, how is it that each of us is linked to one particular body instead of migrating to become attached to that of the latest sibling newly born to our parents?

In *Psalm 139:13-16*, King David wrote the following with timeless simplicity:

'For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. All the days ordained for me were written in your book before one of them came to be.'

Even though we know that part of following the knitting pattern to form the body of a developing embryo involves DNA organising other chemicals to transform neighbouring structures into symmetry, we are no wiser in the quest of how we identify with our particular body. Before leaving *Psalm 139*, although it was written long before photography and antenatal scanning were invented, it prepares us to appreciate those new techniques, even before they were invented.

4.9.4. Looking at life from a new perspective

Having just referred to the mystery of Being there is a new way of perceiving reality. Instead of dwelling on the fact that we are tied to having one body, there is a refreshing new approach to viewing our life on Earth. It is, in the distinct change in circumstances that occurs from the moment we were born, we were free from all physical maternal connections. Naturally, we needed feeding, nappy changing and general care, but once born, we became free and so the whole of the rest of our life in this world is actually an 'out-of-body' experience.

Quite often we hear people describe a near death experience as being an 'out-of-body' experience. When practising chiropody, one lady patient, who was a very keen gardener and also designed as well as made mats on her weaving loom, on at least two occasions was pleased to tell me that she found the idea of departing this life very

exciting. She had two near-death experiences. In each such encounter she glimpsed a garden whose plants were so breath-taking in their beauty, she knew that they were literally out of this world. Her vocabulary was not capable of describing their structure and colours in detail. I could only imagine that such plants were a thousand times more intricately shaped than passion flower heads and had petals far more attractive than iridescent exotic butterfly wings.

As an aside, when typing that word 'iridescent', I remembered a sunny morning when holidaying in north Devon. My wife was in the car that I was driving up Countisbury Hill leaving Lynmouth in the direction of Porlock. Listening to the car radio, we heard Roy Noble talking to a Primary school teacher on Radio Swansea. He found it encouraging when told that pupils were writing down events and discoveries in their school diaries. Everyone on the radio and in the car laughed when they heard that one girl had discovered a dead rainbow on her way to school. When the teacher questioned what was seen, the pupil described seeing colours floating on a kerbside puddle when walking to school.

4.9.5. Unexpected reunions

I become excited when meeting people for the first time. Perhaps it is the closest I can experience what metal detectorists feel just before embarking upon a buried treasure hunt. Then if I discover that our paths may have already crossed I feel that I have dug up something from the past which both parties will find exhilarating.

When posted to the Rock of Gibraltar as a national serviceman, I decided to walk up to the top of the highest point on Christmas Day in 1954. There an Alsatian dog barked at me and its keeper called it back into a guard hut. After only a single glimpse of that airman, I realized that I knew him and remembered his name. After knocking on his door, he asked me what I wanted. I told him that I felt that we had met. Even after removing my army beret, he was sure that he had no idea who I was. But when I told him his name, he took two steps backward and invited me inside for a cup of hot drinking chocolate. He was Kenneth Prior and for two years we were in the same classroom of Dury Falls school in Hornchurch, Essex.

While studying at Dagenham Tech. in 1952, I was friendly with someone who took delight in attending a left-wing meeting only to chide them on providing capitalist biscuits

at refreshment breaks. Then when working at *Pentewan Sands Caravan and Camping Site*, only a short distance from the as yet to be discovered *Lost Gardens of Heligan*, I travelled to Penzance Railway Station in 1958. By chance I recognised him in the waiting room. He was studying to become a Primary school teacher.

Late last century, a man was recommended to visit my address in Pembrokeshire to measure up the windows for their replacement with double glazing. Afterwards, as we chatted during refreshments, I homed in on whereabouts he used to live in England. He had gone to school in Sandhurst, Gloucestershire. What puzzled him was that a girl in his class always said that she had to go home because aunty would have prepared a meal for her. I was able to tell him the surname of that girl called Heather and that aunty was a housekeeper, which her father employed to replace Heather's mother, who died shortly after giving birth. In fact in 1958, I was asked to accompany Miriam, who was that housekeeper's sister when she planned to stay at Heather's address for a week, while touring various sites in that area. Both were two of three daughters of the Secretary at *Winslow Baptist Church*, where my father was the Minister for seventeen years. Incidentally, the address where the housekeeper worked, dates back to Norman times and is listed in the *Doomsday Book*, completed in the year 1086.

After retiring from teaching, I qualified as a Chiropodist. While treating feet in a house in Saundersfoot, Pembrokeshire, I reached to the hallstand to put on my coat and hat, when I noticed an old photograph of the main shopping street in Aberdare, Mid-Glamorgan. I asked what connection she had with the next town up from my birthplace in Mountain Ash. Guess what? Her son lives in Aberdare, and is married to the girl, who along with her two brothers, lived next-door to that house where I was born. My brother and I often played with their chemistry set on a low flat topped wall between the two back gardens.

In 2024, I was travelling to London for my regular dental hygiene check-ups. On the express train from Swansea to Reading, one lady faced me across the table between us. During conversation, she mentioned that she had lived in Wigan. She let me know that she went to the same school as the boy, who lived next door. He only gave up rock climbing when he landed in hospital. She mentioned that he was good at drawing and his hobby was birdwatching. When I told her that I knew a friend, who now lives in Anglesey

and has retired from lecturing in *Bangor University* and has written a book entitled *The Design and Origin of Birds*, it turned out that he was also known to her. He was once her neighbour. His name was Philip Snow (Snow, 2006).

My main reason for pursuing this theme of Unexpected Reunions is because of what happened to the Apostle Paul when he was under house arrest in Rome, while awaiting for the Emperor to hear his legal case. Although Paul was a member of the Jewish Sanhedrin, he was also a Roman citizen and so had every right to appeal to Caesar. Now it so happened that Paul had stayed with Philemon in Colossae, where a slave named Onesimus lived and worked. But sadly, that slave had made a bid to run away and quite likely stole the family silver to finance his escape to freedom. Whatever the actual details, he met up with Paul who knew his former master. Onesimus became a believer in the Lord Jesus Christ and knew that he must return to face the consequences, which at that time could have included the death penalty. So Paul wrote a covering letter informing his Master Philemon that he (Paul) would pay for anything that the slave had stolen and asked his boss to receive him, no longer just as a slave, but as a dear brother in Christ. That short covering letter, known as the *Epistle to Philemon*, is a picture of what it cost Christ to die for our sins to be forgiven and for us to be no longer slaves to sin, but share in the riches of God's grace. Wisely, Paul sent Tychicus to accompany Onesimus and it was that companion who carried another letter named the *Epistle to the Colossians*.

In the final chapter of that letter, Paul wrote:

'Tychicus will tell you all the news about me. He is a dear brother, a faithful minister and fellow-servant in the Lord. I am sending him to you for the express purpose that you may know about our circumstances and that he may encourage your hearts. He is coming with Onesimus, our faithful and dear brother, who is one of you. They will tell you everything that is happening here.'
Colossians 4:7-9.

We know that both travellers reached their intended destinations safely. For it was because of an unexpected repeat encounter that the canon of the New Testament contains two extra books, bringing its total to 27 books, including those aforementioned letters: one to Philemon and the other to the Colossian believers, who met in that slave master's house.

4.10. Three near death experiences

4.10.1. First: Bombed out when evacuated to South Wales during the second world war in 1941

In the same house where I was born in the front bedroom in 1935, I nearly died in the middle bedroom during an air raid in 1941. That was when a powerful bomb demolished the *Duffryn Primary School* owing to a *Luftwaffe* pilot spotting a glow from the fire box in the cab of a steam locomotive, hauling the Milk Train travelling on the sunken track of the former *Taff Vale Railway*, close to Aberdare Road. The bomb missed the train, but became partially buried in the soft lawn of the school. Grown-ups claimed that if it had landed on the hard surface of the school playground of that primary school, then all buildings would have been flattened and their occupants killed outright. As it happened, the capstone of one of the stone gate posts was carried in the blast and landed on my side of the bed, where I slept with my younger brother. But when the *Deep Duffryn Coal Mine* hooter sounded to signal an air raid, my grandmother and her younger sister we called Aunty Mabel, entered the bedroom.

Apparently, we later learned that while we slept they had this conversation. My Aunty Mabel said to Nanna Yerbury, *'They are sleeping like a pair of angels. It seems a pity to disturb them'*. But Nanna replied, *'If we did not carry them to be safe under the staircase, and something happened to them, I would not know how to look their parents in the face'*. So each of us, still sleeping, were taken downstairs and sat on adult laps in what was known as the 'cwtch'.

Then we heard the bang of the bomb. The window panes smashed and there was plaster dust in the air we breathed. The top half of the Welsh dresser, which had mirrors and ornaments on its shelves, landed upside down to face the lower part made up of drawers between end cupboards. Those mirrors were intact as that top half rested against the dining room table. Inside the 'cwtch' old irons and a greengrocer's weighing machine weights rained down on either side of our young legs without injuring us. Our grandad Yerbury reported that when he looked up at the bedroom ceiling, he could see the stars through a large hole in the roof. So it was decided we would go to live with another relative, whose house was higher up the mountain and further away from the coal mine, the river and the railway.

Naturally, we relished the idea of having time off away from school. As far as I know, no-one was killed, but some injuries may have been inflicted. I remember an ambulance crew member visited each home to see if anyone was needing to receive first aid.

Meanwhile, over in England, living near to where the county of Essex borders with the eastern edge of London, my parents had no bombs fall near to them. Yet on the same morning that we were bombed out in South Wales, my mother woke up and told my father that she had dreamt that a bomb had damaged our dwelling, but we were all right and there would be a letter to that effect in the post delivered on Monday morning. That dream was fulfilled to the letter.

Incidentally, years later, when I was living in Luton, I said to my wife that I felt that the oldest of my three younger brothers was unwell. At that time, he was living in Hildenborough close to Tonbridge in Kent. He called to stay with us a week later and I asked him about a certain time and date. He replied that he had driven our parents around the countryside on that day. When passing someone mowing a lawn, the Flymo had caused a stone to shatter his rear window. Back home, after the evening meal, he brushed up glass from inside his car, but managed to cut the middle finger of his right hand in the darkness. Upon re-entering his house, he sat down on a chair when he nearly fainted. The time tallied with a telepathic announcement to my wife about an incident about 63 miles away as the crow flies.

4.10.2. Second: Booked to fly on a plane that crash-landed on the far side of the Pyrenees in 1955

My name was originally listed for flying out of Gibraltar ready for my demobilisation in the United Kingdom. However, the *Royal Army Education Corps* captain informed me that having completed a *Wolsey Hall* correspondence course on Early Church History (70 to 325 A.D.) I would have to fly home a week later. I was down to sit an examination on the same day as my flight. It so happened that some of the aviation fuel put into the aircraft had become contaminated with seawater. So when I was still in Gibraltar, all the engines on that aircraft were spluttering over the last part of the Pyrenees and the pilot looked out for a ploughed field to make an emergency landing. Although there were no reports of

fatalities or serious injuries, I reckon everybody on board wore underwear of a colour somewhat different compared with that on take off.

4.10.3. Third: Entreated by a close friend to travel in the compartment of a train that caught fire in 1968

Three times a fellow student had coffee the day before I was due to sit my first Final Examination as an External Student of *London University at Alexandra Palace*, near Wood Green. He urged me to travel on the 8.30a.m. train out of Luton and assured me he knew exactly where the examination would take place inside that large building. Not only was he a laboratory assistant at the college where we both studied, but on weekends he taught as a Sunday Schoolteacher in the Welsh speaking chapel at Luton. To avoid any risk of arriving too late for the start of the examination, I urged him to travel with me on a train due to leave at 7.30 a.m. In the examination, staff with clipboards copied down each candidate's number. That was in case fellow students already knew about what had happened aboard the Craven Diesel Multiple Unit that left Luton at 8.30 a.m. and their performance was affected.

In those days most railway carriages had compartments and my friend's mode of transport had neither a corridor nor central gangway, so when the underfloor gear box caught fire, the only way of escape was through the window as the doors were stuck shut. Unfortunately, my friend hit his head on the rail of a neighbouring track close to St. Albans Station. He died in the arms of a man who lived on Sundon Park Housing Estate on the north-west edge of Luton. At the weekend, when my wife and I visited Eaton Bray, where my friend lived. It was sad to see his dog at the corner of the garden lawn still waiting for someone, who would not be coming home to take him on walks.

4.11. Opposite truths

In everyone's experience, when we think that we are standing still, we are actually travelling at several thousands of miles per hour. Naturally we perceive our speed as being zero, when it is far different. Depending upon our position relative to the equator, so our speed matches that of the Earth's rotation, which has been cited as about 1,037 mph on the actual equator and other complications must be considered. These include the

67,000 mph. that the Earth orbits the Sun and the 448,000 mph. that the Sun and Solar System both spin around the centre of the Milky Way galaxy. Maybe this is the truth that underlies the commonly heard saying: 'We are going nowhere fast!'

Perhaps it is at this juncture that I can return to what was hinted at much earlier in this section of my thesis. When people feel worthless and have very low self-esteem, they have only to remind themselves that they are models of the Prototype, Who is their Maker. That is the zenith of the hallmark that makes human beings of great value. But even more so because of the great price with which they have been redeemed. Unlike Abraham whose loyalty was tested by being asked to sacrifice his son Isaac as recorded in *Genesis 22:1-14*, when Christ died for the sins of mankind, according to *John 3:16*, that revealed how much God so loved the world that He gave His Only Begotten Son.

Another paradox is that when we open our eyelids, we assume that everything visible around us is outside our head. But it is generated inside our brain within our head. In other words, sensations about the extra-somatic environment arise from brain activity that is intra-cranial. That is, the outside world is actually modelled as a replica of sensations inside our head. Now I find that to be somewhat disconcerting if not downright creepy and alarming. For whenever I am driving my car and passing other traffic, I reason that those drivers, like myself, are also judging distances and estimating angles when judging steering directions according to how well that their senses and mine are causing our brains to model accurately the world around the outside of each one of our heads.

Similarly, to complicate all of the above information, is eye-sight. Light enters each eyeball. At the sensitive nerve endings embedded in the retina where light photons are changed into electrical charges termed nerve impulses, the various rods and cones are arranged in clustered layers to detect light. Although all are stimulated, only a limited number can pass as electrical nerve impulses through each bottleneck we call the optic nerve. Yet no detail is ultimately lost when several million nerve fibres become reduced to about two million within each optic nerve. Without going into details of the crossover manoeuvres performed at the optic chiasma, the encoded impulses are decoded. In other words, like with matching bookends, what was scrambled in the retina is unscrambled in the visual cortex, near to the back of the head in the cerebrum. Imagine a tiny tree lying horizontally between the retina and stretching to reach to the brain, near the

back of the head. Its twig tips would seem to be a mirror image match of its rootlets. Well, the twigs lie in the retina and via its narrow tree trunk its roots lie in the visual cortex. Each end of the visual tract displays symmetrical replication.

Thinking about the fabric of everyday life, opposites play several key roles. At subatomic level, protons are positively charged particles whereas electrons are negatively charged. People have drawn conclusions about if their particulate mass ratio was closer to being equal, then life as we know it would not be possible.

I often smile inwardly when I come across references to Artificial Intelligence. Its opposite is Natural Ignorance. Then I reasoned that Natural Intelligence probably has matching Artificial Ignorance. I suspect that someone has already invented that domain. I know of motorists, who regularly receive reminders by stamped letters through their letter boxes, informing them that they need to renew their road fund licences, even when their vehicles emit exhaust gases that make them exempt from having to pay any money.

4.11.1. Unexpected results from easily overlooked contributions

I wonder how many times people have been overlooked, who have yet to receive any recognition commensurate with an achievement that they made possible for others to acquire a world famous reputation?

Think of the discovery of the intact tomb of the ancient Egyptian named Tutankhamun. He is reckoned to have died when aged 19 years and during his short reign a change occurred when one religion was replaced by another. But my main interest is that although the Earl of Carnarvon sponsored Howard Carter to search for a new tomb in the Valley of the Kings, visitors would have no treasures to see if one key input had not occurred. They would never have found items to display, if it were not for an Arab boy named Hussein Abdul Rasoul who reported that when placing water casks on the sandy ground, he heard a thud as though it was a buried piece of masonry. That is how the first step leading down to the underground tomb was discovered.

Sadly, we cannot be sure who actually caused someone to invent vaccination, but some unknown person who triggered people like Dr. Edward Jenner to realise that a mild infection such as cowpox would reduce the disfigurement and fatalities caused by an outbreak of smallpox.

Lastly, in this brief review, although Alexander Fleming discovered that penicillin played an antibacterial role in the successful treatment of diseases involving infection, I wonder if a laboratory technician had not properly sterilised the Petri dish in which Fleming first observed bacterial colonies retreating from a liquid exuding from a mould? In that case, it would seem only fair to let that person, whose shoddy workmanship contributed to the groundbreaking achievement of antibiotics, be invited to also receive a Nobel Prize.

4.11.2. Miscellaneous memories

(i) Even before the Normandy landings occurred, the doodlebugs and V2 rocket launching sites had been overrun by allied forces fighting on the eastern front, so we moved to live with our parents in England. At about 2.30 a.m., my father entered our bedroom to tell us that he wondered if the D-day landings were taking place because aircraft were flying over Essex in wave after wave.

Although my father's church, situated in John Street (a turning off the Theobalds Road) in Holborn, London had been bombed, we managed to hold worship services in the *John Street Baptist Church Sunday School* premises adjacent to the roofless sanctuary. It was a regular treat during Sunday lunchtimes, to eat my mother's Cornish pasties when visiting *King's Cross L. N. E. R. Station* and see the steam engines designed by Sir Nigel Gresley haul the *Flying Scotsman* express train from platform 10 at 1.00 p.m.

I was impressed to notice how small an amount of sand helped to curtail the driving wheels from skidding, when inside the cab, the locomotive driver used the regulator to start the express train on its northwards journey. Sometimes the reverse gear was set to make the locomotive push backwards on to the rolling stock until all the couplings were not level and taut, but hanging downward in the shape of a capital letter 'U'. Then when moving forwards, the steam engine only had to haul but one carriage at a time. That is good advice when faced with an onerous task. Simply learn how to divide it up into manageable portions.

(ii) Another treat was to travel on the front seat of the upper deck of a tramcar and wonder if it was becoming derailed when its bodywork seemed to be travelling straight ahead, just before the wheels followed the track to enter the downward sloping end of

Holborn Kingsway Subway and later emerge with a view of the underside supports of Waterloo Bridge, which was partly built with the help of women engineers during World War Two.

Towards the end of the war, a new kind of building was being constructed in the grounds of secondary schools to do with the raising of the school-leaving age. They were called HORSAs meaning *Hutting Operation for the Raising of the School-leaving Age*. According to the Education Act passed in 1944, pupils had to reach the age of 15, before they were allowed to leave school.

It was only a year later that a new type of writing instrument made by the Miles Marten Pen Company was advertised in 1945 (Wilson, 2023). My parents bought one pen each called 'The Bird' that was the forerunner of the biro or ballpoint type of nib that used a blue gel type of ink. At that time the cost per pen was about seven times more expensive than buying a week's supply of groceries to feed a family of two parents and their four offspring.

That taught me that some people are prepared to buy the latest devices to prove to others that they can afford them. I reckon this is why models of motorcars, which are working well and do not need modifications are periodically modified to have a different appearance, so the neighbours can be impressed and try to keep up with the proverbial Joneses living next door. Incidentally, most schools banned students from using ballpoint pens to write any schoolwork.

I well remember returning borrowed books to branches of *Boots the Chemist* for a lady whose lawns I mowed to earn pocket money. Her husband worked for *Pitt & Scott Ltd.* who regularly shipped antiques to the U.S.A. Both man and wife were Scottish and when they telephoned me to run an errand or mow their grass, I honestly did not know the gender of the person on the other end of the telephone. I have a feeling that they slept in separate bedrooms, because one night the husband fell asleep with a lit cigarette between his lips. Waking up in an inferno was enough to make him give up smoking.

Long before the start of the television series entitled '*Jim 'll Fix It,*' a relative, who was in charge of the Freight Depot at *Barry Town Railway Station* had arranged with an engine driver friend for my brother and I to board the cab of a pannier tank steam locomotive.

Once we had climbed on to the footplate, the driver pointed at various gadgets for us to name. My younger brother could and did. Just after a signal changed, the driver told us he had to travel solo to *Barry Island Railway Station* before making a return journey on a different rail track. When he asked us how to start moving the locomotive, my brother pointed to the regulator bar and said that it had to be pushed upwards. The driver prompted my brother to do just that, which he did, after being reassured that it was all right to obey the driver's instructions. Ahead, the track sloped downhill and ended with a buffer. Getting nearer that buffer, the driver then led us a merry dance. He played a game of being hot or cold as my brother was uncertain where the brake lever was. Eventually we stopped just short of the buffer. Then, when it was my turn to drive the locomotive back towards Barry Town, I both knew how to start it and what controlled the brakes to stop it.

Those choosing evolution know that the process of mutation is random and natural selection is purposeless. In fact, a famous American palaeontologist shocked his colleagues when he declared that Evolution did not see mankind coming!

An exact quote is from George Gaylord Simpson (1949) on page 345 of his book entitled 'The Meaning of Evolution: A Study of the History of Life and of its Significance for Man' published at Yale University Press and is as follows:

'Man is the result of a purposeless and materialistic process that did not have him in mind. He was not planned. He is a state of matter, a form of life, a sort of animal, and a species of the Order Primates, akin nearly or remotely to all of life and indeed to all that is material.'

What a contrast exists between the above quotation and the advanced notice about the status and purpose of mankind's creation in *Genesis 1:26*.

Then in August 1963, when I was on holiday at that location, Barry Island, I read on Newspaper billboards that the Great Train Robbery had occurred in Buckinghamshire. The robbers were living in rented accommodation in Long Crendon where they played Monopoly with real used banknotes. A young friend of mine was a trainee policeman, who attended my father's church in Winslow, Buckinghamshire where he was baptised as a believer and was on his first posting in Long Crendon, near to Thame in Oxfordshire. Local people informed him of their suspicions that none of the new tenants of *Leatherslade*

Farm had been seen publicly shopping for bread and milk. When passing on that information to his superiors, the police started to have solid information about the identity of the accused.

During 1966, when England succeeded in winning an important football match with Germany, only a fortnight later in Britain was the biggest police hunt for an armed gang who after robbing a bank, killed three policemen with two different guns. A nationwide search for a Welshman named Harry Roberts, believed to be wearing a green anorak was in progress. It was August and so I was on summer school holidays and living in Luton. My wife agreed for me to travel alone to visit scrubland to collect more marble galls (wasps) from young oaks. Then down from the hill where I lived, a police car signalled for me to stop. The officers became very interested in my anorak, my age and especially about my connection with Wales. Without delay I told them that I was a scripture teacher in *Icknield High School* and could name the local Director of Education and my Headmaster to confirm that my identity is not Harry Roberts. After about twenty minutes, they were happy to send me on my way. I was even more happy.

4.12. How a new subject can develop by serendipity – why do frogs have small lungs?

When studying Zoology at Advanced Level General Certificate of Education in 1951-1953, I attended *South-East Essex Sixth Form College* situated in Longbridge Road, Barking, which was also referred to locally as *Dagenham Tech*. The dissecting trays were distributed to each student along with awls and a freshly killed common frog. It was explained that although the heart was still beating, the frog could not feel anything owing to having its brain mangled inside its narrow skull after it had been chloroformed. That killing process was termed 'pithing'.

Having used awls to pierce both its hands and feet, the next thing was to avoid cutting the anterior abdominal vein which would cover all body parts with blood owing to its beating heart. But what lingers in my memory was the sniggering to do with its very tiny lungs. It was suggested that whoever had designed those miniature lungs next to the heart needed a good reprimand! Why was the frog allowed to live with such an obvious impediment? However, I reasoned that there must a very good reason why frog lungs were

so small. From that presupposition there arose a new way of approaching biological anatomy and physiology that I call 'Linkology'.

Whenever something seems to be an obvious misfit, it pays to be patient and try to fathom out how the animal manages to cope with what it has been given. After turning the problem over for many times in my head, it dawned on me that what seemed to be a handicap was deliberately meant to be exactly what it was. For the way it worked together with other structures in that same individual's body turned it into a 'handy cap'. So then how is it possible for small lungs to be just what the Creator ordered, when everything was judged to be very good at the close of the Original Creation on Day Six?

Adult frogs overwinter in the muddy bottom of ponds. Now if they had somewhat larger lungs, those organs would act like internal water wings to bring them to the surface instead of keeping them to hibernate below. Owing to frogs breathing through their slimy skin, that ensures that if anything prevents air entering their lungs, then they would not be in danger of suffocation. That means that have no need of a windpipe. Also having no such structure makes it inevitable that they will have no larynx. So now we hit another problem. We use our larynx to initiate the swallowing reflex. But having no larynx means that if frogs cannot swallow food, they will starve to death during that period of their adult life, when they are not hibernating.

Here we must contemplate the frog's skull. Unlike the bones in our head, each frog lacks an eye socket and also has no hard palate on the roof of its mouth. Therefore, when it needs to swallow any item of food, special muscles cause its two eyeballs to become lowered and they act as a pair of thumbs as its eyes push food down its oesophagus. Another repercussion of not having any larynx is that the frog's tongue cannot be anchored to anything at the back of its mouth, so it is attached to the inside of the front of its lower jaw. This means that when the frog's tongue is protruded, it can reach much further than if anchored to the larynx (which is absent). In order not to block the mouth cavity, the tongue is rolled. Also it possesses a sticky tip to help it hold on to food items.

Having no larynx means that the frog lacks vocal sounds. But unlike the females, the males can croak by ballooning the floor of their mouth called the buccal cavity, which is helpful when trying to mate in the dark. For every time a male hears another frog enter the water with a splash, it will jump to grab its slimy skin using its nuptial pads. However, if

the newcomer is of the same gender, then it will let out a croak and the two will no longer try to breed. But if the newcomer is female, it will not croak and the couple will stay attached in an act named 'amplexus'. Another reason for amplexus is that the male helps the female to squeeze spawn out of her body. In both sexes the outlet for the sex cells is termed the cloaca. The reason why the male body must be close to that of the female is that within one minute of the spawn being in the pondwater, its jelly layer thickens, and when it reaches its maximum thickness, then no sperm can penetrate to fertilise that spawn.

Incidentally, the jelly layer surrounding each frog spawn serves many uses. One is to keep fertilised eggs near to the surface so they can obtain oxygen from the air to metabolise the yolk and so each egg cell divides into several cells to become a tadpole. Another function is to use the warmth of the sunlight, which the dark top readily absorbs during daytime, because the layer of jelly refracts both light and heat to act as a magnifying glass. During cool nights, the jelly acts as an insulator to prevent rapid heat loss. But of much more importance is that the same jelly helps spawn to stick together, so should a duck scoop frog spawn into its bill, it is the weight of the spawn hanging outside that pulls all the spawn back into the water before it can be swallowed. Even after tadpoles have newly hatched, they have a cement gland near their chin to stick to the jelly. Although such jelly has no nutritional value, the weight of that jelly continues to protect them from being swallowed.

Every time human beings wash their hair, they can become deaf when water enters their ear holes. That is why a frog has no ear hole on each side of its head, because that aperture is blocked by having an ear drum across it. So, there are no apertures for water to enter to make the frog deaf.

The foregoing description of how parts work together in the frog's body is reminiscent of what the Apostle Paul wrote in the following quotations:

'From him the whole body joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work. (Ephesians 4:16).

Again, Paul wrote:

'But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be'. (1st Corinthians 12:18).

Therefore, in keeping with New Testament teaching, there is a radical new way of appreciating organisms. Instead of looking for resemblances between different types of creatures to analyse how many steps are needed to change one into the other, this approach sticks to how body parts operate close to each other like cogwheels inside a gearbox that mesh to obtain efficient results.

Whereas evolution is supposed to be random and purposeless, what we see when we patiently study anatomy and physiology is something that is showing deliberate design. Everything that is necessary must be present. Each part cannot wait for long periods of time for therein lies starvation leading to individual death and species extinction.

One aim of this PhD thesis is to show how techniques that I have found to work, help people realise when incidents that seem unrelated are actually interconnected. So the name chosen for this way of looking at life and studying natural history and the many subdivisions of biological science is Linkology.

Whereas palaeontologists in the past studied fossils to help them identify so-called 'missing links', linkologists examine what already exists and try to reason how everything works together for the common good of the individual cell or body or ecological habitat.

4.12.1. Link to Project 2: The Creationist Catalogue

This passage of my thesis – Chapter 4, Project 1 on My Life in Learning, has been a retrospective dip into my educational experiences as pupil, teacher and now doctoral researcher. Supported by various evidence, the focus has been 'Educational'. The passage that follows – Chapter 5, Project 2 on my 'Creationist Catalogue' of publications and published research, will be a retrospective dip into numerous sources as evidence of developing Linkological theory in practice. The focus will be 'Linkological'.

Project 2

'The Creationist Catalogue'

Chapter 5

The Creationist Catalogue



5. The Creationist Catalogue:

A retrospective précis and critique of GHD publications

5.1. Introduction

The above title to Project Two mainly covers the terms of reference for this review of my declared published items. Of course, each one is surplus to the three books already submitted for my application to pursue the Degree of Ph.D. by Portfolio course.

When I was writing the books and articles included in this essay, I had no idea that their future would be to contribute in any way towards my application for an academic award. Even before any book was written, I knew that the University of London no longer awarded the Degree of Doctor of Science on the merit of any printed material. Several of my publications are now out of print in paperback form, which has resulted in two problems. Occasionally a title may lack an International Standard Book Number (ISBN). That could be owing to whenever a paperback becomes out of print, which could cause an element of doubt to arise over the accuracy of the year of its subsequent version as an e-book. Alternatively, a book title may possess two different ISBNs. That was perhaps because of when the issuing authority changed from using eleven digits to thirteen digits.

As an example of the problems mentioned in the previous paragraph, is the book entitled 'South Wales Mystery.' Although it existed as a paperback in 1995, after it went out of print, it surfaced in an electronic format as an e-book in 2014. Yet I am certain that it already existed in other forms during the early 1980s. Apart from being a handwritten manuscript as well as a typescript, I can recall having a conversation with a parent of one of my students, who happened to be a son of my employer. One day in the corridor of the

City of Ely College, the Principal told me that he had recently heard my voice coming out of the bathroom of his home address where one of his sons was inside that locked room. He explained that that particular family member was playing a tape recorder version of the teenage detective story that I had previously loaned to him. Obviously if headphones were used, then no-one would have known about the audio cassette version of that story.

Before writing the story *South Wales Mystery*, there was a much earlier attempt at keeping a journal of a holiday in Tangier, Morocco in 1955. That occurred during my time of leave while doing National Service when I was on holiday from the British Army during a tour of duty lasting nineteen calendar months on the Rock of Gibraltar spanning parts of 1954 and 1955.

5.1.1. Navigating the Creationist Catalogue GHD

What follows in section 5.2 is a table of publications constituting The Creationist Catalogue, followed by new narrative account on this retrospective material for my PhD by Portfolio.

At the end of the table 5.2 two further entries are listed. These are the Linkological Studies on (i) The Duck-Billed Platypus. and (ii) The Common Frog.

In Project 3, which demonstrates '*Linkolographic Analysis in Action*', these two studies will be deployed as examples to illustrate the process.

(i) *Making Sense of the Duck-Billed Platypus - Ornithorhynchus anatinus.*

A linkological study (Duffett, 2021)


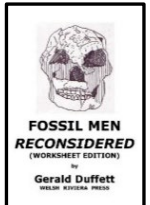
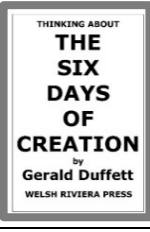
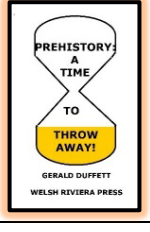
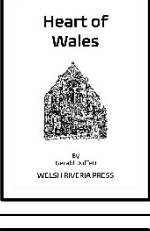
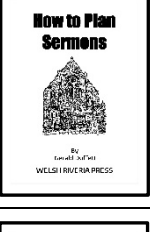

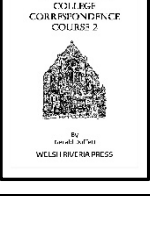
(ii) *Making Sense of the Common Frog - Rana temporaria.*

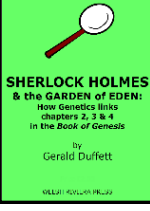
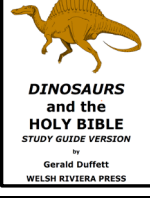

A linkological study (Duffett, 2021)

5.2. The Creationist Catalogue:

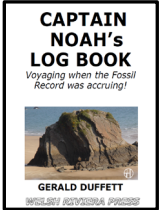
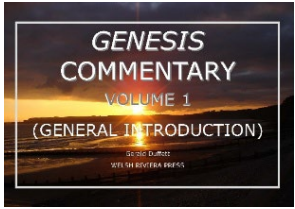
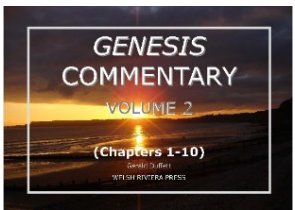
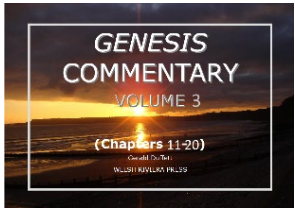
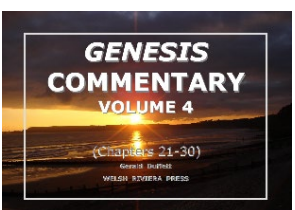
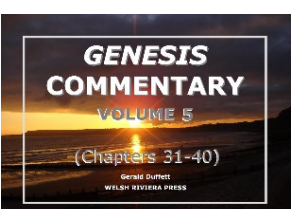
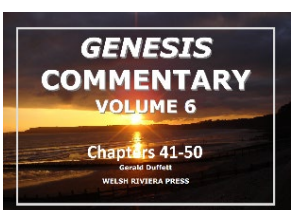
Publications by Gerald Duffett from 1955 to 2020 [Table of covers and titles].

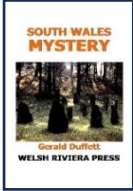
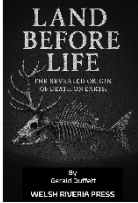
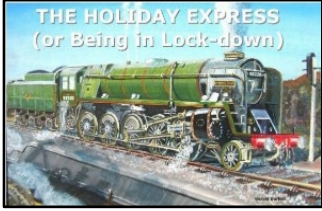
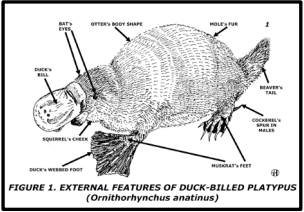
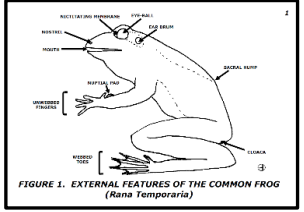
1	<p>Gerald Duffett (1955)</p> <p><i>Tangier Diary.</i> <i>Observations of nearby culture: A holiday diary 1955</i></p> <p>National Service, Royal Army Medical Corps, Gibraltar.</p>	
2	<p>Gerald Duffett (1969)</p> <p><i>Space Parable of Christmas</i></p> <p>Winslow, Bletchley, Buckinghamshire, UK.</p>	
3	<p>Gerald Duffett (1983)</p> <p><i>Archaeopteryx Lithographica: Reconsidered</i></p> <p>Published by The Biblical Creation Society, Glasgow. ISSN: 0263 9734 - ISBN: 0-946362-01</p>	
4	<p>Gerald Duffett (1983^a)</p> <p><i>Some implications of variant cranial capacities for the best-preserved australopithecine skull specimens.</i></p> <p>Creation Research Society Quarterly, 20, 2, 96-104.</p>	
5	<p>Gerald Duffett (1984)</p> <p><i>A Linkological Study of Man and Ape</i> (pp: 37-42).</p> <p>In, Tyler, D.J. (Ed.) <i>Understanding Fossils and earth History – A Symposium</i>. Biblical Creation (Special Issue No.18). The Biblical Creation Society, Glasgow.</p>	
6	<p>Gerald Duffett (1984)</p> <p><i>The adult Common Frog Rana Temporaria L: A linkological evaluation.</i></p> <p>Creation Research Society Quarterly, 20, 4 [March], 199-211.</p>	
7	<p>Gerald Duffett (1986)</p> <p><i>Human Origins and the Olduvia finds</i> (Chapter 6 pp: 136-172).</p> <p>In, Andrews, E.H., Gitt, W. and Ouweneel, W.J. (Eds.) <i>Concepts in Creationism</i>. Evangelical Press. Welwyn, Herts, England. ISBN: 0-85234-228-4.</p>	

8	<p>Gerald Duffett (1994)</p> <p><i>Fossil Men Reconsidered</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-00-0.</p>		
9	<p>Gerald Duffett (1994)</p> <p><i>Thinking About the Six Days of Creation</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-02-4.</p>		
10	<p>Gerald Duffett (1994)</p> <p><i>Prehistory: A Time to Throw Away!</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-01-7.</p>		
11	<p>Gerald Duffett (1995)</p> <p><i>Heart Of Wales</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-21-5.</p>		
12	<p>Gerald Duffett (1995)</p> <p><i>How to Plan Sermons</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-17-8.</p>		
13	<p>Gerald Duffett (1995)</p> <p><i>Bible Science College Correspondence Courses 1 and 3</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-18-5</p>		
14	<p>Gerald Duffett (1995)</p> <p><i>Bible Science College Correspondence Course 2</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-18-5.</p>		

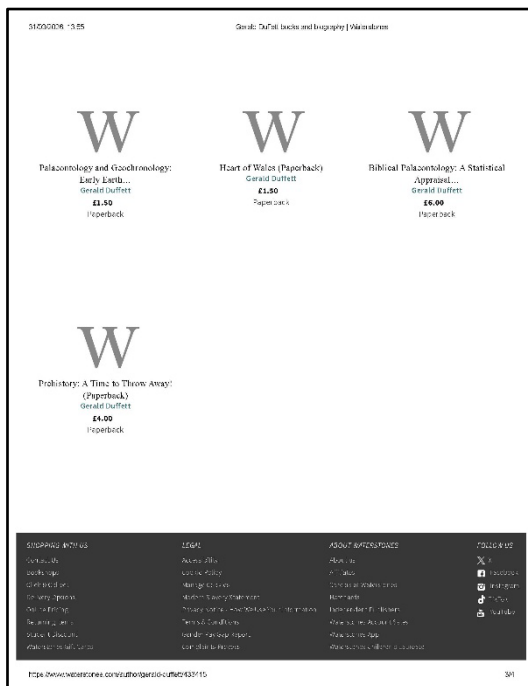
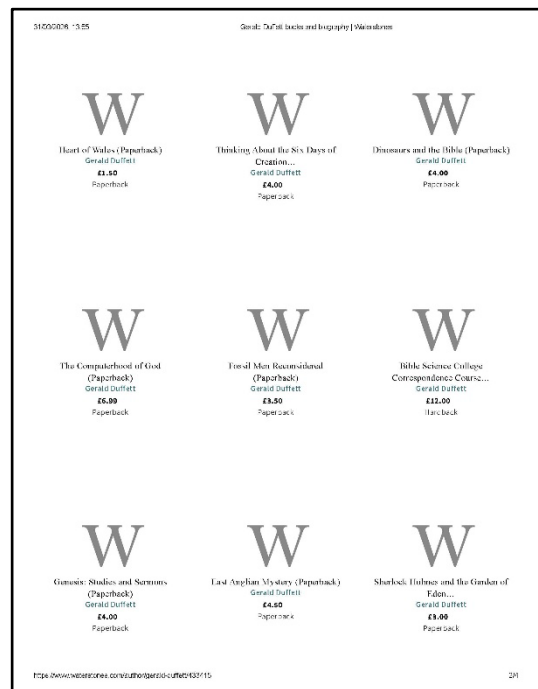
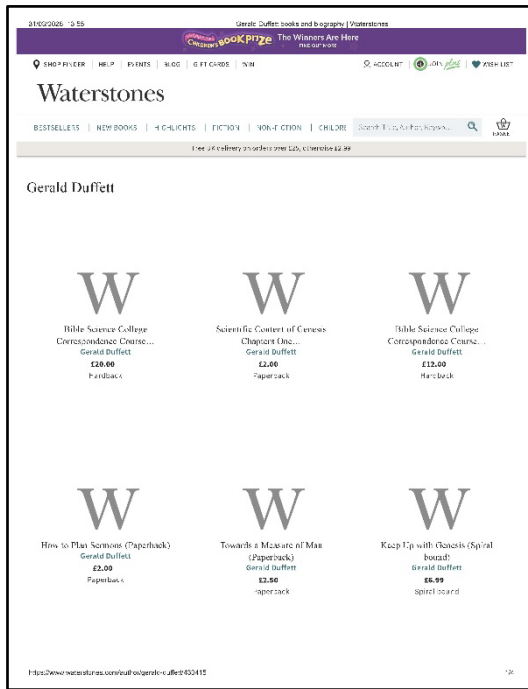
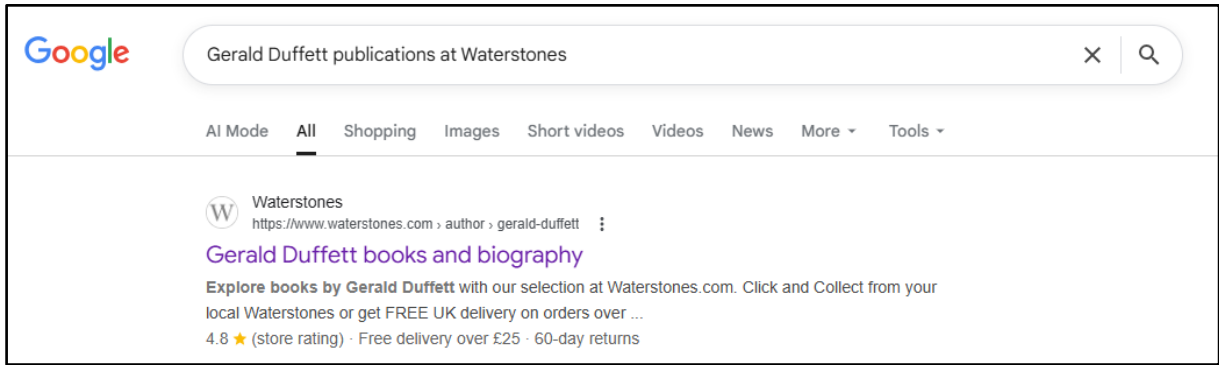
15	<p>Gerald Duffett (1996)</p> <p><i>East Anglian Mystery</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-24-6</p>	
16	<p>Gerald Duffett (1996)</p> <p><i>Palaeontology and Geochronology: Early Earth History – A Scriptural Assessment</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-18996542-5-3.</p>	
17	<p>Gerald Duffett (1996)</p> <p><i>Scientific content of Genesis Chapters One and Two: and some Preliminary Questions Answered</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-27-7.</p>	
18	<p>Gerald Duffett (1998)</p> <p><i>Sherlock Holmes and the Garden of Eden: How Genetics links Chapters 2, 3 and 4 in the Book of Genesis</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-31-4.</p>	
19	<p>Gerald Duffett (1999)</p> <p><i>Dinosaurs and the Bible</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-32-1.</p>	
20	<p>Gerald Duffett (2000)</p> <p><i>Towards a Measure of Man: Homo sapiens</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-34-5.</p>	
21	<p>Gerald Duffett (2001)</p> <p><i>Towards A Measure of Ape (Chimpanzee) Pan troglodytes</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 1-899654-35-6.</p>	

22	<p>Gerald Duffett (2006)</p> <p><i>Keep Up with Genesis</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-36-9.</p>	
23	<p>Gerald Duffett (2009)</p> <p><i>The Computerhood of God. Christian Theology as Information Technology</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-40-6.</p>	
24	<p>Gerald Duffett (2011)</p> <p><i>PRESCIENCE versus PREHISTORY: Six Days or Millions of Years?</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-18996-54-32-1.</p>	
25	<p>Gerald Duffett (2012)</p> <p><i>A Study to Calibrate Some Parameters of Categories Expressed in Rock Pool Ecology</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales.</p>	
26	<p>Gerald Duffett (2012)</p> <p><i>Genesis: Suggested Studies & Sample Sermons</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-38-3.</p>	
27	<p>Gerald Duffett (2013)</p> <p><i>How The Tabby Cat Corroborates The Book Of Genesis. The Domestic Tabby Cat as a Predator – A Linkological Evaluation</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899654-40-6.</p>	
28	<p>Gerald Duffett (2013)</p> <p><i>Biblical Palaeontology A Statistical Appraisal. A study of the Origin of Death by Human Sin and Fossils by Noah's Flood on Earth.</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire. ISBN 978-1899654-41-3.</p>	

29	<p>Gerald Duffett (2013)</p> <p><i>Captain Noah's logbook.</i> <i>Voyaging when the Fossil Record was accruing!</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire. ISBN 1-899654-35-6.</p>	
30	<p>Gerald Duffett (2014)</p> <p><i>Genesis Commentary Volume 1</i> <i>(General Introduction)</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-39-0.</p>	
31	<p>Gerald Duffett (2014)</p> <p><i>Genesis Commentary Volume 2</i> <i>(Chapters One to Ten)</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-39-0.</p>	
32	<p>Gerald Duffett (2014)</p> <p><i>Genesis Commentary Volume 3</i> <i>(Chapters Eleven to Twenty)</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-39-0.</p>	
33	<p>Gerald Duffett (2014)</p> <p><i>Genesis Commentary Volume 4</i> <i>(Chapters Twenty-one to Thirty)</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-39-0.</p>	
34	<p>Gerald Duffett (2014)</p> <p><i>Genesis Commentary Volume 5</i> <i>(Chapters Thirty-one to Forty)</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-39-0.</p>	
35	<p>Gerald Duffett (2014)</p> <p><i>Genesis Commentary Volume 6</i> <i>(Chapters Forty-one to Fifty)</i></p> <p>Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 978-1899854-39-0.</p>	

<p>36</p>	<p>Gerald Duffett (2014) <i>South Wales Mystery</i> Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 1-899654-23-2.</p>	
<p>37</p>	<p>Gerald Duffett (2014) <i>Land Before Life: The Revealed Origin of Death on Earth</i> Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-19224954-43-8.</p>	
<p>38</p>	<p>Gerald Duffett (2020) <i>The Holiday Express (or Being in Lock-down) An Excursion into Creative Writing</i> Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1577459-60-3.</p>	
<p style="text-align: center;">Two Linkological Studies designed by GHD on:</p> <p style="text-align: center;">(i) The Common Frog and (ii) The Duck-Billed Platypus.</p> <p style="text-align: center;">In Project 3, which demonstrates ‘Linkolographic Analysis in Action’, these two studies will be deployed as examples to illustrate the process.</p>		
<p>39</p>	<p>Gerald Duffett (2021) <i>Making Sense of the Duck-Billed Platypus Ornithorhynchus anatinus.</i> <i>A linkological study</i> Welsh Riviera Press, Tenby, Pembrokeshire, Wales.</p>	 <p style="text-align: center;">FIGURE 1. EXTERNAL FEATURES OF DUCK-BILLED PLATYPUS (Ornithorhynchus anatinus)</p>
<p>40</p>	<p>Gerald Duffett (2021) <i>Making Sense of the Common Frog Rana temporaria.</i> <i>A linkological study</i> Welsh Riviera Press, Tenby, Pembrokeshire, Wales.</p>	 <p style="text-align: center;">FIGURE 1. EXTERNAL FEATURES OF THE COMMON FROG (Rana Temporaria)</p>

5.2.1. Gerald Duffett (2026): Waterstones online bookshop listings



5.3. TANGIER DIARY

TANGIER DIARY

Observations of nearby culture:

A holiday diary 1955



By

Gerald Duffett

On National Service: Royal Medical Corps,

Gibraltar

5.3.1. DAY ONE (Thursday, 24th March, 1955)

Left Gibraltar at 9.30 a.m. and saw the effect of an air current on top of the Rock, which made the Levant cloud appear as wisps of cotton wool caught on radar aerials and masts silhouetted against the morning sun, like sheep fleece left on barbed wire. I saw dolphins dive vertically into the seawater after having leapt into the air. On board the ferry named *Mons Calpe*, was a Frenchman much addicted to wine and called water 'a sad thing'. Also, on that sun deck, I met an American wearing G.I. denims, who looked as though he had stomach trouble. He lives at the *Rock Hotel* and said he was visiting Tangier for only one day. We became friendly.

When we approached Tangier, I noticed the sea was a sandy colour — mud? In the distance, on the port side, was a very white lighthouse. Past a promontory, the city of Tangier came into sight. It was certainly a city of contrasts for on the left could be seen small skyscrapers and modern buildings, yet on a hill to the right of the bay I saw the Arab quarter showing many prayer minarets. That part was sectioned off from the rest of the city and was walled off from cliffs near the sea.

On coming ashore, I noticed two women in dark nun's clothing with white face masks worn below their noses. After leaving the French atmosphere of the customs shed, tramps, beggars, money-changers, taxi-fetchers, luggage carriers and guides swarmed up to Fred (the American) and me. The customs officials wore hats shaped like cake tins. Modern U.S. type large cars are conspicuous because they contrast with the eastern garments of those in the street as well as by their colours and numbers.

Hotel Continental where I am staying, has four steps leading to a partially covered frontage owing to a balcony. Sitting at the outdoor tables afforded a grand view of the bay. The reddish paint is coming away from the front wall of this hotel, which looks as though many years ago it was rated as a classy hotel. Fred Williams (suffering from diarrhoea) came up to my room, which was number 27. He commented favourably about my room which overlooked the Arab quarter, as it only cost twelve shillings and six pence per day and included full meals and hotel facilities.

My room had a single bed (but wide enough for two persons) having two mattresses, two sheets and one coverslip with a green eiderdown over the top that smelt of mildew. The pillow was small. Beside the bed was a four-legged white cupboard, which contained

a 'sanpic' odoured white chamber with blue and yellow sponge applied markings on the outside. A small 75 watt bulb squatted close to the ceiling. The bedroom door with two hooks was next to a cupboard beside a portable lavatory. On the opposite side of the bed, in this ten-foot square room, was a double doored wardrobe, which was completely empty, having neither rails nor hooks and certainly no drawers. The one further from the bedroom door has a full-length mirror. Between this door and the window is an eight ribbed radiator and a dressing table is arranged across a corner of the room. This piece of furniture has a horizontally fixed swinging mirror, two trinket drawers (which I failed to open), two half size drawers are above a large bottom drawer. The curtains around a pair of three paned open windows are brown with a white floral pattern. There are damp marks beneath the window ledge and in the corner of the room above the dressing table. On the other side of the window is a wall mirror measuring two feet by one foot having a glass ledge beneath it, but above a wash basin, which has a white and a yellow towel on a bar each side of it. Also, in the room is an easy chair table and a nice four feet by two feet bedside rug lies over bare floorboards in this generally white coloured room. A door adjoins my room to another at the far side of my bed, but it is locked with a catch.

After dinner, Fred took a taxi for 200 pesetas and I accompanied him at no extra charge. We left the hotel along narrow streets with only three feet between wall and taxi. Around a bend, we met a twelve-year old boy with an adult and two young donkeys laden with sand in open bags. The boy reckoned that beasts should be given right of way! After almost running over them, we travelled on wider roads past modern buildings. I did not see traffic lights, but there was one policeman dressed in dark blue uniform wearing a white helmet and a belt with a white pistol pouch and a truncheon hung on his left side as he controlled traffic. *En route* we passed the French consulate and a school for U. S. children. On another hillside we saw the Sultan's Palace. After visiting a light-house we passed an American swimming pool set in beautiful grounds before reaching *Grotto de Hercules*. I stayed in the taxi while Fred paid an extra 5 pesetas to see, as he remarked, 'caverns full of spume'. Near this most north-western tip of Africa were some Roman ruins. From that place, about eighteen kilometres from Tangier, was a sign pointing to Rabat twenty-five kilometres away. From a hilltop at Hercules, I saw the mud-coloured Atlantic Ocean waves rolling in upon a wide ribbon of sand resembling an unrolled crepe

bandage as far as the eye could see in the direction of Casablanca. When travelling back to my hotel, I passed by *Hope House* belonging to the *North African Mission*. Previously on my taxi journey I saw women bent over carrying large loads of twigs without leaves. Without exception, they refused to let me photograph them — even when I offered them money! In contrast, men worked singly at the roadside rather than in groups. They seemed to be hacking aimlessly at green ground. Also, I passed herds of comical looking goats with funny beards.

At *Hope House* I hastily delivered a parcel for Miss Andrews from Brother Gill and one letter for Miss Chambers from the Mr. & Mrs. Parsons. Incidentally both senders attend an Open Brethren Assembly near the Dockyard Gate in Gibraltar. When returning to Tangier via the Arab quarter, there was a strong odour of rancid cheese. Also, I was led through the Casbah, which was mostly unromantic, yet had a sleepy, peaceful aura about it. Fred and I walked through gardens and passed under an arch of wisteria flowers. Inside a building on the right side, snake charmers offered to bring up reptiles hidden inside baskets if we gave cash. I reckon that they would be wealthier if the snakes were already visible, then passers-by would pay even more money for them to be returned into their baskets! We headed for an iron gate and doors, which our guide was not allowed through. Instead, a woman escorted us through tile clad squares and buildings housing an exhibition of Moroccan pottery, weaving, leatherwork and metalwork, which we found disappointingly boring.

Upon returning to the iron gate, our guide was no longer there, so we walked past snake charmers who repeated the same offers. But further down the street we found our original guide, who led us through bazaars and the Market Place where traders sat on piles of garments for sale. Occasionally we saw boys carrying baskets on their head without having to steady them, even with one hand! I also noticed that Volkswagen vans were converted into small buses and learned that cheaper taxis are called 'Chico' taxis.

Outside my hotel, Fred left in a large U. S. station wagon he affectionately called 'the Bus' that took him to the airport for his flight back to Gibraltar. Afterwards I wandered through Tangier where I exchanged one pound Sterling for one hundred and eighteen pesetas before boarding a large bus to Marshan that cost me two pesetas.

Arriving at *Hope House*, before having supper there, I met Dr. Peggy an American lady, who is a medical missionary and wore a surgical boot on her left foot. Outside, Adrian led me to the end of the garden from where the sea was visible downhill. He confided that one day he hopes to become a Christian. At 6.30 p.m. the supper gong was sounded and repeated five minutes later. I ate rice, flavoured with tomato, two rounds of unleavened bread, odorous butter and quince jam followed by three cups of tea. Afterwards we all sang Hymn No. 61 from the Keswick Hymnal chosen by Iris, who was from Camberwell close to Brixton in Greater London and is due to be married the next day. Finally, a handyman missionary prayed before we left the table. His name was Bernard Leat. He wondered what use he was as a missionary when others he worked with could heal the sick or fluently speak Arabic to Moorish patients. But when talking to Dr. St. John about Bernard's contribution, he told me that the whole mission would fall apart without Bernard's input — for example only Bernard knew how to repair the operating theatre gadgets such as lighting and mend furniture that would be costly to replace. Incidentally, Dr. St. John is the father of the famous author Patricia St. John, who wrote a book entitled *Treasures of the Snow* in 1950.

That evening in the *Tulloch Memorial Hospital* I played the tune 'Crimond' on a violin. Looking around, the room was empty of people! Later I visited three TB wards and viewed three film strips watched by the patients. The first showed the Californian coast. The second was about rat control with an approach that bordered on being comical rather than cruel. The third centred upon the life of Abraham. Mr. Bocking spoke in Arabic and held the attention of the Moroccan patients. I had been informed that the happiest patient was a Christian.

When walking back to my hotel, I went through the Market Place and met a young Moroccan, who was about my age and looked unsuspecting so I let him lead me to his brother's shop where I bought two belts, a purse, a plastic mackintosh and a pair of salt and pepper cellars (marked as souvenirs of Gibraltar) for five shillings. I think that the shopkeeper was disappointed owing to my lack of proffered funds! Upon reaching my hotel, I entered through the back door.

5.3.2. DAY TWO (Friday, 25th March, 1955)

Woke up this morning with big heat bumps along my right lower back to my hips. Also, there was one underneath my right eye and on my right wrist. During the morning on this cloudy day I explored the Arab quarter and must have gone around in circles. The smell of much bread-making was evident, but the prevalence of both donkeys and their droppings were less than I expected. Sadly, as seen yesterday, I saw evidence of much spitting — owing to TB in the population(?)

After lunch, I walked to *Hope House*, where I met a young boy who was a keef (alternatively spelt kif) leaf addict. I helped Bernard to start make children's swings for Miss Drury's School. Afterwards I had a ride in Mr. Bocking's car to Lady Stott's house, which is set in a wonderful garden. The sight of wisteria fronds upon the terrace was memorable. Lady Stott is elderly but active as well as being genuine, yet she came across as somewhat peculiar. That afternoon her lovely house was the venue for Reverend Williams to speak as a representative of the *British & Foreign Bible Society*. Many attended that event and I was told that the collection amounted to £60.

Three things linger in my memory about that meeting. One is the Siamese cat, harnessed to its lady owner, that hissed so much during prayers that made me wonder if it needed exorcism! Another is the difficulty to translate unfamiliar ideas so that local cultures can make sense of the Bible. For instance, in the *Epistle to the Hebrews*, the human author mentioned that believers 'have an anchor within the veil'. But some Bedouin tribes have never seen the sea so are ignorant about boats and of the need to use an anchor. Therefore, it became translated as 'we have a camel tying-up post within the veil in Heaven'. Lastly, when Lady Stott offered me a portion of her St. George & The Dragon cake, it was only a half slice because she warned me that it was rather strong. Certainly, it was rich in marzipan. While there I met Mr. & Mrs Barkey, who told me that everyone remembers their surname because no-one forgets the name of anyone who keeps the key to the bar! Both worked for the *Mission to the Jews* and left the same way as they arrived inside Mr. Bocking's car.

After staying for supper at *Hope House*, I helped Bernard to arrange the tables for the wedding of Iris and Reg, to which I have been invited taking place tomorrow. Then Dr. & Mrs. Macarthy took me to their home above a Champagne Shop near the gate of a

stadium opposite *Hope House*. There we talked about food and bargains before I left. Walking back to my hotel, I asked two Arab men to tell me the time. One of them was excited to recognise I had a Bible under my arm. He told me that both of them go to a Bible Class every Saturday at *Hope House*. Before parting, we exchanged heartfelt handshakes.

5.3.3. DAY THREE (Saturday, 26th March, 1955)

Several times when walking in Tangier I have been invited by local boys to visit *Black Cat* where marijuana cigarettes are smoked. Many of them offered to buy my Army pullover for under 20 pesetas. It is true that I exchanged my blue shirt for two green belts and my sunglasses for a silk headscarf. Also, I visited *St. Andrew's Church*. According to Reverend Williams, who I met inside, the Arabic text over the chancel arch are the words of the *Lord's Prayer*.

At 2.00 p.m. the wedding began of Reg and Iris, which was officiated by Reverend Stalley and was tape recorded. I helped carry chairs to the Reception room also in *Hope House*. After borrowing a book *The Passion for Souls* by Dr. Oswald J. Smith, I was driven in a Standard Vanguard van to Reverend Stalley's house for a Prayer Meeting. During that rich experience, prayers were said for making outlying missionaries able to attend the forthcoming Easter Conference as well as the restoration of local backsliders. Having listened to a tape recording of the recent wedding service, I was told that Dr. Peggy is due to be married in June of this year.

Ten times on the way back to my hotel I was asked if I would like to visit prostitutes — 'Would you like to call to see Madam at No. 5?'

Overall, the weather today was only a little cloudy with sunny intervals.

5.3.4. DAY FOUR (Sunday, 27th March, 1955)

At breakfast time I was glad to be wearing canvas shoes because many 'shoe black' boys approached me, but then slunk away. Upon reaching *Hope House*, I was told that a keef leaf addict had broken his arm when riding a bike not fitted with brakes! An American named Dr. Freed preached about the Passion Week Maundy Thursday and entitled his sermon 'Day of Fellowship'. (I think he helped to found a Christian Broadcasting studio

called the *Voice of Tangier*, which had a more powerful radio transmitter than anywhere in Europe, until years later it was moved to Monte Carlo in France).

Around 2.00 p.m. with Bernard, I visited Bouzyane, who is an outpatient tuberculosis sufferer living with his wife and family in rooms, which fill with ten inches of water when it rains. We read *Acts* chapter 1, verses 1 to 14. Bouzyane followed reading from a Basic English Cambridge Bible and Bernard used an Arabic version. Sitting on Dutch cheese boxes, each encouraged and corrected the other's pronunciation.

Later I saw two houses which Bouzyane considered moving into with his family. The first one was very dry, but the landlord will not permit him to use the flat roof, which would benefit his medical affliction. The second one has good access to its flat roof, but is damp. Although Bernard offered to waterproof the roof and mend any plumbing faults, Bouzyane prefers the other house because it has two policemen who are next-door neighbours, who he intends to evangelise.

Back at *Hope House* I played the violin to male patients in a different tuberculosis ward than previously, before attending the 8.00 p.m. Service in the Lounge. At 8.30 p.m. we heard tape recordings of testimonies from the bride and bridegroom who were wed yesterday. That was followed by a testimony from Dorothy who was a fatherless orphan without any Christian relatives.

5.3.5. DAY FIVE (Monday, 28th March, 1955)

Today my hotel issued me with a packed lunch consisting of one banana, an orange and a sandwich filled with a slice of meat steak. I caught the bus to Marshan, where I met Bernard at 9.50 a.m. along with Bouzyane. I used a woodworker's plane to smooth the edges of two wooden swing seats and made holes larger to fit their chains. These will be assembled in a play area close to a missionary school run by Miss Drury, who teaches girls how to weave mats. We then travelled in Reverend Stalley's van and stopped near the blacksmith's workshop. We were told to come back at 4.00 p.m. when the metal swing frames would be welded together.

We passed by an uncoffined corpse held on a bier with much straw being carried for burial in a nearby cemetery. Much discordant wailing arose from mourners of the funeral procession. While waiting at a bus stop for a bus to Suani (pronounced 'Swany'), I noticed

that the stop was being reroofed with shiny metal. Also, I saw buses coming into the market with names on their destination boards such as Mogoga, Monte (Mountain), Sidi Amar, Marshan, Zo Bueyes and Playa (Beach). Monte was sub-headed Cemeteri as it visited a different part of the mountain. Likewise, some going to Playa were sub-headed Balnearios. Yet others were headed Beni Makada, Borch, Dechard Jude, Metafi and then bus number four arrived to take me to Suani. Apparently, a Portuguese firm owns these modern looking buses, which are mainly of two sizes. The larger ones were constructed by Renault and have doors that close by means of compressed air. The smaller ones were made by Volkswagen and have no such door closing mechanism.

Upon arrival inside Miss Drury's school where eighteen girls are taught, I planed both the tops of cupboard doors as well as the shelf edges inside in order for them to be able to close properly and also fixed a handle on the school gate. There we enjoyed egg and fried tomato omelettes for lunch. Next door in a garage was a new dispensary.

When visiting the Market Place, I met Dr. St. John who had just collected the swing frames in his van. [Along the way, I saw a profusely flowered hearse leaving a cemetery]. We put the swings up in Miss Drury's School. Then I walked back to the main part of the town and took a taxi to the *Tulloch Memorial Hospital*. As the sun was setting, there were pinkish-orange fuzzy clouds in the sky.

Inside the hospital, I snacked on Moorish bread with jam followed by English tea before going to the Boy's Club where we all played a mad game of football in the Waiting Room. Dr. Macarthy wore leather shoes and Dr. St. John wore plimsolls, while I joined the boys who kicked the ball using their bare feet! After this there was a supervised boxing match resulting in only a few drops of blood being shed. Then the local boys heard a Gospel talk in Arabic before having refreshments in Dr. St. John's house. There I drank my first cup of Moroccan tea, which tasted of mint with many spoonfuls of sugar already added before it was passed to me — Uggh!

Entering my hotel at 11.30 p.m. there was a letter for me from Anneke van Rekum, a Dutch girl I met back in Essex when knocking on doors selling Religious items before my call up for *National Service*.

5.3.6. DAY SIX (Tuesday, 29th March, 1955)

Upon entering *Hope House*, I was told that Dr. and Mrs. Macarthy's daughter named Heather was ill with a fever. From there Bernard and I conveyed a six metre long metal tube while riding two bikes. Bernard was leading the way and I followed. We had to make sure that no-one tried to cross the road in the gap between our two bicycles! That experience was the closest I have ever felt to being like a Bengal lancer!

Once inside Miss Drury's School grounds, I mixed concrete, which later acted as the foundations for the four posts of each swing. Out of earshot of the girls, during the morning tea break, Miss Drury told me that a Moorish Christian teacher named Mena was surprised when I turned up yesterday as she was told that 'a boy' would be coming with Bernard. Ahem!

During lunch, as we ate egg omelette with macaroni and onions, Miss Drury said that the Fast of Ramadan provides Arab/Moorish Christians with an opportunity to witness by eating when all around them are fasting. But Mena fasts because her husband would divorce her and her son would be forbidden to stay with her. Therefore, Mena fasts so her family may learn the Gospel by being around her. In that way, she can glorify God at the same time by deepening her Christian experience by fasting.

After the midday meal, I fitted a lock on the same door that I had put a loop handle on yesterday. Unfortunately, Miss Drury and I were biffed on the head while I was screwing one end of a loom beam as the girls let go of it when I gently eased it out of its frame. The teacher had a cold compress applied to her head and was told to rest. During that incident my left thumb was cut at its base by a ratchet part of the beam, but I only lost a few drops of blood.

Out of doors, away from that upstairs mat weaving room, I stapled chains to the base of each swing seat. Also, a metal strip was placed to strengthen one of the seats that had a slight split. Afterwards, Bernard and I cycled back to have supper in *Hope House*, where on a borrowed violin, I played the following tunes — *Melody in F*, *Hungarian Dance Number 5*, *Blue Danube*, *Air on the G string*, 'O Lovely Peace', 'There is a fountain filled with blood' and 'We have heard a joyful sound — Jesus saves!' Then I visited a Classical Arabic lesson held by Mr. Bocking in the book room.

Later, on the way to my hotel, I passed many Arab street beggars and often heard Arabic music that I found very unappealing. I called at Dr. Macarthy's house to deliver a letter and was invited to stay for supper. The family told me that their daughter Heather was almost fully recovered. They asked me to visit them tomorrow at 5.45 p.m. for tea, which I gladly accepted. Leaving them, I bought five postcards for two shillings, near to my destination. Inside my hotel bedroom I heard three different clocks consecutively chime midnight. Obviously, their timing was a bit off for there were a few seconds of space between each of them. Also, I heard raindrops falling outside.

5.3.7. DAY SEVEN (Wednesday, 30th March, 1955)

I walked around the town and especially the Arab quarter, where no-one would take my photograph — not even when I offered to give them 5 pesetas! Then I decided to take another look at Tangier railway station. The trains were hauled by green diesel locomotives. Afterwards I wandered near the Casbah and stood in the gateway of a French School and watched a beggar wearing a hood over his face sitting on the pavement with his back against the wall. Nodding his head, he repeatedly uttered 'Gwunarrb'. Perhaps he only had one arm which was held out ready to receive gifts.

As arranged at 5.45 p.m., I had tea at the home of Dr. and Mrs. Macarthy. Later, when attending a medical call, Dr. Macarthy asked me to stay in his car when parked outside a patient's house. He seemed genuinely affected by knowing that that patient with severe phlebitis insisted that she would not leave her domestic duties to go into hospital. On the way back to see my hotel room, we went along a street known to the locals as 'the main drain'. Dr. Macarthy told me that his friend Mr. Barnett had his wallet stolen three times.

We had a chicken supper at my hotel before Dr. Macarthy drove me to *Hope House*, where Dr. St. John reported about an incident in the tuberculosis ward.

A patient, who was a Moslem leader, reckoned that a Christian Moor named Ali had cursed Muhammad. He threatened to kill Ali during that night! Afterwards I was shown a new hypodermic syringe for administering penicillin.

When walking to my hotel, I meditated on how Arabs say 'Pssssss' when calling anyone back after bargaining to renegotiate at a lower price.

5.3.8. DAY EIGHT (Thursday, 31st March, 1955)

I awoke at 10.30 a.m. and heard a heavy rain shower lasting six minutes, which gave me the incentive to wait until 12.30 p.m. before getting out of bed. After lunch, I met the same Moroccan who had led me to his brother's shop during my first night in Tangier. In daylight, I realised the shop was situated along Market Street close to a market place radially parallel to Blacksmith Street like two spokes next to each other in a cartwheel. Before leaving that venue at 6.00 p.m. I had tried on fifty jackets!

Entering the Arab quarter, I passed the Casbah and arrived at *Hope House* an hour later. In the tuberculosis ward, I sang hymns at the Service led by Mr. Bocking. He explained that some beds were unoccupied because those Moslem patients were praying in an end ward above the book room.

Leaving *Hope House* I walked along the road that passed *Hospital Francais*. Another place on my left was the '*Thousand and One Nights*', which was a cafe serving Moorish cuisine along with supper time dances. Inwardly I congratulated myself on being able to orientate myself through the Arab quarter and reach my hotel. Once inside I had supper with an outspoken Englishman. He had no qualms in telling me to open my mouth more widely when speaking and also reckoned that Anneke probably does not understand my accent! Under my breath I was thinking that my mother often reminded her sons to speak up in case someone was deaf like herself. Also, I was told that it was bad table manners to speak with food in my mouth because anyone watching it swirling around would think that it resembled a cement mixer in action! But that man informed me that *Hotel Continental* had a permanent resident — a man who looked as grim as death walking. During his nine year stay in the hotel he had neither smiled nor talked to anyone. We spotted him eating in his favourite position, which was near the serving hatch in the corner of this L shaped dining room.

5.3.9. DAY NINE (Friday, 1st April, 1955)

Today the weather was brilliantly sunny so during the morning I walked along the beach and collected a few seashells and pebbles. After lunch I reached *Hope House* at 2.10 p.m. and, through a large tripod mounted telescope on the roof, I viewed not only

Tangier port, the coastline, a mountain but also a ship named *Christiana* heading for the Atlantic Ocean.

Downstairs, I helped to mend faulty camp beds in readiness for the Easter Conference. Tea at 3.00 p.m. was followed by a Prayer Meeting mainly to intercede that many Moorish Christians will be able to attend that event. After supper at 6.30 p.m., I played the violin to patients in the Tuberculosis End Ward. One was a Moslem leader who sneered and tried to belittle Bernard's pronunciation of hymn verses in Arabic, but was rather too interested when the whole of the first chapter of *John's Gospel* was read in turn by those who could read Arabic.

For a change, I decided to walk along the clifftop path on the seaward side of the wall around the Arab quarter. That was an unwise route because I later discovered public notices warning ramblers that the cliff is likely to subside!

5.3.10. DAY TEN (Saturday, 2nd April, 1955)

Out on the deck of the *Mons Calpe*, the ferry that travels between Tangier and Gibraltar, we sailed from Tangier at 1.00 p.m. local time. On board I met John Scrivener, who claimed he has difficulty in believing that the Lord Jesus Christ is not only human but also God the Son.

During that voyage, we both saw something that I had not noticed on my outward journey. It was like looking at the end of an escalator where the moving stairway disappears into the floor, just where passengers step off. There ahead of our ferry was a line of subduction showing the precise demarcation where the cold water of the Atlantic Ocean travels below the warmer water of the Mediterranean Sea. Perhaps differences in salinity augmented those of temperature to make the water on either side of that boundary line to be a different colour. On board we expected that line to take several minutes to be restored as our ferry's propellers churned both types of seawater like an active egg whisk mixes yolk and albumen. But we saw that there was instantaneous restoration of that segregation, for the boundary was restored within seconds of the *Mons Calpe* crossing that line. We disembarked soon after our ferry was moored alongside Gibraltar at 4.00 p.m. local time.

5.4. Space Parable of Christmas: Exploring links between parallel stories

Space Parable of Christmas

By

Gerald Duffett (1969)



- Winslow -

Bletchley, Buckinghamshire, UK.

Space Parable of Christmas

Gerald Duffett (1969)

An occurrence in the lifetime of some readers may help us all to see the preparations for the coming of the Messiah in a new light. It was the Apollo Eleven Mission in 1969, which was planned to land a man on the Moon. Certain aspects remind us of events: both before and after the arrival of the Promised Messiah as a newborn child. So, what might each have in common?

1. Previously Existing

Before men landed on the Moon, they already existed here on this Earth. The pre-existence of the Lord Jesus Christ means that unlike us He had His being not only before He was conceived, but even before the world began!

2. Chosen Volunteers

The personnel selected by the National Aeronautics and Space Administration (NASA) were volunteers, which reminds me of what David wrote about a coming King as follows:

'Then I said, 'Here I am, I have come - it is written about Me in the scroll. I desire to do Your will, O My God; Your law is within My heart'.

3. Site Announced.

The site of 'touch-down' on the Moon was announced before it occurred. NASA planned for the landing to take place in the so-called Sea of Tranquillity. Similarly, although Joseph and Mary lived in Nazareth, Jesus was born in Bethlehem. Those places are about seventy miles apart, which is like Mary living in Northampton, but giving birth in Bristol. It was the prophet Micah who revealed that Someone Who already existed in the remote past would come from Bethlehem as a ruler over Israel.

4. Three Stages.

There were three stages to the massive Saturn V rocket that carried the crew through space. Likewise, the human ancestry of the Lord Jesus Christ was arranged in three stages, each consisting of a set of fourteen names. The Gospel writer Matthew placed the first set to cover the time from the Patriarch Abraham to King David. The second is set from King Solomon to the exile in Babylon and the third set is from after that exile until Christ's birth as the Jewish Messiah.

5. Mothercraft Involvement

A team of three persons was involved and also a Mothercraft (the Lunar Module). That reminds us of the teamwork between

the three Persons named the Father, the Son and the Holy Spirit contributing to the great plan of salvation, when the Son of Mary was empowered through the eternal Spirit to lay down His perfect life as the once-and-for all sacrifice as the Lamb of God to take away the sins of the world.

6. Precious Payload

The Mothercraft released its precious Payload only when it arrived at the site of touch-down designated by NASA. Similarly, although Mary was expecting a Baby, Who would later become the Saviour of the World, she only moved to Bethlehem because Caesar Augustus decreed that every Israelite should travel to their allocated tribal home to be registered for taxation purposes. His sacrifice was the tremendous price to entitle us to be transferred from the kingdom of darkness to the light of God's Kingdom. It dwarves fees paid for professional footballers to move between different soccer clubs.

7. Cheering Celebration

There was cheering from NASA's Headquarters when the crew had safely arrived on the Moon. Doctor Luke described that shepherds nearby were visited by an angel and heard something like that Mission Control celebration when he wrote: 'Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, 'Glory to God in the highest heaven, and on earth peace to those on Whom His favour rests''.

8. Fulfilled Expectation

Television viewers went to bed after having observed the many hours of pictures transmitted from the Moon. Perhaps they could empathise with elderly Simeon, who had been told by the Holy Spirit that he would see the expected Lord's Christ before he died. He was led to meet Joseph and Mary with Jesus in the Temple. There, while actually holding the Baby Jesus, he praised God saying:

'Sovereign Lord, as You have promised, You Now dismiss Your servant in peace. For my eyes have seen Your salvation, which You have prepared in the sight of all people, a light for revelation to the Gentiles and for glory to Your people Israel'.

9. Spirit Empowerment

The first man to set foot on the Moon had a companion as a helper. Likewise, from His conception and before and after His birth, the Lord Jesus was filled with the Holy Spirit. According to the writer of the Hebrews, it was through God's Spirit that Jesus offered Himself as the sacrifice of His holy life when His blood was shed on the cross. Therefore, the work of Christ in dying for our sins was a mission shared by the company of the Holy Spirit.

10. Contamination Limitation

The crew that had walked on the surface of the Moon were held in quarantine by order from NASA. That was in case they had contracted some alien micro-organism

living on the Moon, but able to make Earthlings ill. In the same way, Jesus remained on Earth for forty days between His resurrection and His ascension. After bearing the sins of the world, including our sins, He was ceremonially ‘unclean’ as mentioned in the first chapter of Hebrews. Obviously, His mission was to take away our sins and give His righteousness to each believer.

11. Lift Off!

After accomplishing the mission that NASA had decreed, the team departed to return to Mission Control. Likewise, after securing atonement for every whosoever that will believe, an angel instructed Christ's followers to go Galilee, where they would meet the Risen Master who had already given them that instruction. After a period of forty days, He ascended into a cloud en-route to return at the right side of the Majesty on high.

12. Planned Return

In the same way that we were told by NASA that there would be a follow up named Apollo Twelve Mission, so two men dressed in white told the disciples that this same Jesus would return in like manner as they saw Him ascend! About one twenty-seventh of the verses in the New Testament concerns the Second Advent of the Lord Jesus Christ. That is when He will come again to judge the world and rule for a thousand years. In that Millennium, the fallen creation will be restored to its original freshness by a divine 11system restore11 programme.

13. Visited Venue

Although NASA planned to put a man on the Moon, which is now a Visited Satellite, it was Canon J. B. Phillips who realised that the Holy Bible assures us that the Earth is The Visited Planet. According to John's Gospel, that Person was the Maker of all things. No wonder the apostle Paul revealed to the Colossians that in all things Christ is pre-eminent because He is before all created beings as well as Head of the Church!

14. Mission Accomplished

Because the One Who came to Earth reported that He had accomplished His mission in the High Priestly prayer found in John's Gospel chapter seventeen, then all believers can have full confidence that the Name of Jesus is sufficient as the Password to enter Heaven. That is also why we are called to be witnesses unto Him in our dealings with others.

15. Prescribed Postscript

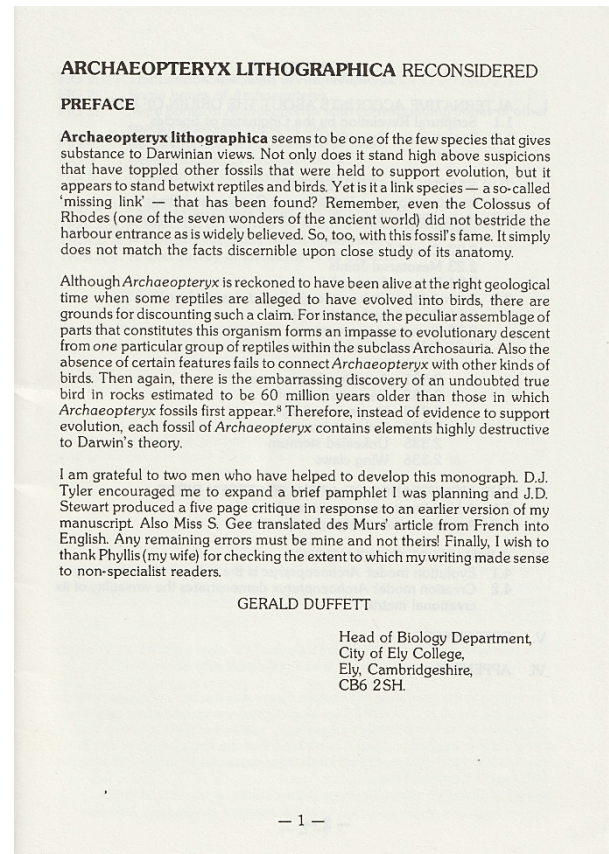
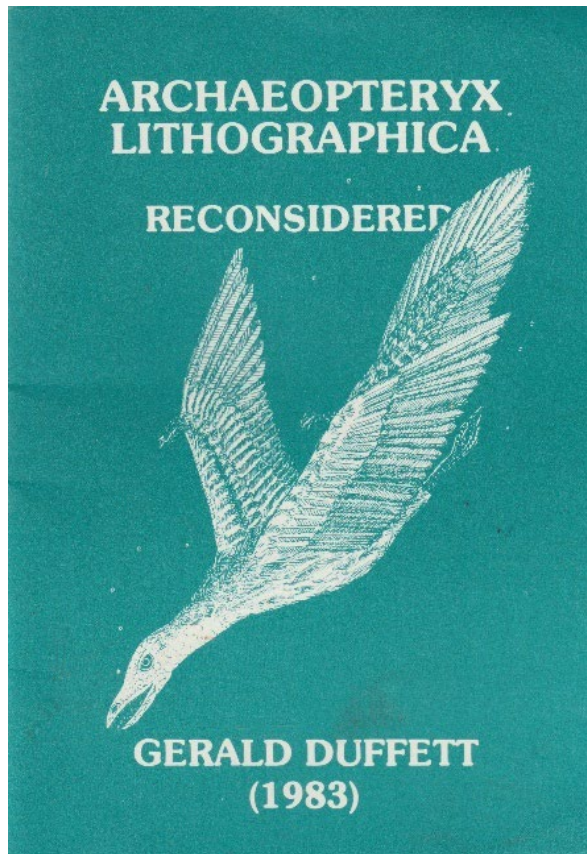
While this approach will not eclipse The Festival of Carols and Nine Lessons held annually in King's College in Cambridge, it shows how ‘space’ might be used to generate a Carol Service with Fifteen Insights. Holy scripture was written in advance of the First Advent of our Lord, Who is the only divinely prescribed Way for the removal of sin as well as the Gift of the Righteousness of God and Eternal Life.

Gerald Duffett

5.5. Creationist Scholarship: A review of GHD publications

5.5.1. *Archaeopteryx lithographica* Reconsidered

The *Biblical Creationist Society* invited me to write a technical monograph on what seems to demonstrate an intermediate link between reptiles on the one hand and birds on the other. That task resulted in a 32 page booklet in 1983 having an ISBN 0 946362 01.



Gerald Duffett (1983) *Archaeopteryx Lithographica: Reconsidered*.
Published by The Biblical Creation Society, Glasgow. ISBN: 0-946362-01

While writing this booklet I came to realize just how difficult it is to be certain of the correct anatomical identity of each of the jumbled bones that palaeontologists are having to encounter. Sometimes specialists of comparable expertise may arrive at different conclusions. I was greatly helped by a book that was written by Gavin de Beer and published in 1954, when he was Director of the *British Museum (Natural History)*.

Now, years later, I realised how easy it is to miss a major tenet of Special Creation. Although I examined the best possible reptiles that were thought to have been ancestral to *Archaeopteryx* Even though I realized they were without exception terrestrial in their

natural environment, at that time it never occurred to me to point out that being land-lubbers they had only come into being on Day Six. Therefore, they could not have played any part in a fossil chain to account for an intermediary species which was already in existence on Day Five! In that common-sense way, I am greatly aware that I am very capable of 'not seeing the wood for the trees' as the saying goes. What I am driving at is this, how can an alleged ancestor exist only after its supposed descendent is already existing?

Two things impressed me the most when writing this monograph. One was the many ways that *Archaeopteryx* fossils demonstrated that they were lacking anatomical structures to qualify them from being an intermediate between reptiles and birds. To several people, *Archaeopteryx* was presented in the medium as being a reptile that had become caught in the very act of evolving into a bird. It was held in such high regard by evolutionists for them to reckon that fossil as a 'found link' that was no longer missing! Yet with closer scrutiny, its status as a transition stage between reptiles and birds appeared less valid.

Sometimes during the search for a line of evolutionary relationships in a set of fossils termed a phylogeny, it may be likened to checking someone's alibi that is alleging that their journey took them through an important centre such as London. At the level of retracing which London Railway Station termini were involved in changing from one train to the next, an investigation of timetables and platform numbers can reveal that such an assumed linkage is impossible. For example, claws on the forelimb of a reptile exist in digits 1, 2 and 3. *Archaeopteryx* and other birds possess digits that represent 2, 3 and 4. Therefore, how can digit number 4 be inherited from a reptile ancestor that has already lost its DNA repertoire of how to grow it? Another was the suggestion made in 1866 by des MURS (1804–1878) that *Archaeopteryx* was an aquatic bird. I found that to be very appealing because it explains why its ribs lack uncinat processes if it generally 'landed' on water.

Also, expert examination of its brain structure reported a strong resemblance to diving birds such as grebes. Generally, it explains why it was found relatively low in the Fossil Record if it was in a deep dive when Noah's Flood started. Linking that with having vertebrae possessing amphicoelous centra and gastralia to protect its submerged lower

trunk seem to conspire with teeth suitable for fish-eating and a complete lack of pneumaticity. Certainly, bird fossils named *Ichthyornis* and *Hesperornis* ascribed to the Cretaceous were definitely divers in their way of life.

5.5.2. Some implications of variant cranial capacities for the best-preserved australopithecine skull specimens

When reading a book entitled *Primate Evolution an introduction to man's place in nature* by Elwyn L. Simons (1972), I wondered why the dates of the measuring authorities were printed not following any chronological sequence in the heading of Table 1 on page 43. I realised that politicians allow some bad news to be printed in newspapers which carry items of distracting news to make their readership more likely not to remember what was printed. So, it was only when I restored the dates to being in their correct sequence that it became obvious that the same skull that had been measured in 1948 as being 800 cubic centimetres was rated as between 450-550 c.c. in 1961. That applied to Skull SK 46. Similarly, Skull 48 that measured 750 c.c. in 1948 shrank to 450-550 c.c. in 1961.

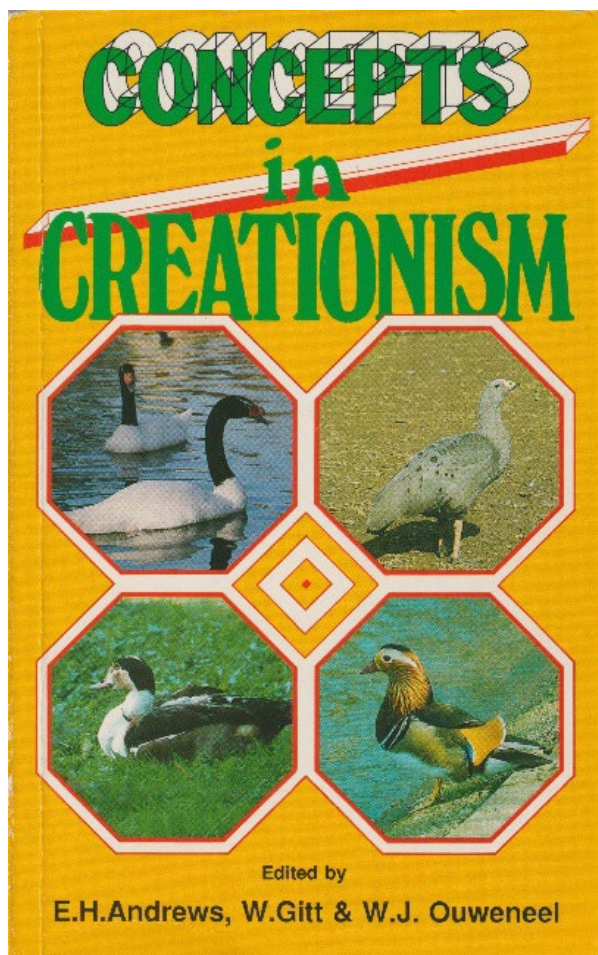
Naturally, I could not believe what had happened until it occurred to me that a new contender of a fossil specimen had been discovered, which caused such an obvious deflation of previous calibrations. It reminded me to when gamblers visit a betting shop and should it happen that before a race has been run, another competitor is seen to be worthy of greater investment. So those gamblers call again to ask the shop-owner to take off money previously put on others to win and transfer it to the newcomer in the race. It allowed me to recognize that the discovery of Handy Man could be a key factor although it may take a few years to be properly assessed after it was found by Jonathan Leakey the son of a couple who devoted much time and effort in the search for mankind's first ancestor.

One prominent element of the empirical scientific method is first hand observation. Being there when what ever happened actually took place. Another approach is of equal importance and is to be able to perform experiments that if repeated by other should give comparable results that tally with the original worker's. But Table 1 in Simon's book (1972) seemed to me to be a sleight of hand. It appeared to show the power of Theory over Experimental Results. I have stored it in my memory under the heading of The Uri Geller

Effect of the Theory of Evolution over the Measurement of the Best-preserved Skulls of Australopithecus. This line of thinking led me to publish an article with the Creation Research Society, about variant cranial capacities, discussed below (Duffett, 1983^a).

5.5.3. Concepts of Creationism: Book chapters and journal articles

Dr. David Watts, who resides in Manchester, told me of a Dutch businessman (Willem J Ouweneel) who wondered if someone from the United Kingdom could present a talk entitled '*Human Origins and the Olduvai Finds*' at the *First European Congress* held near Louvain in Belgium, during August, 1984. Although committed to marking examination scripts later that same year, I volunteered. Two years later the *Evangelical Press* published each talk in *Concepts of Creationism* having an ISBN 9780852342282. My talk was printed on pages 136-172.



6.

Human origins and the Olduvai finds

Gerald H. Duffett

Introduction

Anyone studying the state of palaeoanthropology in Africa will know that little sense is being made of hominid fossils. This short study tries to summarize the trends in classifying species as well as to highlight the many mistakes over fragmentary specimens and alleged tools that are nothing of the sort. It also tries to understand why Dr L.S.B. Leakey has gone against the view of most experts and split up some taxons while lumping others together. An attempt has been made to place the Olduvai Gorge fossils and excavations within the context of the quest for an African ancestor for Adam. Furthermore, the paper could serve as a sobering commentary on the following statement by Karl Pearson: 'Science consists not in absolute knowledge, but in the statement of the probable on the basis of our present — invariably limited — acquaintance with facts' (Campbell 1978, p.204).

1. Chosen site

Before considering why Dr Louis S.B. Leakey and his wife Mary D. Leakey chose to look for alleged human ancestors ('hominids') in the Olduvai Gorge and in other East African sites, we must first answer another question which is more

Gerald, H. Duffett (1986) Human Origins and the Olduvai finds (Chapter 6 pp: 136-172).
In, Andrews, E.H., Gitt, W. and Ouweneel, W.J. (Eds.) *Concepts in Creationism*.

The reason why that part of Africa is of special interest to fossil hunters such as the husband and wife team whose surname was Leakey, is that palaeontologists have come to look for specimens in what they term the cradle of humanity, close to the Rift Valley and a little south east of Lake Victoria.

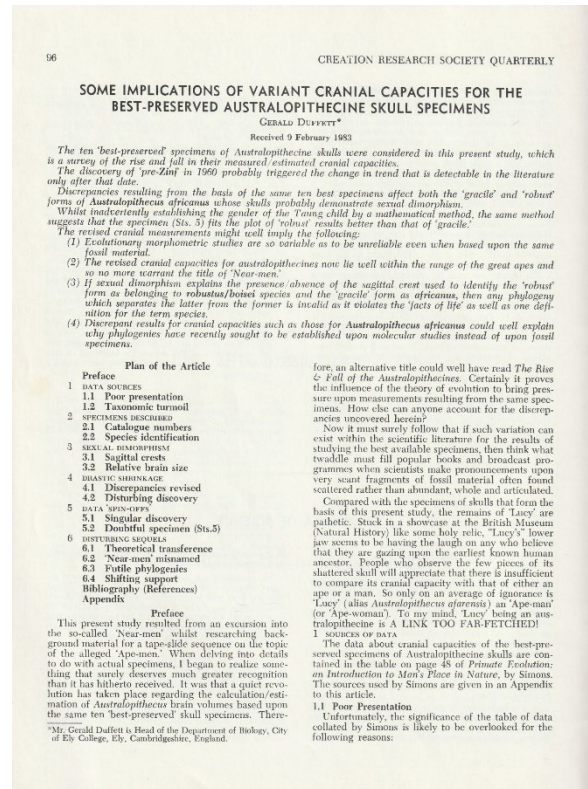
Therefore, my approach was to identify which fossils were remains of apes and which were possibly those of human beings. Also, I had to decide the extent that dispersal from a central area of original creation may have played a part or, more likely, Noah's Flood may have swept their corpses which later sank to become embedded in the sediments that Africa has at several notable sites. In my quest I was greatly helped by using the *Catalogue of Fossil Hominids: Part 1* (Oakley, Campbell and Molleson, 1977).

In my published presentation I was conscious of the posthumous alterations studied by taphonomists and shown in Figure 6 within that creationist publication Duffett, 1986 p.153). Table 6 within my chapter (Duffett, 1986 p.168) shows that the fossils that sank into lower beds were less fragmented compared with those floated for longer before they too sank into higher beds accruing below the water of Noah's Flood. Each layer of the Olduvai Gorge strata was ascribed a Bed Skeletal Index Parameter in a way explained in my write up.

In searching specimens and literature to prepare for that *First Creationist Congress in 1984*, I became aware of several ideas that were new to me. The first was termed 'discoverer's bias.' This amounted to each discoverer thinking that their fossil deserved a better status than was given to those of rivals. Another was that owing to the Piltdown Man 'hoax', each bone or fossil part held in various museums has a registered catalogue number so it can be traced back to its source should it ever happen that it is being co-opted to later belong to a composite fossil. Moreover, sexual dimorphism may contribute to some fossils identified as belonging to different species. Such phylogenies would violate the known facts of life.

That last snag was highlighted in another published article entitled, *Some Implications of Variant Cranial Capacities for the Best-Preserved Australopithecus Skull Specimens*, in *C. R. S. Quarterly Journal* (Duffett, 1983^a). Other lessons to do with certain tools are as follows. Any found alongside a fossil may not belong to the hunter but to its

victim. Also, some identifications of classifying primitive flint tools are possibly owing to natural breakages.



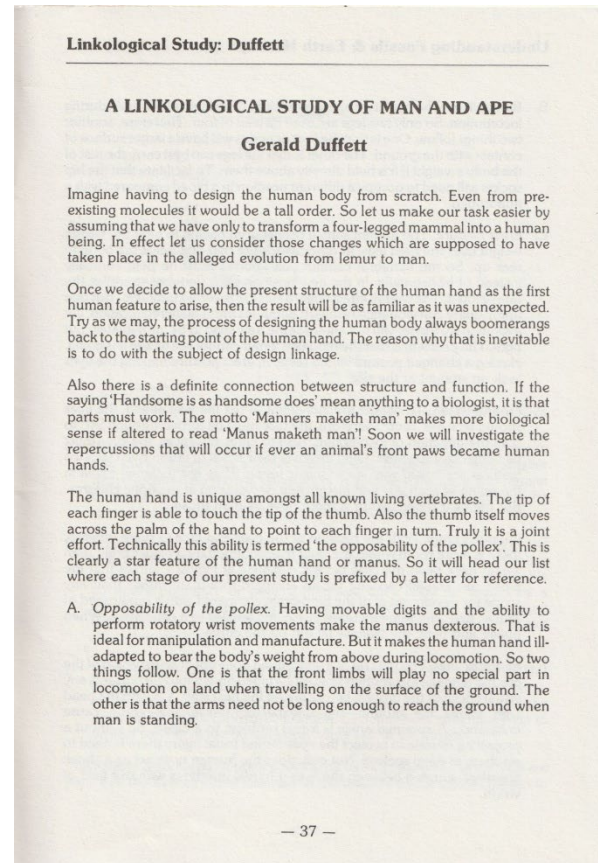
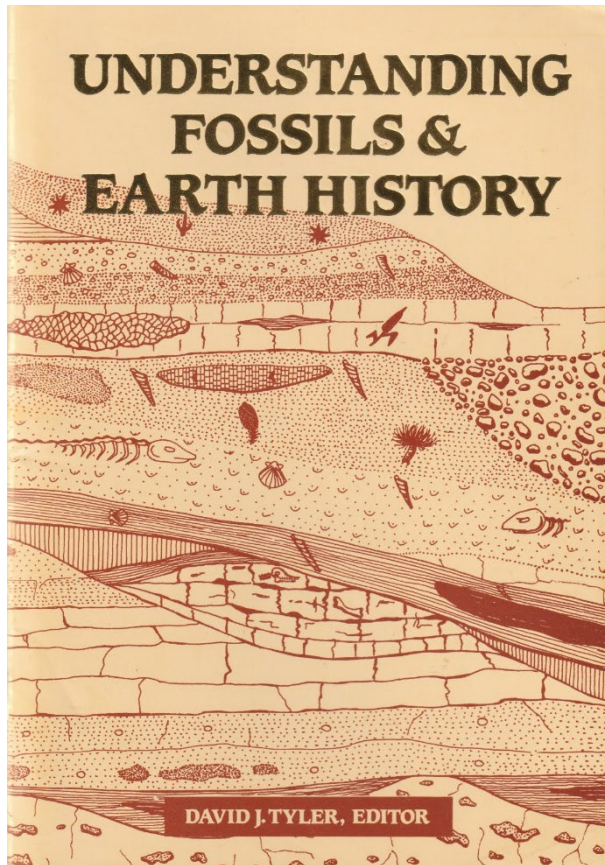
Gerald Duffett (1983^a) Some implications of variant cranial capacities for the best-preserved australopithecine skull specimens. *Creation Research Society Quarterly*, 20, 2, 96-104.

Sadly, experts cannot distinguish between them. But my most unexpected discovery was that 'cladogenesis' giving rise to human evolution can be ruled out because mankind is so successful in dispersing to become a wide-ranging species. The main alternative to human evolution termed 'anagenesis' can also be ruled out owing to the apparent coexistence of alleged ancestral and alleged descendant species in Africa. I came away from that palaeoanthropological excursion to respect what an Observer saw happening to individuals not inside the safety of Noah's Ark when the Fossils were accruing during Noah's Flood.

5.5.4. Earliest publication of Linkograms and Linkology

After trawling through my archives, I came across an early attempt to compare human beings with apes. It appeared in a booklet entitled *Understanding Fossils & Earth History* published by the *Biblical Creation Society* in 1984. My article spanned pages 37-

42 and was entitled *A Linkological Study of Man and Ape*. Figure 1 showed how changing from being a quadruped to being a biped gave scope for benefits to mankind, principally a larger brain and a half-domed hard palate to aid speech.

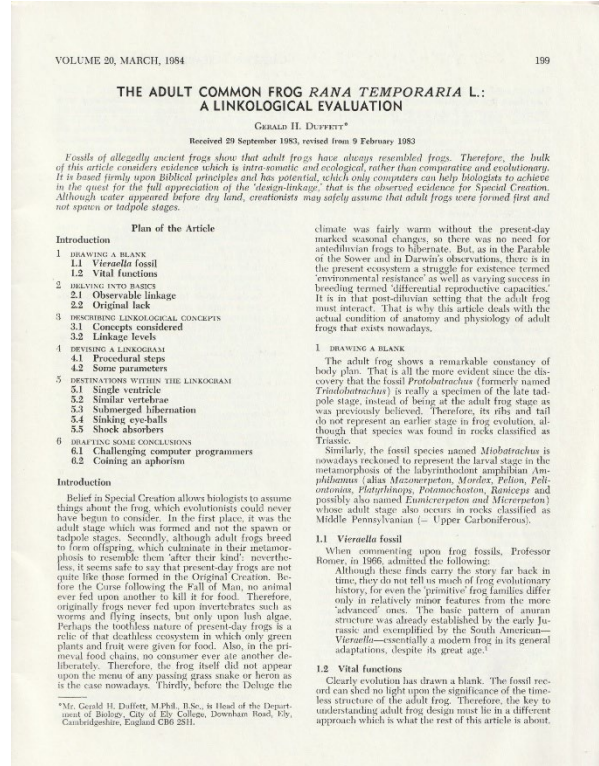
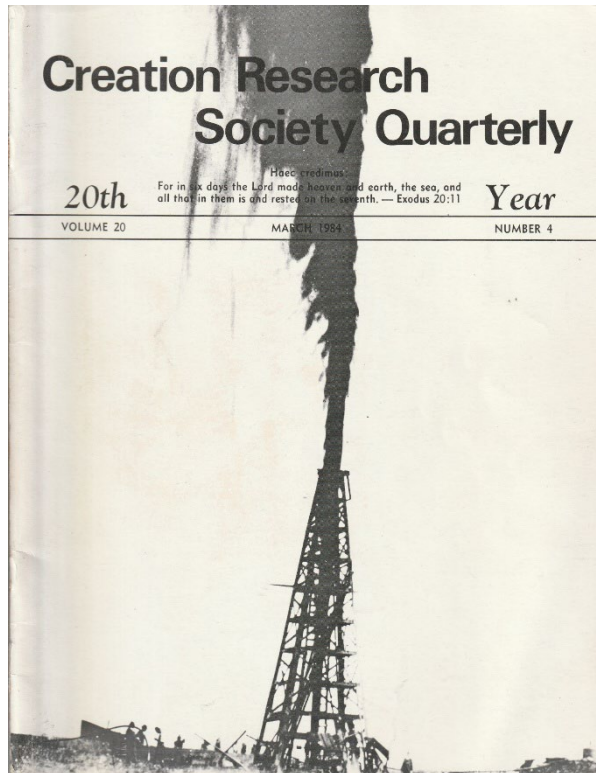


Gerald Duffett (1984) *A Linkological Study of Man and Ape* (pp: 37-42). In, Tyler, D.J. (Ed.) *Understanding Fossils and earth History – A Symposium*. Biblical Creation (Special Issue No.18). The Biblical Creation Society, Glasgow.

The Linkogram of Man shown as Figure 2 reveals a downside, which is that man must now invent tools, wear clothes, make weapons and light fires. I can only surmise that the encircled letter I in the Linkogram of Apes depicted in Figure 3 was representing the ability to live in trees. Being left unlabelled is completely my fault. Inside the back cover, David Tyler acknowledges that I am pioneering a new technique that should interest all biologists, not just creationists.

Another item found in my archive was from an American author Douglas B. Sharp, who wrote to me with a letter dated 7th April, 1987 placed inside a complimentary copy of his book entitled *The Revolution Against Evolution* (Sharp, 1986). (That book title by Sharp is still in print and on its 5th edition in 2022). That was the first I knew that he had reprinted

parts of an article, entitled *The Common Frog: A Linkological Evaluation*, which was an article of mine that was originally published in the *Creation Research Society Quarterly (CRSQ)* volume 20, No. 4 on pages 199-211 dated March, 1984.



Gerald Duffett (1984) *The adult Common Frog Rana Temporaria L.: A linkological evaluation.* *Creation Research Society Quarterly*, 20, 4 [March], 199-211.

My original article as published in *CRSQ* has subsequently been considerably simplified. In one sense, it is like when someone is uncertain what is needed to hit a target, then it seemed to make sense to pick up a handful of stones rather than throw a succession of single pebbles. Mainly, I have since pruned many of the terms shown in Figure 6 entitled *A parametrical 'phylogeny'*. Naturally, this is making use of Occam's razor or the law of parsimony. Using few assumptions speeds up accepting possible conclusions. This article, Duffett (1984), has several enduring aspects of Linkology, which are as follows:

1. Constructing a Linkogram from listed entities irrespective of whether or not they are inside an organism's anatomy or belong in the environment. Also, if an entity is missing then it may be registered as a useful deliberate absence, like frogs lacking earholes so as not to become deaf should water enter such orifices.

2. Considering Linkological Concepts that help us to draw conclusions.
3. Metabolism can be viewed as changing links connecting subunits.
4. The connection between Anatomy and Physiology is Linkological.

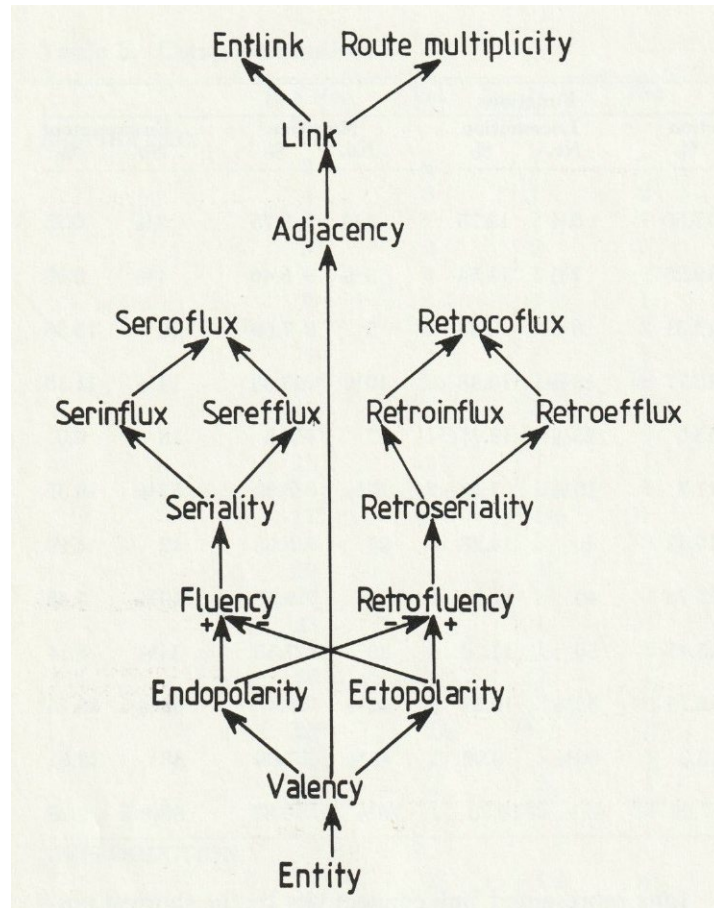


Figure 6: A parametrical 'phylogeny', page 208 in:
 Gerald Duffett (1984) *The adult Common Frog Rana Temporaria L: A linkological evaluation.*
Creation Research Society Quarterly, 20, 4 [March], 199-211.

Therefore, Physiology is Anatomy rearranged. More succinctly expressed — Function is Structure Rearranged. My earlier article entitled *Some Implications of Variant Cranial Capacities for the Best-Preserved Australopithecine Skull Specimens* (Duffett, 1983^a) was based on data presented in Table 1 on page 48 in *Primate Evolution: an introduction to man's place in nature* by Elwyn L. Simons published by Macmillan in 1972. What triggered my suspicion was to ask myself why the dates of skull capacities had not followed a strict chronological order. I suspected a sleight of hand along the lines of politicians hiding bad news on days when the press has something else to distract its readership. Hidden in that table was proof of the way that the theory of evolution had the power to alter the actual physical measurements of the same ten best preserved

Australopithecine skull specimens, depending upon which year each cranial capacity was measured. I call it as a 'Uri Geller effect' not to gently bend cutlery by rubbing it, but to show how brain size became altered in Southern Apes once the Handy Man fossil had been found and was reckoned to be a better candidate to have given rise to Modern Man. Also, any phylogeny leading from these species to become *Homo sapiens* would have broken the rule of common sense if gracile skull and robust ones displayed sexual dimorphism. As such Figure 7 in my article, displays how the alleged family trees violate the 'facts of life.'

All together it was as though a gambling syndicate had discovered the existence of another runner in a race. So, they revisited the betting shop and asked for money already put on certain favourites to be transferred to the newly discovered 'hot favourite.'

Before entering another domain, I discovered near to the outset of starting this Project Two essay, that I was using different approaches to edit what was already written. One of these was to insert yet another publication into its correct chronological setting. Some writers could describe having to write 20,000 words for a Project Two essay as hard graft. Therefore, I make no apology for commandeering other plant terminology when alluding to specific types of additions to what has been already written. Using a botanic simile based on roots, I would label this type of editing as radicalisation. Another method is to try and slide in sort of sideways an additional book or article title along with a summary. This is also inspired by another term for botanical growth and results in more girth, which is termed intercalation. That could also be likened to a tree trunk increasing in diameter when an annual ring thickens owing to cambial cell division resulting in more daughter cells becoming either phloem or xylem tissue. A further way of meeting Project 2 requirements for PhD by Portfolio is by adding a newly retrieved contribution by what I would describe as when a top bud on the tip of a stem sprouts. In botany that is termed apical meristem development.

5.5.5. Technology without our aid

Another manuscript that was based upon an evening class lecture that the Principal of the City of Ely College (circa 1980) attended was entitled *Technology Without Our Aid*. It included a review of human inventions already existing in Natural History. Often

wherever we look in human inventions, we soon come across parallels that confirm that Nature came up with that device first.

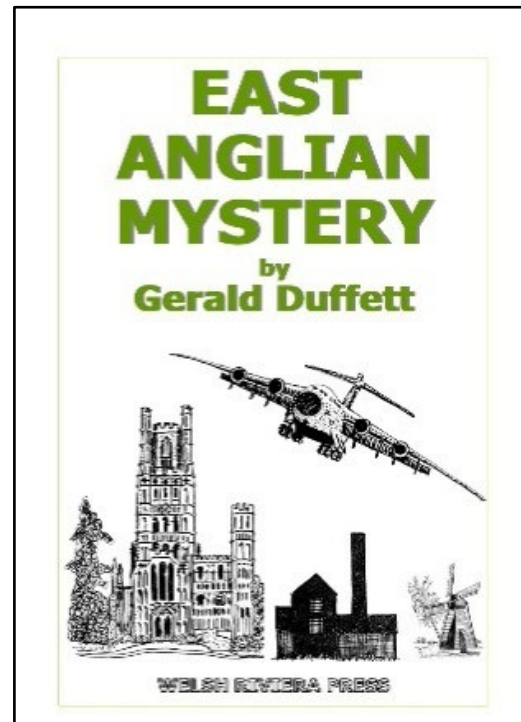
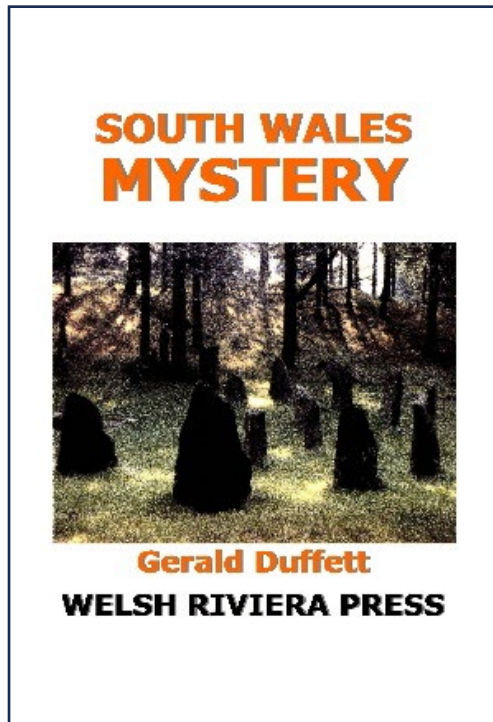
For example, a female kangaroo has a pocket that acts like a pouch to house her offspring that may be called a 'Joey'. The set up is reminiscent of a place when items such as maps may be stored inside a garment named an anorak. But there are other comparisons that should not be overlooked. The marsupial pouch is undoubtedly older than any so-called litter bin as it is used to rear the offspring. More than just that it contains an automatic food vending machine that once the joey fits its lips around the outlet of the mammary gland, then even if it is too young to properly suck milk, the mother downloads milk by using a pair of bones that are attached to voluntary muscles for the young to fully receive its quota of nutrients. Almost like a barmaid pulling pints, so marsupial bones help to lever milk into the young kangaroo.

Arrays of many other examples exist. They include various devices ranging from Emergency Exits and Jet Engines on the one hand to Insect Mouthparts that outclass Swiss Army penknife gadgetry and noise abatement for nocturnal flying barn owls on the other.

5.6. My approach when writing fiction: some examples

Incidentally, when contemplating writing in the genre of fiction about teenagers in the form of two mystery stories, I had in mind to use a rule of thumb to act as a template for each of those two books. In a way, it is like following the ingredients constituting a cooking recipe. In fact, it was useful to follow a pattern having main three main components as follows. One third would be about Local History; another third would refer to Natural History and the final third was some input from the *Holy Bible*. Such factual content meant that only the three teenagers and their relatives along with the plot within each story were fictitious, while keeping the rest of the story factual. That is how I tried to keep a balance between factual elements and fiction. Also, each book contained a recipe for an item of food. Whereas *South Wales Mystery* (Duffett, 1995) informed its readers how to bake Welsh cakes, in *East Anglian Mystery* (Duffett, 1996) the same would learn how home-made toffee could be produced.

5.6.1. A 'South Wales Mystery' and an 'East Anglian Mystery'



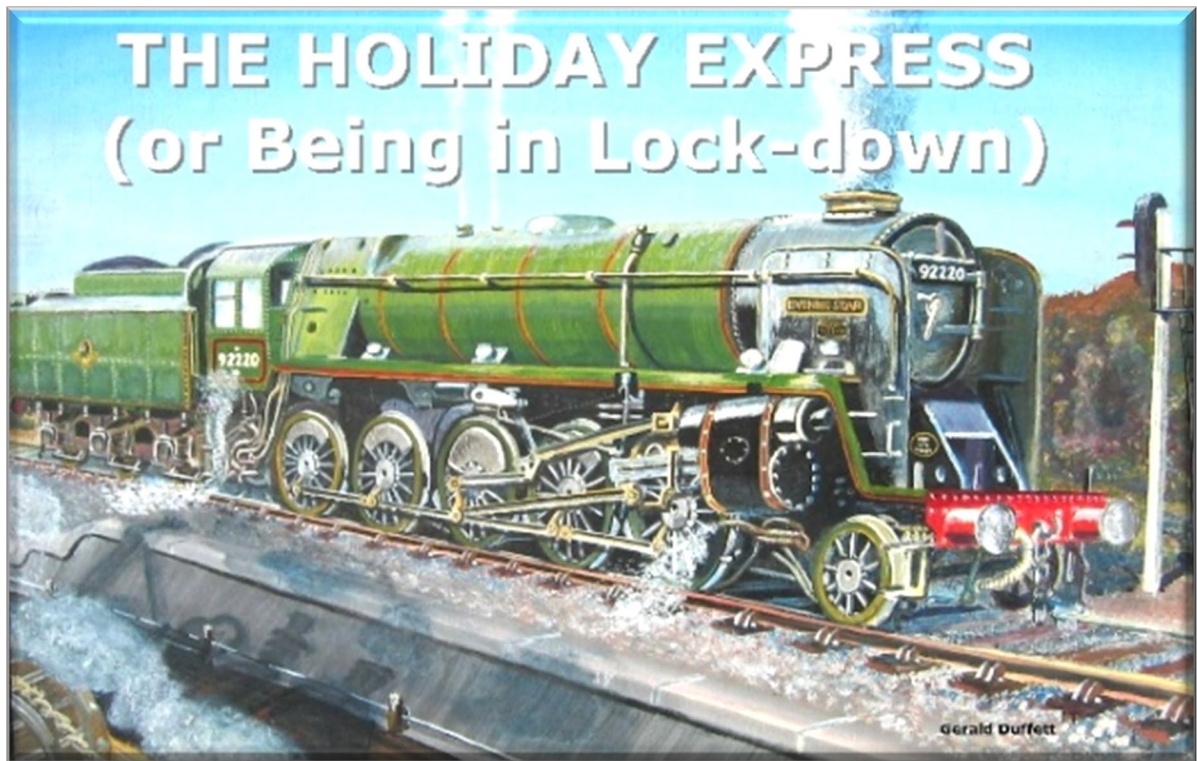
Left: Gerald Duffett (1995) *South Wales Mystery*. Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN 1-899654-23-2. [e-book 2014]

Right: Gerald Duffett (1996) *East Anglian Mystery*. Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-24-6. [e-book 2008]

Another approach when writing both those mystery stories was a sort of literary device that I first encountered in some books written by Dennis Wheatley. He was the first author that I noticed used a cunning ploy as follows. He ended each chapter with an intriguing situation, where the reader felt beckoned by an overwhelming curiosity to dip into the next chapter to find out what happened next. Titles authored by him include: *The Devil Rides Out* (1934); *To the Devil a Daughter* (1953) and *They Used Dark Forces* (1964).

Other examples of my approach to writing fiction that also slot into this category are two essays entitled: *A Space Parable for Christmas* (Duffett, 1969) - set out above – inspired by the moon landings of the same year. The Space Parable is a synthesis of correlations between scientific and religious ‘missions’. And then, *The Holiday Express (or Being in lock-down) An Excursion into Creative Writing* (Duffett, 2020) - set out below – is an article about something more deadly than the coronavirus pandemic, seeking out its origin and spread as well as its final demise. The title is inspired by the seemingly unstoppable force of an express train.

5.6.2. The Holiday Express (or Being in Lock-down)



Gerald Duffett (2020) *The Holiday Express (or Being in Lock-down) An Excursion into Creative Writing*. Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1577459-60-3.

THE HOLIDAY EXPRESS

This article is about something more deadly than the current coronavirus pandemic. It seeks to search out its origin and spread as well as its final demise. But what has any holiday got to do with something so dreadful? Also in what way is a key succession of thought involved to warrant comparison with an express train? Moreover, what is the basis for the hope of its eradication? Let us start to consider the identity of what may rightly be called a super-pandemic. It is none other than death itself! It was only mentioned as a warning to Adam, before Eve was formed as a clone from his rib, that to eat forbidden fruit would surely let death into the ecosystem.

At the end of the original creation, our Creator inaugurated regular periods of “time off” to remind everyone that everything was “very good” and, therefore, before wilful human disobedience or “original sin” occurred, death was not included. It simply did not exist!

While it is agreed that mankind was the last to be created, our current understanding is that dinosaurs lived and died millions of years before

mankind appeared. Therefore, extinctions seen in the fossil record would seem to demonstrate that death is natural and is not connected to human sin. Millions of years make efforts to save the planet during our life time seem less urgent. Yet to accept such ideas as scientific is to call into question the witness of God, which is far greater than that of any professors, who were not eye-witnesses because they were absent bodied!

When reading the Fourth of the Ten Commandments there is a definite link between six day creation and not having to work on Rest days called Sabbaths. Also the only observer of occurrences, before Adam existed to see events for himself, was the Creator, Who commanded people not to bear false witness.

Perhaps we should start to unravel so-called “prehistory” that is alleged to span many millions of years. The swiftness and sequence of original creation holds the key to showing that there was no death until mankind sinned. Nothing had time to die within those six days. Also plants were the first forms of life, but only existed after the bed of the lifeless ocean had risen to form the first landmass called dry ground. Therefore, all life is post-terrestrial. As such, if life came after land formed, then none of the rocks upon which Adam and Eve were later to walk barefoot could have contained any fossils! Clearly such relics of past life belong to Noah’s Flood, which exhibits the genre of destruction rather than construction.

We should never forget that holidays were instituted to celebrate a time when death did not exist on Earth. The discovery of stem cells that perform organ repairs could be interpreted as corroborating a time when death did not exist! At the time of writing this article, most of the United Kingdom is in so-called “lock-down”. That amounts to confinement within their own homes. It serves to limit the spread of the coronavirus among the population. Although we are regularly reminded that politicians are acting upon the best scientific and medical advice, it is interesting to note that both isolation and hand-washing were recommended by the Old Testament writers. So religious traditions were adequate long before the invention of the electron microscope and the discovery of viruses as a source of infection. Generally, the idea of quarantine involves a separation for a period of forty days for anyone thought to have become infected. Historically, any person who has survived the period of isolation is said to have undergone purification or has been purged. We will meet with these terms later.

Like lock-down is used as a reaction to limit the spread of the coronavirus pandemic, so the Creator instituted death as a means of limiting the effects of sin in His images. Freewill when used to act contrary to an arbitrary boundary (of not eating fruit of the forbidden tree) resulted in

mankind becoming misrepresentatives of their Maker. Each person transformed into a sort of “spitting image” of what they were meant to be!

At the location where Eve had been cloned from Adam, the so-called “original sin” was committed. After cross examination, at least one animal was sacrificed to provide a covering for our first ancestors. Then the Creator announced a way of escape through a Person described as “the Seed of the Woman”, which theologians say points to the coming of the Messiah, Who was holy yet chose to lay down His perfect life as a once-and-for-all sacrifice for the world sins.

In Jerusalem, Jesus of Nazareth was brought to trial and executed by crucifixion. His first followers heard Him proclaimed to be the Lamb of God that takes away the sins of the world. Before His death, He claimed to have power to lay down His Own life and declared that no man took it from Him. True to another claim, He rose on the third day, but lingered on Earth under ceremonial “lock-down” for forty days until it was lifted when He ascended into Heaven. So after He had purged or provided purification for our sins, He sat down at the right hand of the Majesty in Heaven. The apostle Paul wrote these words about that same Jesus: *“God made Him Who had no sin to be sin for us, so that in Him we might become the righteousness of God”*. What a sacrifice! What a swap! Obviously, there is no better Personal Protective Equipment than to be found in Christ. He is the resurrection and the life. In a blink of an eye all death, suffering and pain will pass away.

Sabbath holidays commemorate the quality of God’s work in the original six day creation. The first Sabbath acts as a marker that points to a time when there was no human sin and so death did not exist on the Earth. That Rest day highlights the fact that the no one was subject to being laid low by the sleep of death unlike what commonly is the case nowadays. Death by human sin is the bad news. Salvation through Jesus is the good news called the gospel. When people, descended from Adam, become glorified, then they will resemble Christ. That is better than being factory fresh or, to use computer jargon, they undergo “system restore”. Theologians call that the Millennium. Then mankind will revert to the blamelessness of the original creation and enjoy being eternally in God’s image and likeness. Also, neither snakes nor flesh-eating animals will pose any threat to people including toddlers. Upon what grounds may believers cherish the hope that some day death will be abolished?

Death is described as the last enemy to be destroyed. Until it passes away, it robs all human endeavours of lasting purpose, in accord with views expressed in the book of Ecclesiastes. As when we tend to take for granted the miracle of eyesight, so the same can be said of quotations uttered in the past, yet centuries later they make sense to those living in the present time.

Cited speech is like a speech capsule that links past to present as strong as any train couplings holding coaches to a locomotive. For example, when Adam and Eve were both less than one day old, we know what he thought upon first seeing her! Naturally, common sense prevents anyone from believing that human beings when aged less than one day old can use words to speak and be understood. So how is it possible to possess a vocabulary to communicate when so young? Well in computing, we know that a brand new laptop can perform equally well as when much older once it has been fully “booted” with downloaded programs! That was obviously the case with Adam for he managed to name every kind of animal he saw in the Garden of Eden.

We owe our existence to the locomotive of God’s spoken word. The coaches follow on from the original quotations that have travelled down the many centuries of time to reach us. When tempted in the wilderness, Jesus referred to mankind’s dependency upon every word that proceeds from God’s mouth. The Lord Jesus Christ is called the Word or Logos in John’s Gospel. Through and by and for Christ the Word, creation was made to spring into being using a sort of voice activated technology for a form of word-processing, before revealing other wonders - such as that Jesus tasted death for every one when He died and those who believe on Him are invited to remember Him as they partake in the ordnance of bread and wine, to give thanks for God’s gracious way of escape from sin which triggered the super-pandemic we call death.

Just as the coronavirus brought about some improvements to daily life — namely, less vehicular fumes means purer air to breathe; reduced traffic noise allows us to detect bird songs; more readily appreciate fellow workers whether bin collectors or medical staff and ensures homeless people can enjoy sleeping indoors and eat regular meals; so, in the sovereignty of God, the super-pandemic of death gives scope for many successive generations of human beings to occupy the Earth several times instead of only filling it once.

Therefore, death paves the way for there to be a host in Heaven that no man could number, praising the One Whose grace is far greater than the totality of our sin! There each blood-bought person is no longer a lost sheep, but bears a strong resemblance to the Chief, Great and Good Shepherd, Who laid down His life for the flock. Belonging to Jesus the Conqueror of Death ensures that the poor in spirit will count the kingdom of God among their possessions. Thus, fulfilling the First Beatitude of the Sermon on the Mount, which was included in Christ’s Manifesto as surely as the pandemic of death was left out of the original creation until sin took the shine out of God’s images!

Gerald Duffett

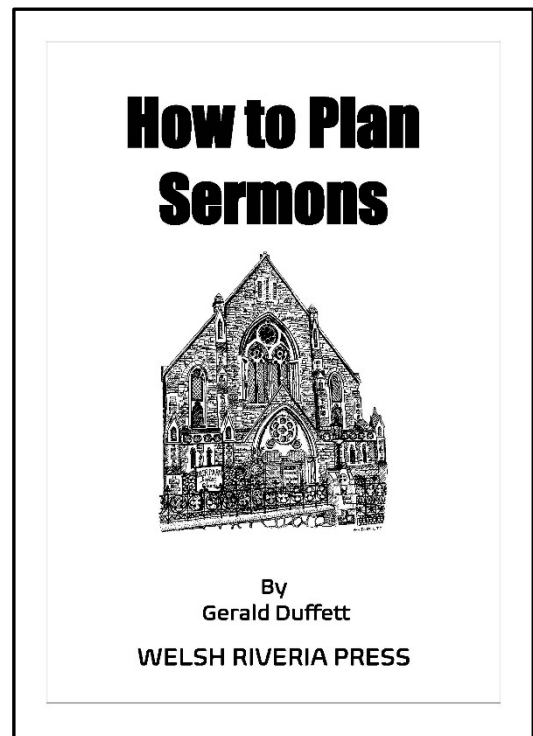
5.6.3. How to plan sermons

This paperback was published in 1995 with an ISBN 978-1899654-17-8 (Duffett, 1995). Every Christian believer, who is convinced that the Holy Bible is the inspired written word of God, is also keen to help embed its truth into human minds. Without sidestepping into issues of lesser importance, the proclamation of scripture takes the form of a sermon. In modern parlance, reading the Bible is letting God 'text' you.

It is of the utmost importance for a preacher to only choose that part of the text that has been used by God to grab his or her full attention. After that consider what the first

hearers or readers of it would have understood about its content. That is the reason why it is necessary to examine the original language in which the text was written. Here I must confess that my linguistic abilities are limited. But I use a short cut to get to the core of the meaning of each word. As far as New Testament Greek is concerned, instead of translating it into English, I can read the Greek alphabet characters. So, after I have transliterated a Biblical verse, I reach for my copy of *Strong's Exhaustive Concordance to the Bible* (Strong, 2007) to examine its etymological meaning and also to catch nuances of meaning by looking up similar Greek words. Also, I possess a copy of *The Interlinear Bible* which has the original language printed above each of its English translated words (Green, 2005). But of even more usefulness, each Hebrew or Greek word has a number printed above that directly corresponds with numbers to refer to in the aforementioned concordance.

Also included are tips on constructing sermon format; cultivating a so-called sermon farm as well as advice on its delivery and being relevant to the needs of the listeners. It contains exercises that are intended to be user-friendly as well as involving the reader with hands on exercises and also more than one sample sermon is provided.



5.7. Thinking about the Six Days of Creation

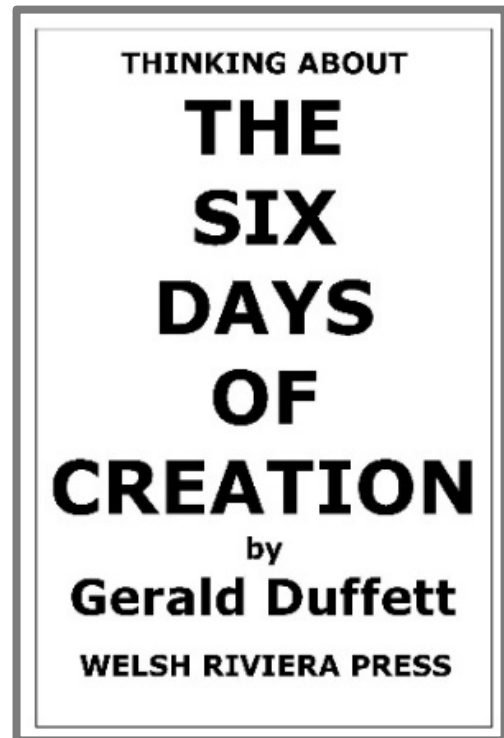
Another book published in 1994 was entitled *Thinking about the Six Days of Creation* (Duffett, 1994). When examining each of the six days of the Original Creation, I made a list of questions, which sprang into my mind in response to what I was reading mainly in *Genesis* chapter 1.

The Frontispiece consisted of each of the six days of the Original Creation containing a visual summary of what events occurred within each of those days. I cannot explain how or why light was mentioned on Day One. All I know is that the Maker can see in the darkness and does not require created light to help Him perceive. I call it Placental

Light. As such like builders use scaffolding, the main purpose that non-sunlight served was to make known that on the first three days of the Original Creation, planetary rotation was present was happening. Each of the days lasted for about 24 hours because the essence of there being an evening and a morning has to do with the rotation of the Earth upon its polar axis.

The two most memorable discoveries during the duration of the Original Creation were to do with Creation Day Three and Creation Day Four. To the best of my knowledge, I reckon that I was the first to notice that on Day Three, when the new land arose as part of the seafloor rocks became repositioned above sea level to become the platform on which the newly created terrestrial plants could grow, meant that those rocks had no fossils embedded in them. The sequence of land before any form of life simply torpedoes alleged scenarios of fossils belonging to prehistoric palaeontology. At best although all life forms existed before mankind inhabited the Earth, it simply points to a subsequent event known to everyone as Noah's Flood. When that Flood was abating, then the present-day rocks that form the post-Flood land is able to contain fossils galore.

Likewise, on Day Four, the oldest part of the night sky for astronomers to study with their huge expensive telescopes has nothing to do with the Sun, Moon and various objects



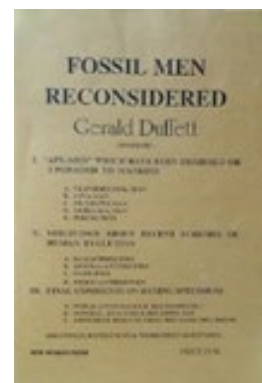
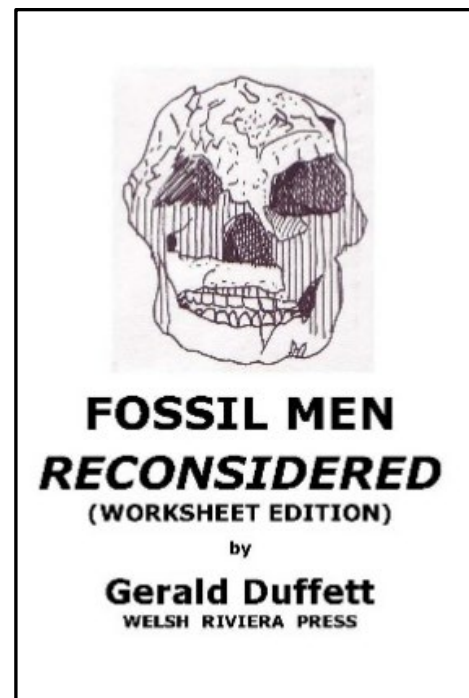
in outer space. Rather, it is the darkness between the stars mentioned on Creation Day One as being present before God said *'Let there be light.'* Without *Thinking about the Six Days of Creation* published in 1994, I firmly doubt that my latest book *Prescience versus Prehistory (Six Days or Millions of Years?)* would have later existed.

5.7.1. Fossil Men Reconsidered

Fossil Men Reconsidered was written in 1994 and its ISBN 9781899654000, followed up by a Worksheet edition in 2015 under ISBN 1-899654-00-3 (Duffett, 1994; 2015). Normally much has been discovered since that date, but I have given lectures and had articles published within the domain of Anthropology that brought me to the notice of creationists, who put me in touch with a Dutch businessman who wanted someone to speak at the First European Creationist Congress to be held in Belgium in August 1984.

In preparation for that event, Dr. Chris Stringer who ran the *Palaeoanthropology Department* in the basement of the *Natural History Museum* kindly gave me full access to the original specimens as well as cast copies. With a Laboratory Technician using calipers we measured the dental arcades of all the Romano-British skulls sourced from excavated burial sites in Wiltshire. Similarly, in the corresponding laboratory in Downing Street, Cambridge, many of several species of ape skulls were made available for me to peruse.

There are several advantages for reading the straightforward history as recorded in the *Book of Genesis* before looking into articles and textbooks on Palaeoanthropology. First and foremost is the fact that if the oldest human fossil were to be found it could not be truly ascribed as belonging to Adam. But it might well be identified as Abel, who died centuries before Adam. Secondly, it is not very likely that any human beings were interred



in the Garden of Eden from which both Adam and Eve were expelled after having eaten fruit from the forbidden tree. Thirdly, any alleged pre-Adamite specimen will turn out to belong either to an ape or a descendant of Adam and Eve possibly suffering from some pathological condition caused by an infectious disease or an unusual diet.

5.7.2. Bible Science College Correspondence Courses

Bible Science College Correspondence Course was published in 1995. Its ISBN was 9781899654195. Originally this was conceived as needing to be divided into twelve lessons termed units. Then it was revised to fit into three subgroups with units 1-4 being entitled *Biblical Creation*. That was given an ISBN of 1-899654-18-6. Then units 5-8 were entitled *Scientific Creation* and had an ISBN of 1-899654-19-4. Finally, units 9-12 were entitled *Research Topics* and received an ISBN of 1-899654-20-8.

The intention was to give each four unit section, irrespective of its subgroup title, the name of being a *Foundation Course*. Anyone completing the full course would receive a *Study Diploma*. Each Unit had the following template for its internal contents. The title page bore three lists for Aims; Objectives and Subheadings, respectively. Ahead of the Lesson Material was a page listing definitions of new terms and concepts. As an aid for learning a Summary was printed immediately before the Exercises which consisted of three sections. Answers were to be written on a separate sheet in pencil before being inked over. Section A had twenty questions each requiring only an answer of up to and including three words. Section B consisted of five multiple choice type of question. Section C has five essay type questions.

Any who peruse the lesson material within each unit will see for themselves how certain ideas have become growing points to accrue more detail in subsequent publications such as *Genesis Commentary* as well as in the three books submitted for Ph. D. by Portfolio, as set out earlier in this Project 2 section.

1. *Biblical Palaeontology A Statistical Appraisal. A study of the Origin of Death by Human Sin and Fossils by Noah's Flood on Earth* (Duffett, 2013).
2. *Captain Noah's logbook. Voyaging when the Fossil Record was accruing!* (Duffett, 2013).
3. *Sherlock Holmes and the Garden of Eden: How Genetics links Chapters 2, 3 and 4 in the Book of Genesis* (Duffett, 1998).

An ambition that turned out to be a bridge too far was the idea that anyone gaining an average score of 75% or more for their *Study Diploma* would be eligible to investigate a topic to cover a twelve-month period for their *Research Diploma*. There were a couple of reasons why this pipe dream had to be aborted. The first was that I read the conditions of continuing to receive a teaching retirement pension, which limited what educational work I could perform. The second was owing to my being careful not to advertise these courses until I could find a non-religious establishment that would validate them. I can only think that my initial momentum came as a sort of after-burn from missing my previous involvement in education, after I retrained as a Chiropodist.

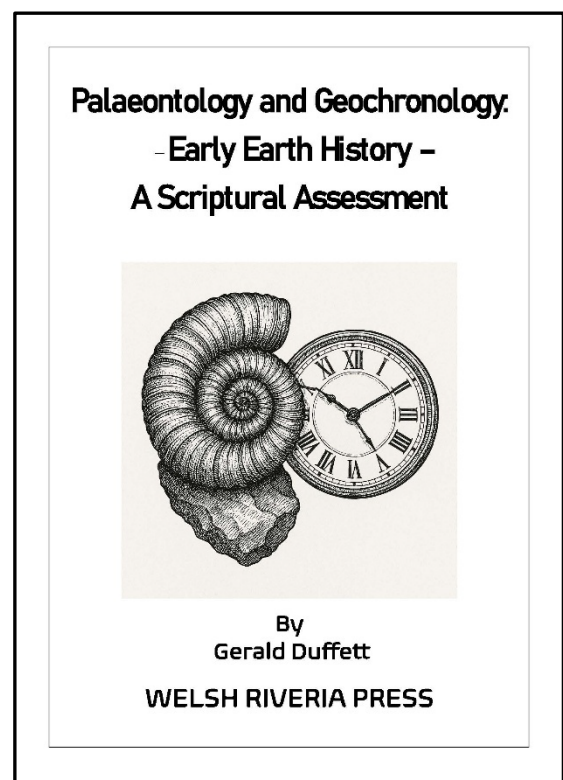
Personally, in practice, I think that Biblical Creation and Scientific Creation amount to almost the same concept. It happens that in some countries and in certain states educationalists are having to avoid any reference to religious ideas so call their brand of creationism as scientific rather than Biblical. Around Seattle in the State of Washington in the United States of America many learned groups have met to present ideas of Intelligent Design as being indicative of creation rather than the product of random attempt of hit or miss in biological structure and function.

5.7.3. Palaeontology and Geochronology:

Early Earth History – A Scriptural

Assessment

This was produced as a twenty-page short paperback on the last day of February in 1996, which was a leap year. It had an ISBN 9781899654253. The reason that it was written was to check how well fossils could be fitted into known geological upheavals that involved sediments in which they became embedded. It had been reported that since Surtsey Island had risen from the sea floor in 1963, geologists saw how swiftly features of erosion appeared which had previously estimated to occur



gradually over many thousands of year. Then in 1980 Mt. St. Helens erupted in the state of Washington, U.S.A. and demonstrated other phenomena that had previously been reckoned to take much time to produce. When trees slid down into a nearby lake, underwater cameras saw them as if growing at various levels in that lake. Also miniature canyon formed before any river was seen in it. Such observed speeded up geological formations may have encouraged claims that it is now believed that the so-called Giant's Causeway of basalt columns between Northern Island and nearby Scotland could have been completed in just a couple of days. Altogether these ideas make the task of fitting the year-long Noah's Flood into geological crustal phenomena much less arduous.

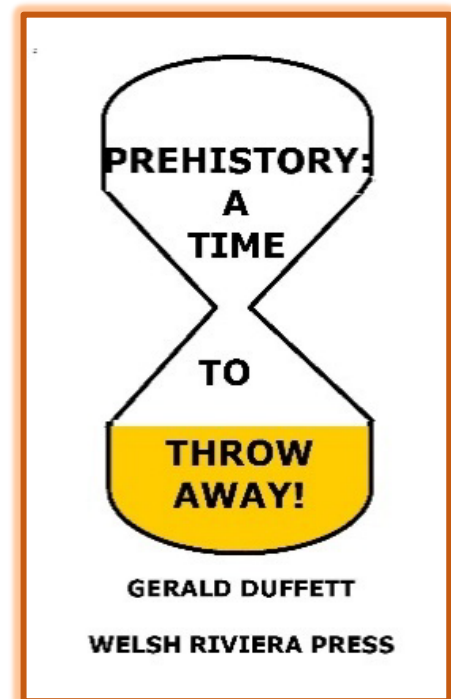
5.7.4. Prehistory: A Time to Throw Away!

Now, the first version of *Prehistory: A Time to Throw Away!* was published as a paperback in 1994. Its ISBN was 1-899854-01-1 (Duffett, 1994). Beyond its front cover and preliminary five pages, are a further 85 pages. I wrote this book because I consider that any time, which never existed, is more than ripe to be discarded as recommended in *Ecclesiastes 3:6^b N.I.V.*, which reads as follows:

'... a time to keep and a time to throw away, ...'

The serious issues outlined in the Preface are continued in Chapter One, where it is illogical to support the concept of Prehistory owing to its definition. Then Chapter Two claims that an immensely long time-track of prehistory was devised to accommodate the prospect of evolution mainly substantiated by Charles Darwin in his book *On the Origin of Species by Natural Selection*. Other approaches are contemplated that will appear within other publications subsequently listed in this compendium of books.

Chapter Three points to Sir John Lubbock as helping to make British society more ready to accept Prehistory as a long period of time before mankind inhabited the Earth. Chapter Four contains information about how fossils have been attributed to extremely ancient times. The ratios of igneous rock components are used to date fossils that always



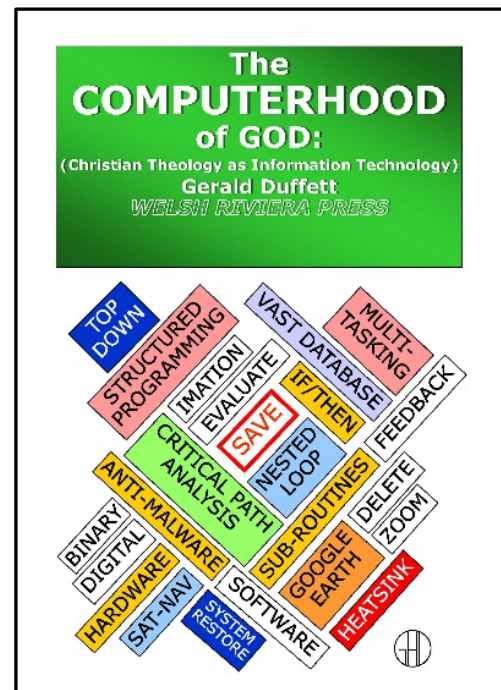
lie in sedimentary rocks (if not in amber). Also if the Earth has existed for millions of years, then a lot of argon gas should have been emitted into the atmosphere, but less than one per cent has been found.

Chapter Five entitled Prehistory Telescoped was originally meant to be entitled Prehistory Diminished. It is filled with examples that later succumbed to being dated to more recent times. Even the Great Pyramid in Egypt was originally dated as being 4,800 B.C. But according to later editions of the *Encyclopaedia Britannica* it is now dated at 2,500 B.C. having become diminished by 2,300 years within human history. Chapter Six is entitled Prehistory Unmasked. The contents of this final chapter will resurface in other books such as *Dinosaurs and the Holy Bible* and *Captain Noah's Log Book*.

Finally, if the Earth was formed more recently, then any notion of millions of years of non-existent 'prehistory' will only increasingly distort our calculations about global warming. More important, notions of the alleged time span of so-called prehistory will only serve to downplay the urgent need of national governments contemplating a joint agreement about their resolve for how best to reduce carbon dioxide emissions into the atmosphere.

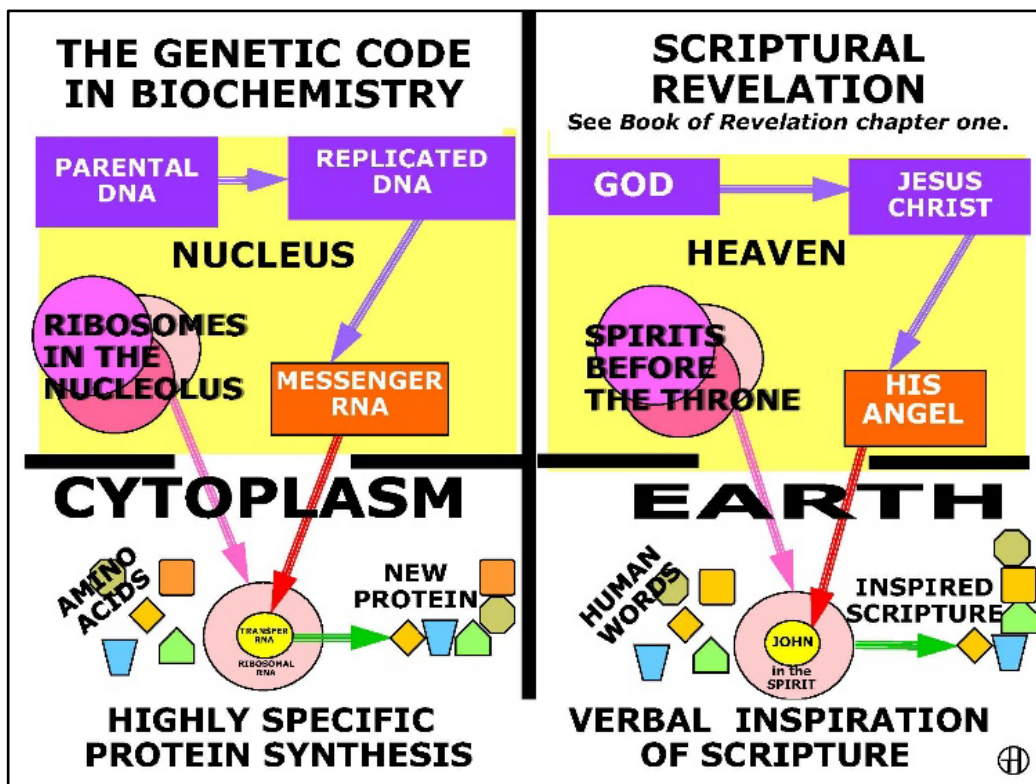
5.7.5. The Computerhood of God

Computerhood of God was published as a paperback in 2009 and given the ISBN 978-1899654-40-6. Then in 2013 it was re-issued in electronic format as an eBook because paperback versions were out of print (Duffett, 2009/2013). Yet it was written with that title owing to computers being a ready-made object to act as a parable to focus attention on any facet about an attribute of the nature of the Godhead. Even the diagram on the front cover sample of concepts and topics that link computing to theology. Each chapter follows the format of having a title with a subtitle below.



Following a set of posed questions, closely followed by what that particular chapter will attempt to expound.

In computer parlance, it may be a frequent manoeuvre for people to radically rethink some theological beliefs. For instance, in Chapter One, anyone contemplating the Nature of the Godhead might conclude that they have to view Deity along the lines of the Almighty God being like a networking Mainframe having three Names — Father, Son and Holy Spirit. At Christmas time, we remember that Jesus was born to the Virgin Mary. So what theologians term the Incarnation amounts to one of the three Mainframes becoming a Laptop. I wonder how long it will take for Christmas to be a celebration of a Mainframe computer becoming a Laptop on Mary’s knees?



God’s flowpath organisation can sometimes be recognized in His word and works.

Many thinkers have thought about ways in which computer manufacturing could be improved. But forget about qubits and other ideas that seem to have out of this world twists and turns. Anyone reading what the Messiah said to a Samaritan woman in *John’s Gospel* chapter 4, verse 22 that ‘God is spirit’ could do worse than wonder if God is not so much like a hardware Computer, but created everything material by means of a software Program.

Chapter Two which views mankind as self-portraits not only safeguards the status of being human as a model of our Maker, but mentions a possibility that concentrating on stem cells, it may largely remove the need for replacement organs to come from donors. Those developed from the recipient's own body would always be compatible.

Chapter Three claims the Earth was just right as a home for God's models to thrive. Air to breathe present on Day Two of the Original Creation, closely followed by dry land to stand

upon on Day Three, with plants receiving solar energy on Day Four for photosynthesis to provide food for mankind. Doubtless anyone trained in so-called 'critical path analysis' will see more detailed forward planning than was mentioned both here and in the book. Also, the exact co-ordinates for the centre of space are not as important if the Earth was formed at the belly-button of the universe as the knowledge that geo-centricity is eclipsed by theo-centricity of the Book of Genesis showing that preparing a home for mankind as models of their Creator was central to the will of God. Whereas scientists refer to this planet as being just right for human habitation, such specifications originated not from the wand of a fairy godmother, but from the voice of God Himself.

Chapter Four declares two speeds in the *Book of Genesis*. One is when God is actively creating ubiquitously forming new entities. The other is when He is resting from such activities. Obviously during the Flood in the lifetime of Noah, God was actively dismantling the land from being the habitat for so-called landlubbers. Outside the Ark, He was forming the present-day land that uplifted as the Flood abated within the span of about one year.

5	
THE COMPUTERHOOD OF GOD	
CONTENTS	
FRONTISPIECE	i
PREFACE	1
INTRODUCTION	6
1. THE GODHEAD: NETWORKING MAINFRAME. A new insight into the Being-ness of Deity	8
2. MANKIND: SELF-PORTRAITS! The Divine Mandate for Humanity	18
3. CREATION: THEOCENTRIC EARTH. Word-processing stages for God's models	27
4. TIMESCALES: BIFOCAL DISCONTINUITIES. Crossing between active to resting and back again	36
5. VISION: SURVEILLANCE SCOPE. The quality control of creation and mankind	44
6. SIN: HACKING 'TROJAN'. The pollution that spoils every relationship	53
7. 'TAKEAWAY': DEBUGGING PROGRAM. The Vaccine to remove contamination	58
8. WOW!: ETERNAL DENOUEMENT! Either surpassing joys or regretful sorrows	64
INDICES:	
Index of Holy Bible references	76
Index of Computer Science	77
Index of Theology	78
General Index	79

Chapter Five reminds readers of the value of checking and although the Creator can perceive in the dark, the concept of vision for quality control is mentioned as a paradigm for mankind to enact when they examine whatever they manufacture.

Even after writing Chapters Six and Seven in this book, I am increasingly drawn to the challenge posed to mankind by the development of artificial intelligence. In a way there are parallels between how mankind may have to impose limitations like Our Maker dealt with his disobedient models by imposing physical death upon them as well as it spread to affect the whole of organic life on Earth.

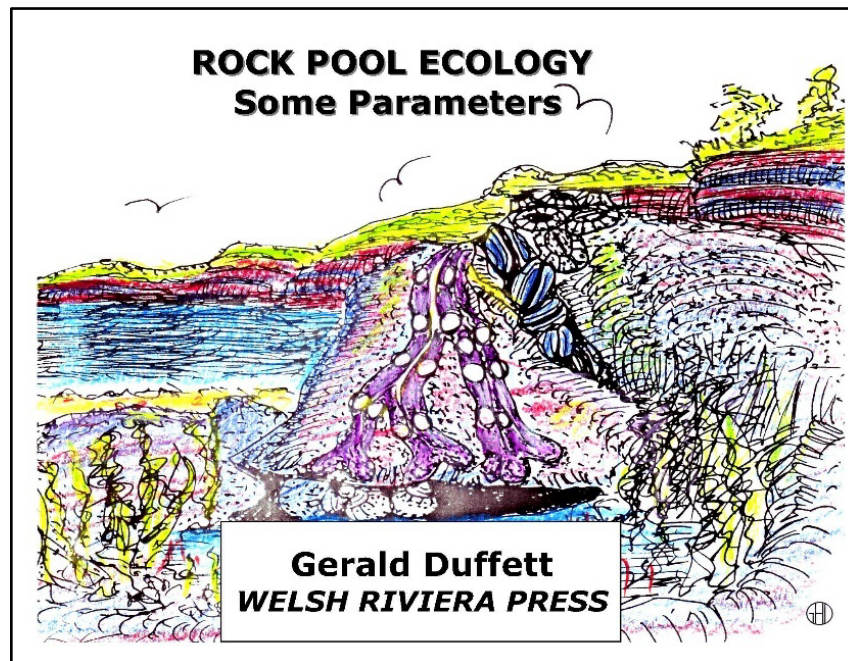
In a way that a knowledge of anti-malware can help us to understand the reason why our Maker detests blemishes in His models, so we can use computer-hood as a parable having implications that are more profound than at any superficial level. Being born of the Spirit means that our sins have been forgiven and removed and no longer pose a threat to One Who is thrice holy. A process described by the terms of atonement and sanctification.

Chapter Eight deals with future event that act as signs pointing towards the end of present Earth history. According to the *Book of Revelation* something half the width of the U.S.A. will arrive as a city from outer space and become the New World. That is already referred as the New Jerusalem. It is a place mentioned by Jesus in *John's Gospel* chapter 14, verses 1-3.

Whatever computer geeks understand from reading this book, it will still remain that the Creator's infinite capacity will still be beyond our ability to calibrate in this life. I remember what a presenter said when comparing the human brain with computers consisting of silicon chips during a series of *Royal Institution* lectures broadcast in 2009. Both the audience present and the multitude of viewers were told that a human brain can process 100 trillion instructions per second. But if a computer made of silicon chips were to be built to match that, then its temperature would equal that on the surface of the sun!

5.7.6. Rock Pool Ecology

A Study to Calibrate Some Parameters of Categories Expressed in Rock Pool Ecology was published in 2012 (Duffett, 2012). It seeks to view rock pool life as an exercise in Linkology when a total of 41 entities were listed within various categories of gases; seawater; rock; plants; sunlight; moon-gravity; animals; predators and rain. The 41 entities had a total of 75 links.



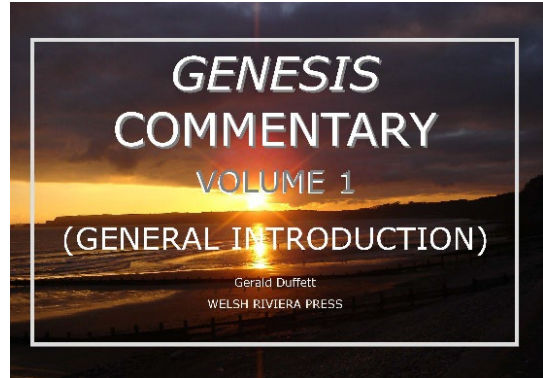
When the Rock Pool Linkogram Data shown in Table 1 were calibrated for priority in Hexahemeron Units using Table 4, then by using the nomogram of Table 3, the x-axis values were plotted along with the y-axis values contained in the last two columns of Table 5 before being plotted as Figure 3 which is a scatter diagram. With seven degrees of freedom, the r value was calculated using the Product Moment Correlation Coefficient formula that amounted to over 97% statistical significance between the order of priority and their relative usefulness calculated in Quanticity (or Arthricity) Values.

These results were discussed before several conclusions were drawn. One suggestion for further work is that this method could be applied to a new approach for interpreting the sequence of shells found in the Fossil Record. But my main reason for undertaking this study was in memory of Philip Gosse, who had a second home in Tenby and was in his lifetime, before the benefits of radio and television, he was as well-known to the British public as Sir David Attenborough. Gosse coined the word aquarium and gave people something of an interest to do with natural history when holidaying at the seaside.

5.8. Genesis Commentaries and Study Guides

5.8.1 Genesis Commentary Volume 1 (General Introduction)

Owing to a medical condition named obstructive sleep apnoea, this study was undertaken because of a device that I was recommended to use each night. The device was called a C.P.A.P. machine. The ear nose and throat consultant told me that I must use it for more than four hours per night otherwise, I would be liable to fall asleep at the steering wheel when driving my car. Annually, the *Driving*



Cover Photograph:
Sunset over Carmarthen Bay by
Gerald Duffett (private collection).

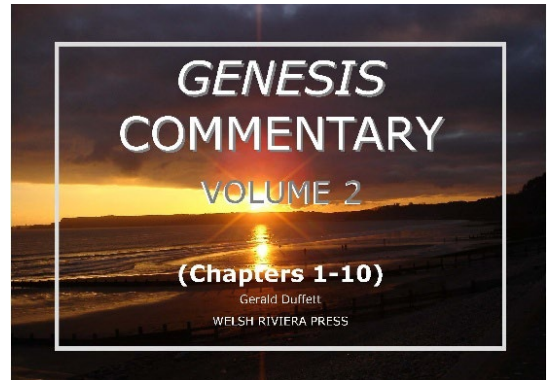
and Vehicle Licensing Agency based in Swansea is assured of the efficacy of my treatment when using that Continuous Positive Airway Pressure machine. But unfortunately, there was no way of heating the water in its reservoir. So, during winter months I experienced a blast of cold air entering my nostrils. It reminded me of when I travelled from London Paddington Station to Cardiff General Station. As a schoolboy I used the leather strap to pull down the compartment window before I stuck out my head to admire the steam engine that was hauling the fourteen carriages train. The Castle class locomotive was most visible when rounding a curved portion of the railway track. To my young mind, it seemed as powerful as the King class of GWR locos.

Therefore, at midnight, I would enter my den and study the *Book of Genesis* for two hours per night. Sadly, my nearly completed manuscript was among several items stolen a few years later when my older daughter drove us in her car around seven countries in Europe. It was on my *birthday* that she parked and locked her car at a service station in Belgium to take a break when travelling toward Holland. The items stolen included my grandson's laptop computer, my prescribed tablets and whatever else was reported to the police by my daughter when we reached our Dutch hotel and discovered the burglary.

This six volume Commentary was reconstructed after viewing earlier drafts found in my litter bin at my Welsh address.

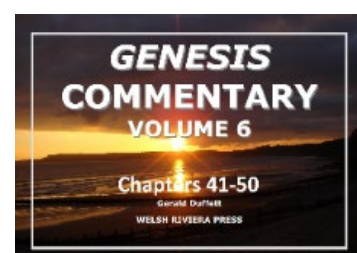
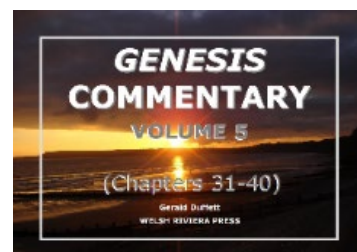
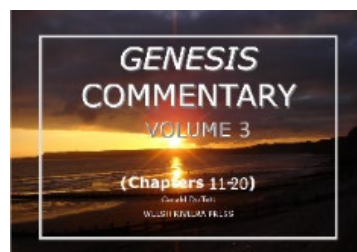
5.5.2. Genesis Commentary Volume 2 (Chapters 1-10)

This first appeared as a paperback in 2009 with the ISBN 987-1899854-39-0. Then in 2014 it was revised as an eBook. The layout of this second volume is the same for each chapter and has uniform template as follows:



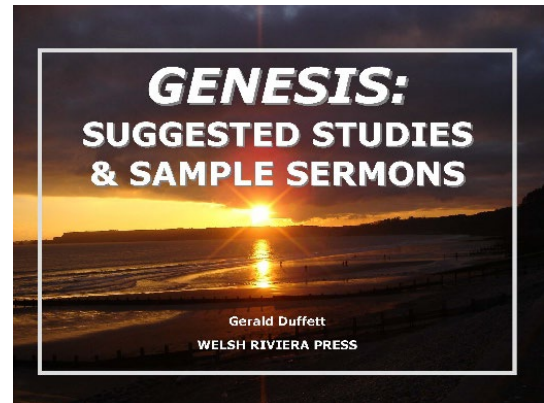
- A Paraphrase of the whole chapter.
- A Summary that precedes a commentary upon each individual verse.
- A Commentary on each verse.
- A Concluding Section of Possible Sermon Material within the Chapter subdivided as shown:
 - Expository/Homiletical.
 - Key Notes.
 - Devotional.
 - Possible Sermon Material in the Chapter.
 - Discoveries.
 - Questions.
 - Sample Sermon(s).

Sadly, the contents of pages 127 and 126 ought to swap places with each other! What was written about *Genesis Commentary Volume 2* also applies to *Volumes 3 to 6*, inclusively. Each volume covers ten chapters in the *Book of Genesis*.



5.5.3. Genesis: Suggested Studies and Sample Sermons

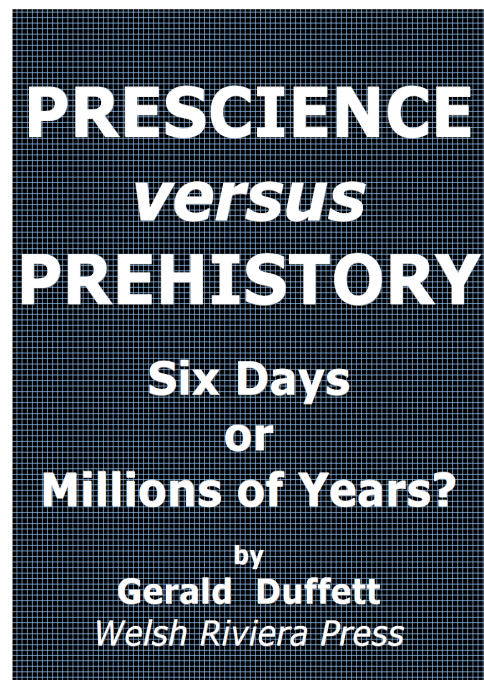
This first appeared as a paperback in 2008 with the ISBN 987-1899854-38-3. Then in 2014 it was revised as an eBook. Any confusion over dating the paperback version is to do with the inclusion of the same material interspersed in editions of *Genesis Commentaries*. New material exists in Table 1, but Tables 2 and 3



printed in the appendix of this volume have contents identical with Tables 1 and 2 in *Genesis Commentary Volume 1 (General Introduction)*. It is quite likely that when this volume was being written, ideas were accumulating in my mind to gather material for another book entitled: *Prescience versus Prehistory (Six Days or Millions of Years?)*

5.5.4. Prescience versus Prehistory: (Six Days or Millions of Years?)

The reason why this book was written was to look at the contents, which amount to a presentation of the sequence of events within the first two chapters in the *Book of Genesis*. Then attempt to try and distinguish between scientific fact and fictitious scenario. Often attention will be drawn to a phenomenon that acts as an essential forerunner for one or more later events. For example, it seems safe to assume that the geomagnetic field around the Earth was strongest at the start of Day One of the Original Creation because it has been measured to halve every 1400 years.



An even better example of prescience is evident by the existence of plants having solar panels we call leaves growing on the newly made land, one day before sunlight first shone. Yet those chlorophyll pigments were an exact match to absorb the wavelength of solar radiation output necessary for the process of photosynthesis to be successful. The absorption spectrum of pigments work hand in glove with wavelengths of visible light

spectrum to enable plant photosynthesis to be successful. The mention of ‘light for signs’ occurs in *Genesis 1:14*. Various examples are given in Chapter 10, some are artificial such as lighthouses and railway signals, while others are natural and involve bioluminescent marine worms knowing when to reproduce and ratios of daytime to night time governing when certain plants bloom owing to a chemical in their leaves.

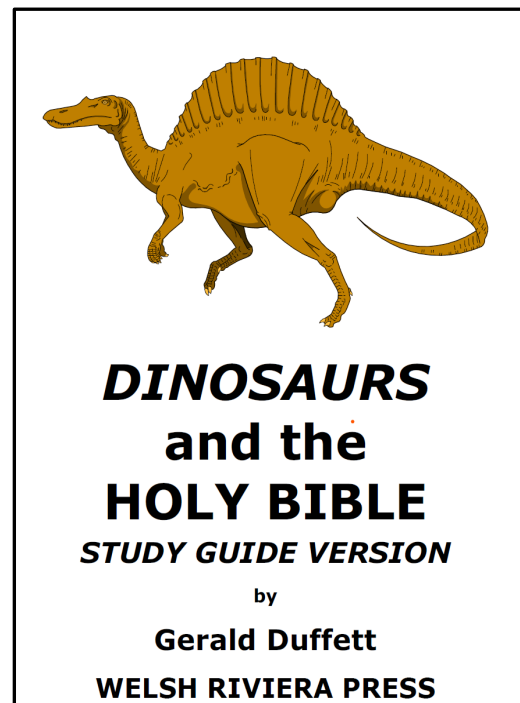
Other chapters include why seaweeds species are distributed on a seashore and how to demonstrate that barnacles have a biological clock to regulate when tidal conditions best match with their need to feed. Chapter 17 mentions an underlying reason for Linkology. A single entity is not as good alone until it joins with another entity. Chapter 21 is the last chapter and contains an example of the prescience or foreknowledge exhibited by the Lord Jesus Christ to His disciples when he pre-empted Peter who was about to ask about paying taxes to the Romans who were occupying Palestine at that time. That incident was described in Matthew’s Gospel 17:24-27. This book has two indices as an Appendix. After *Holy Bible* reference is an extensive General Index.

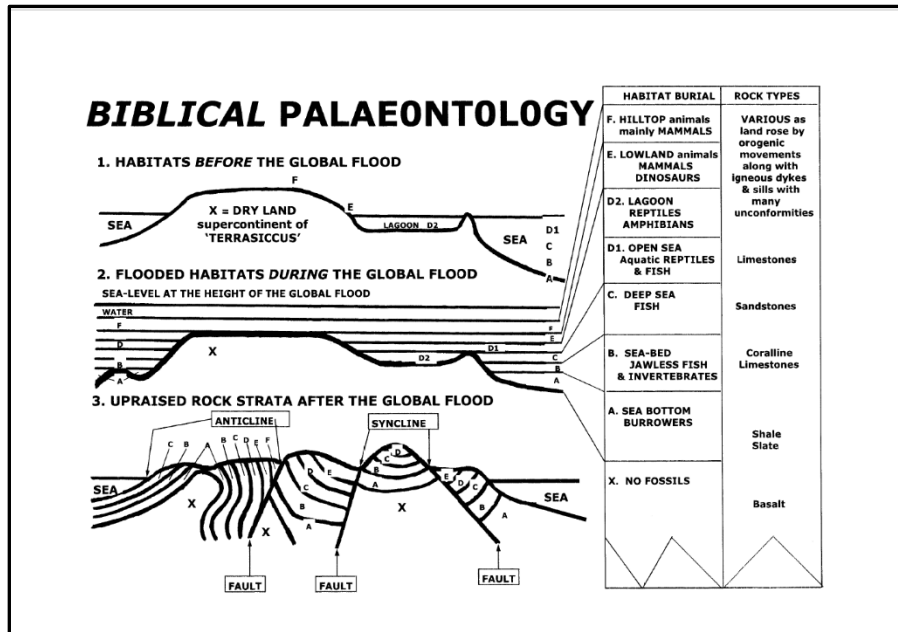
5.5.5. Dinosaurs and the Holy Bible: (Study Guide Version)

This paperback was published in 1996 with the ISBN 1-899654-28-3. Then in 2015 it existed as an eBook (Duffett, 1994/2015). The reason that this book came to be written was to inform readers of two things. One is that prehistory involving millions of years is a figment of human imagination. Another is to demonstrate that some dinosaurs are described in the Bible as well as being recorded in folklore as dragons, which appear on some national flags.

The man who coined the term dinosaur was a six-day creationist named Professor Sir Richard

Owen. He was the Founder and Director of the *Natural History Museum* in South Kensington, London. An evolutionist would possibly have named it the *Natural Prehistory Museum*.





Chapter 1 mentions that they were created by God and are described in the *Book of Genesis* as animals that creep, which is what the word reptile means. Those that walk on land were created on Day Six of the Original Creation.

Chapter 2 reminds us that they were first named by Adam before he underwent an operation whereby Eve existed as a clone made from his upper torso. Until human disobedience let death into the ecosystem, originally all animals fed on plants or were scavengers of shed placentas, etc.

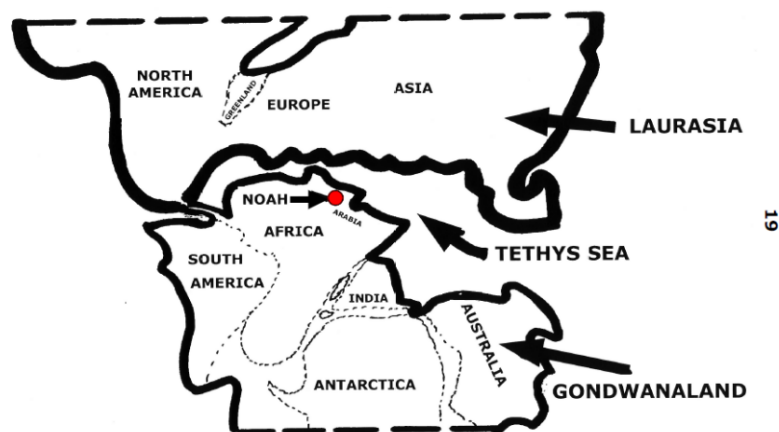
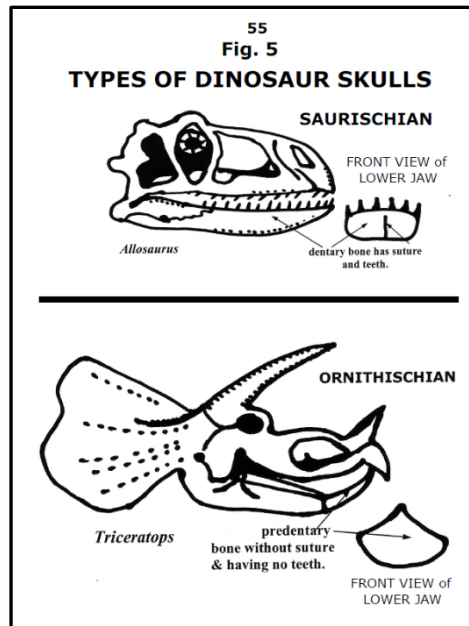


FIGURE 2. TETHYS SEA BREAKING UP PREFLOOD SUPERCONTINENT*
 (* UNLIKE PANGAEA ALL PREFLOOD ROCKS CONTAINED NO FOSSILS)

Chapter 3 declares that human sin altered them and Chapter 4 records that Noah's Flood destroyed them. Those not inside the Ark potentially became embedded as fossils in sedimentary rocks when the present-day land arose as the floodwaters abated as described in Chapter 8.

Chapter 5 relates how some were conserved within *Noah's Ark* and Chapter 6 reports a conversation between Job and the Creator about Behemoth in the *Book of Job* chapter 40:15-24.



That beast could have been an encounter with a plant-eating *Diplodocus*. Also Leviathan described in *Job 41* might well be a marine crocodile such as a Teleosaur named *Metriorhynchus* or a Mosasaur named *Tylosaurus*. Figure 3 in Chapter 9 shows where transitional fossils have yet to be found that could show how various dinosaurs evolved from other fossil types.

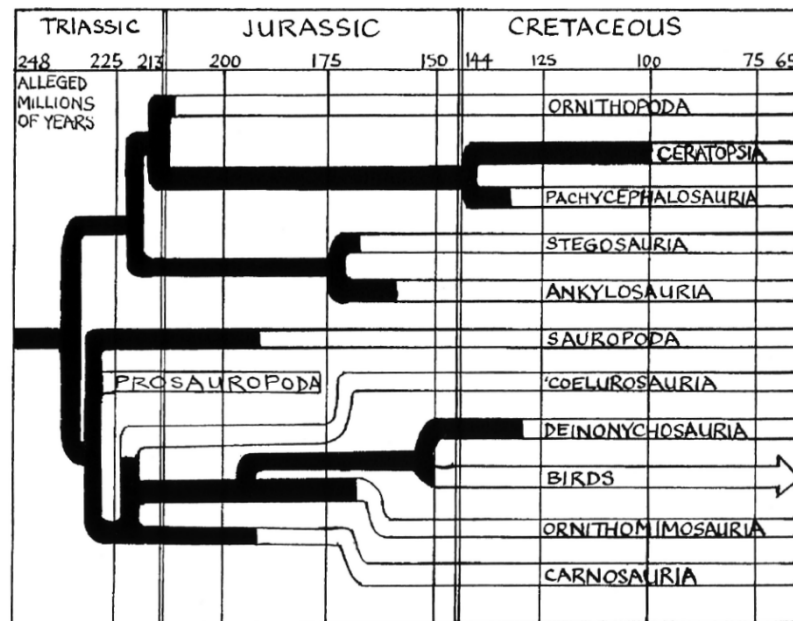


Figure 3: Black areas shows where evolution lacks fossil support. No species exist at each hypothetical branching within the alleged family tree of dinosaurs called a 'phylogeny'.

Chapter 10 sets the scene for dinosaurs becoming fossils and Figures 4 and 5 depict pelvic girdles and skulls of saurischians and ornithischians, respectively —being the two groups that Professor Harry Govier Seeley classified dinosaurs in 1887 (Seeley, 1887). The rest of the book deals with the many names that single species are known by in the literature as well as *Study Guide Questions* placed in front of Indices dealing with various categories. Finally, only those who have actually read this book will learn of the following phenomena:

1. The exact location in North America where dinosaur fossils are interpreting as suggesting they became trapped in sediments when descending a huge whirlpool.
2. The name of a man having more digits on each limb than Adam and so if he were to be excavated, some palaeontologists might rank him as an ancestor leading to Modern Man.
3. The statue of a horse that Julius Caesar rode upon is depicted as having many toes unlike so-called modern horses.

5.5.6. Heart of Wales Railway Journey from Llandeilo to Shrewsbury

Gerald Duffett (1995)

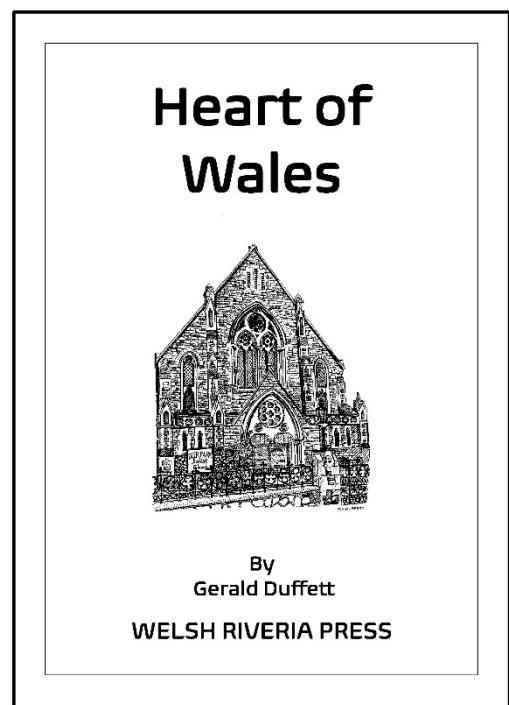
Heart of Wales

Publisher: Welsh Riviera Press

ISBN: 978-1899654-21-5

This is an account of a train journey in daylight between Shrewsbury and Llandeilo logging when the train travelled on an embankment or in a deep cutting. Also, it listed when it passed under road bridges or over them as well as when it went through tunnels and travelled along viaducts. Generally, locomotive sheds were to be found at the start of any incline that was

steep enough to require the assistance of an extra locomotive. Although outside the scope of the title, I heard that the steepest gradient is the one where a train leaves Llanelly



to start its journey on the *Heart of Wales Railway*. If any locomotive hauling a heavy freight train can negotiate that first incline, then the footplate crew knew that the engine was powerful enough not to need help to augment its motive power anywhere further along its intended route.

5.8. Two Poems:

5.9.1.

The Origin and End of Physical Death

This little poem aims to be
The dismantler of Prehistory.
For land before life on Day Three
Only had rocks that were fossil free.

‘Land before life’ is surely key
To revise palaeontology.
Fossils indicate recency —
After the start of humanity.

Let’s look at this another way;
Creation sequence is here to stay.
‘Land before life’ won’t go away —
Like a mantra with a part to play,

Not until human sin’s foray,
Could violence make some pass away,
Dying, buried, with some decay,
Freshly fossilised without delay!

Trapped in sediments under water,
The Fossil Record reveals slaughter,
Like a Noah’s Flood supporter —
Corpses in line with their transporter.

Another question worth a pry
‘Just when did anything start to die?’
A tree in Eden grew thereby,
Which Adam was warned never to try.

To disobey would thus defy,
By sinning against the One Most High.
So animal's blood helped mollify,
Till the Woman's Seed heard 'Crucify!'

By one man's sin came death on all:
'The wages of sin is death' wrote Paul,
Which is so true since mankind's Fall,
Yet the sinless Jesus died for all.

He is the Truth, the Life, the Way —
Death will ultimately 'pass away',
Losing its domineering sway,
When night turns into eternal day.

To save from wrath was His remit;
Believing sinners obtain credit
Through our Lord Jesus Christ's merit,
Because He arose death shall exit!

So what conclusion may we draw?
Death is but 'a fact of human sin' —
Creation, feted in God's law,
Was 'very good', till sin let death in!

And is it really fantasy
That in the future we all shall see
Words on a tombstone, which will say:
'Here lies DEATH — 'FOREVER PASSED AWAY!''?

Gerald Duffett (2020)

5.9.2. Another Poem:***Biscuit Dunking***

When dunking a Garibaldi
Two new thoughts occurred to me;
What if its currants were fossils
And my tea was really sea?

Via some etymology,
Tinged with orogeny,
That may well throw new light upon
All alleged 'prehistory.'

We are aware that bicycle
Obviously has two wheels,
But so few know the root meaning
That the word biscuit reveals.

Biscuits are spelt with that prefix,
Being baked in oven twice,
Undergoing two such placements
To produce that merchandise.

Before any life existed
The sea floor rose as new land
On the third day of creation —
Fossil-free, we understand.

Like a ship within a bottle
Is this type of mystery
With fossils trapped in sediments:
Noah's Flood is surely key.

The Anthropocene eclipses
Prehistory completely,
Because death followed human sin —
Entrapped currants came to be!

Land that Adam and Eve trod on
Rose from non-living sea floor
Unlike when Noah left the *Ark*,
Then rocks had fossils galore!

Gerald Duffett (2024)

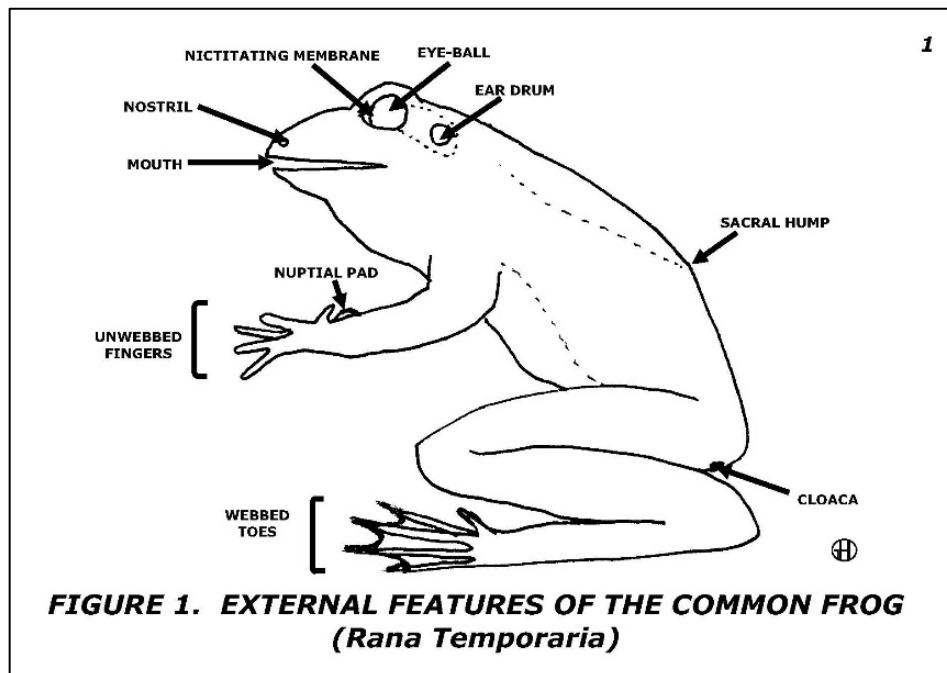
5.10. Linkographic Measurements: some applied examples

Project Three Essay will include more details about Making Sense of the Common Frog; the Duck-billed Platypus; the Domestic Tabby Cat, the Chimpanzee and Mankind. Yet they will be reviewed below as an integral part of Project Two to help the reader of this introductory survey gain a flavour of what is to come.

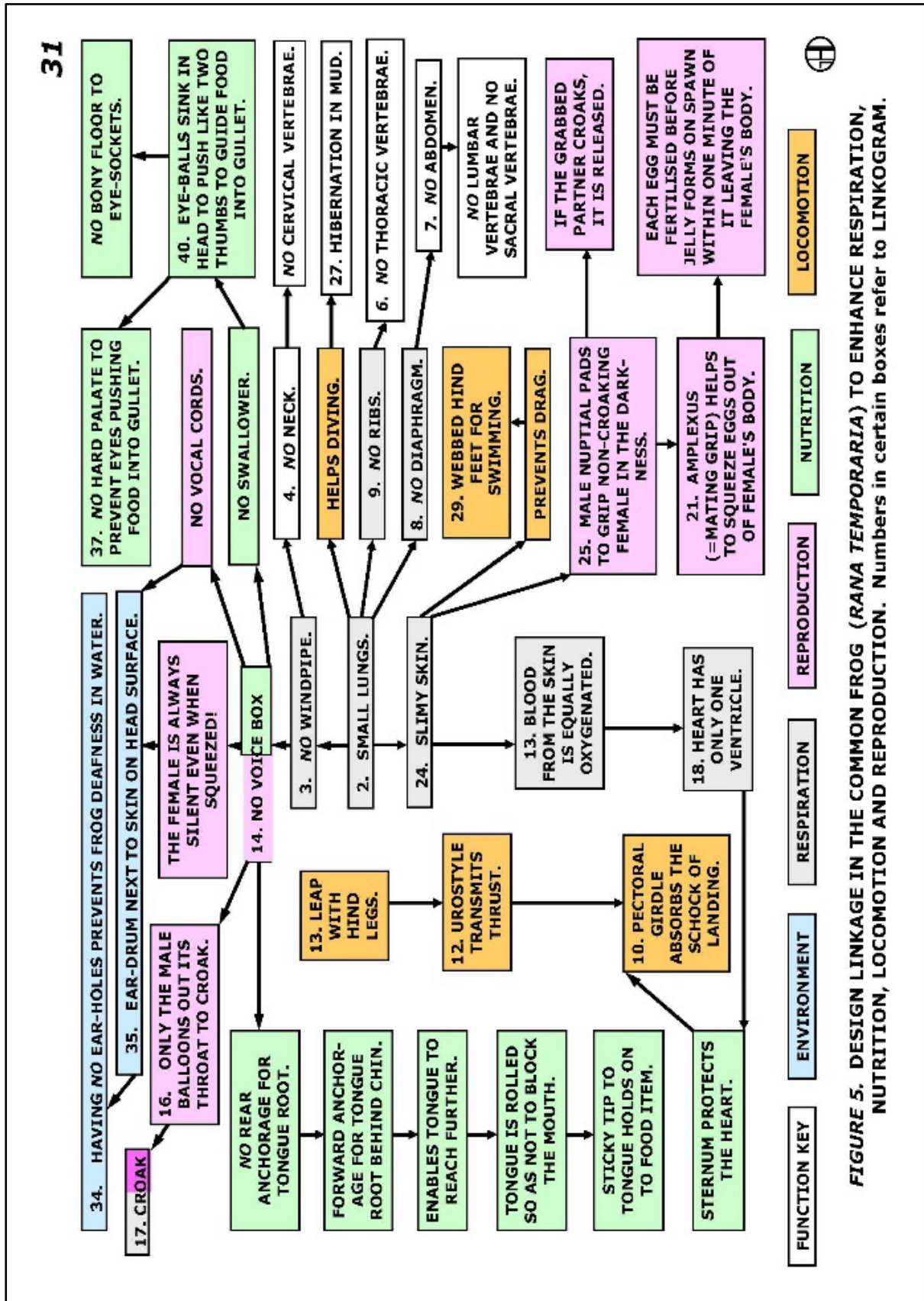
5.10.1. Towards a measure of the Common Frog *Rana temporaria*

Having retired from secondary school-teaching in 1986, I know that this species was on the list of animals liable for Sixth Form students studying Zoology General Certificate of Secondary Education at Advanced Level to have their dissection skills tested along with their knowledge of adult amphibian anatomy. But that was so long ago and may not apply nowadays.

The trigger point that attracted my attention to the anatomy of the adult Common Frog was simply that zoologists reckoned its lungs were so small, they would be judged by some to be a waste of space. Certainly, unlike in our own bodies, the frog has neither a diaphragm to enhance the flow of air into its lung nor any windpipe to prevent it from suffocating when pressure is applied in the front of where its neck should have existed.



From: Gerald Duffett (2021) *Making Sense of the Common Frog Rana temporaria*. A linkological study. Welsh Riviera Press, Tenby, Pembrokeshire, Wales.



Design Linkage Schematic from: Gerald Duffett (2021) *Making Sense of the Common Frog Rana temporaria*. A linkological study. Welsh Riviera Press, Tenby, Pembrokeshire, Wales.

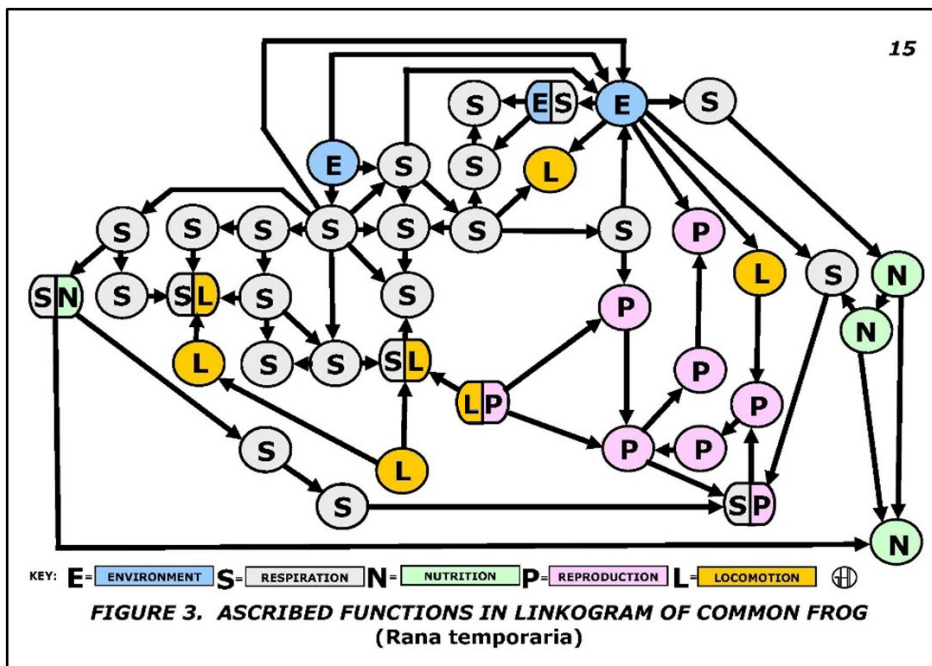
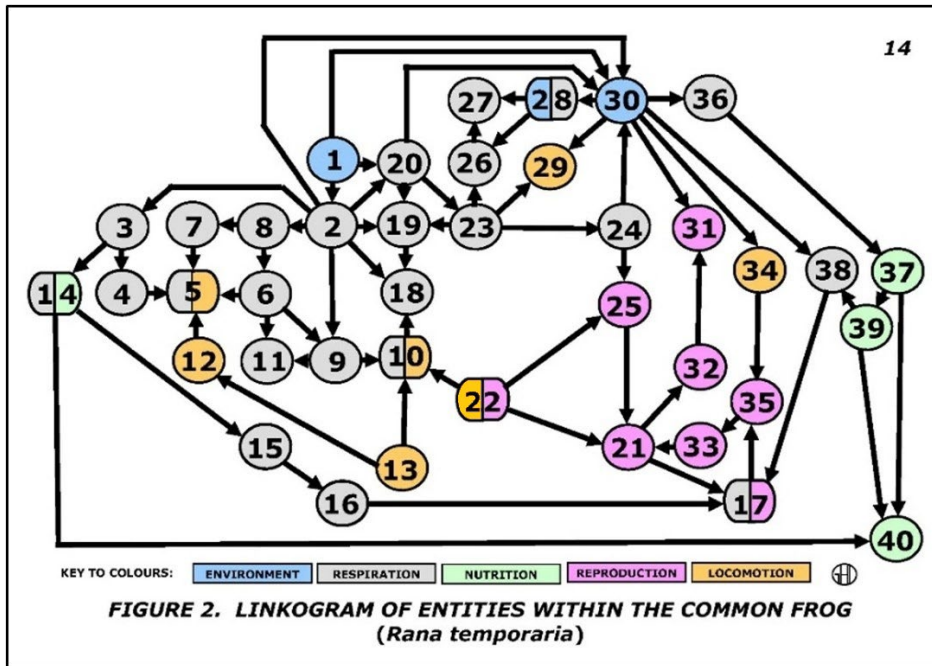


Figure 2: Linkogram Entities and Figure 3: Ascribed Functions from: Gerald Duffett (2021) *Making Sense of the Common Frog Rana temporaria. A linkological study.* Welsh Riviera Press, Tenby, Pembrokeshire, Wales.

That arrangement reminded me of when the Creator assessed that Adam was no good alone without Eve. This was my first extrabiblical encounter of a foundational truth of Linkology that those tiny lungs need to be augmented by its slimy skin readily receiving oxygen into its superficial blood vessels. Therefore, the concentration of oxygen in blood from the lungs entering the heart is about equal to that travelling from the skin to the heart.

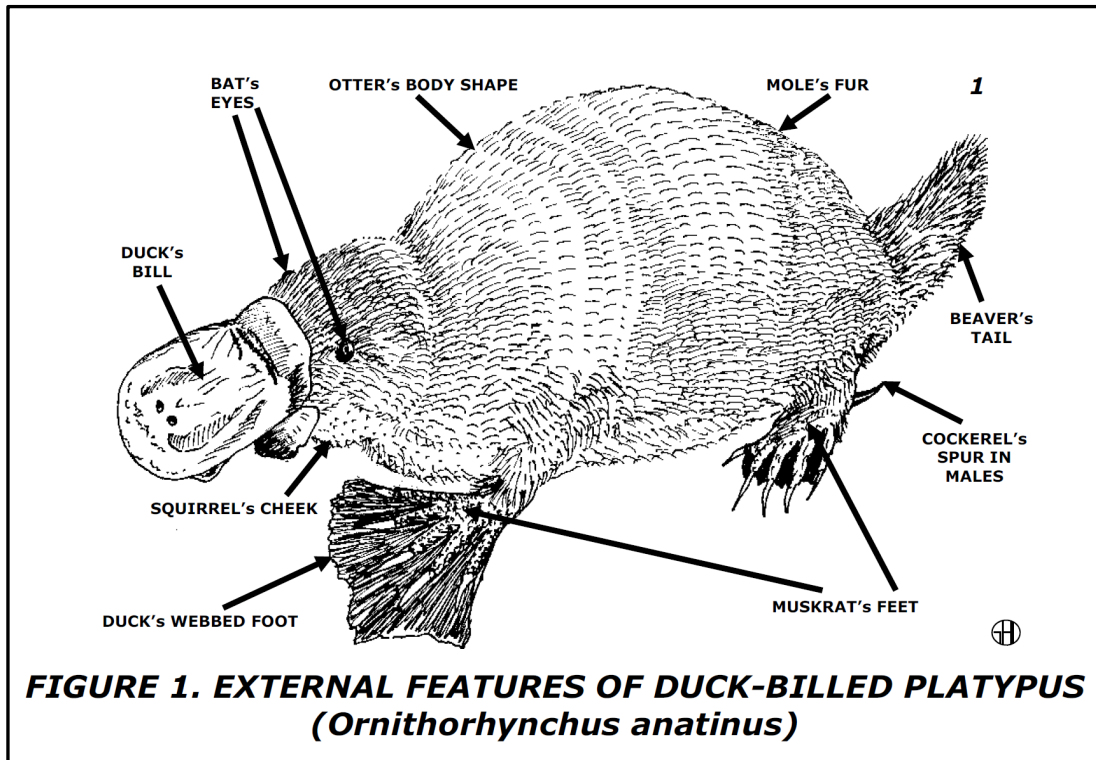
Clearly, one good reason for the frog having tiny lungs, is that every time it needs to dive lower in the pondwater, such organs would tend to act as internal buoyancy aids, acting somewhat similar to water-wings, which aid flotation at the surface. Therefore, with larger lungs, adult frogs would have to expend more energy to search the pond bottom and perhaps may not be able to stay down there to hibernate over winter time. Therefore, those tiny lungs are an ideal starting point to make sense of the rest of an adult frog's anatomy where a single entity may exhibit 'unitary incapacitation' until it becomes linked to one or more other entities which provide 'reciprocal alleviation' rather like Eve was a 'help meet' for Adam.

5.10.2. Towards a measure of the Duck-billed Platypus *Ornithorhynchus anatinus*

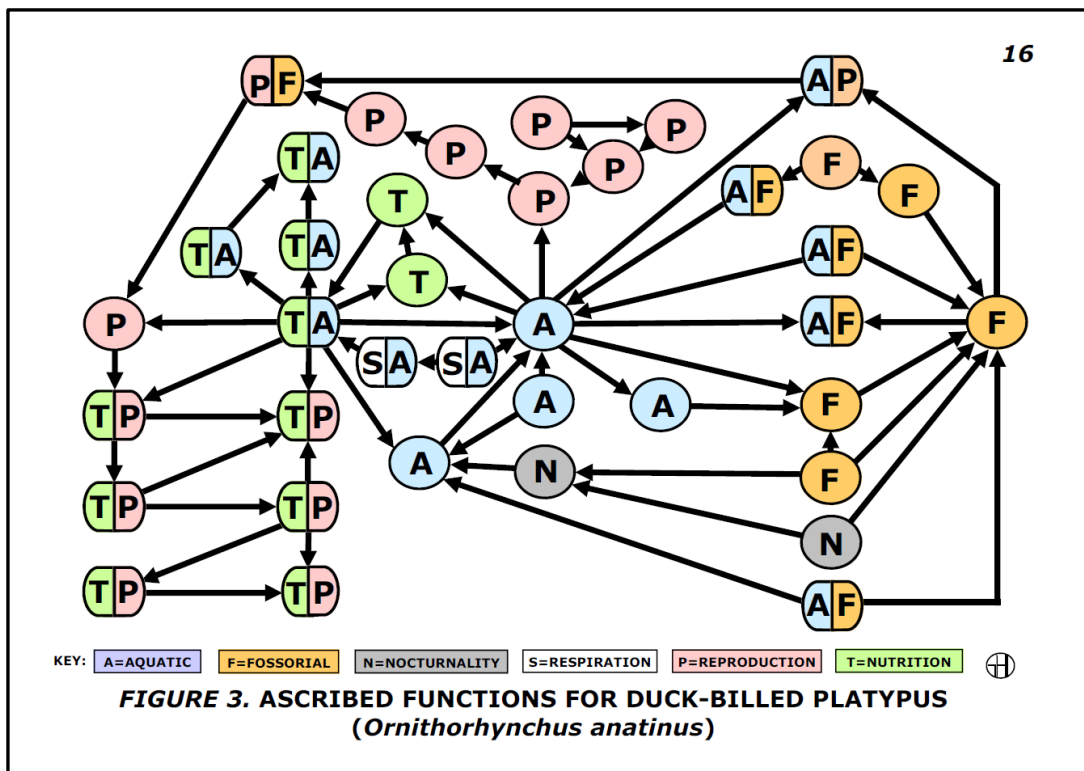
This organism was originally judged by experts to be a 'taxidermist's fraud' for it appeared to some French Zoologists to be a cleverly stitched duck head sewn on to the parts obtained from the bodies of many other animals.

Personally, I have come to view its kaleidoscopic nature composed of parts resembling organs of animals not even in the same taxonomic class, as like archaeologists digging an excavation on the site of an ancient art school. Instead of finding works of art, in the case of the duck-billed platypus, the item they discovered was neither a canvas nor a paint box set, but an artist's palette bearing a variety of colours mixed when painting various masterpieces.

After laboratory technicians in Australia reporting that platypuses kept in an aquarium were frequently showing curiosity about one particular bottom corner, where they found beneath the sediments a discarded small battery. Eventually this was what led physiologists to discover that hundreds of parallel nerves in their upper bill are sensitive to low voltages in the same way that fish have a lateral line along their body that can detect electroreceptors that guide them even in darkness to where live prey are situated, which is rather like how the lateral lines of a pike can help it to detect its next meal. Repeatedly, many organs and observations that apply to a Linkological Study of the Platypus serve to highlight the number of times that its apparent deficiencies are overcome by such entities having links with other parts inside the Linkogram of the Duck-billed Platypus.



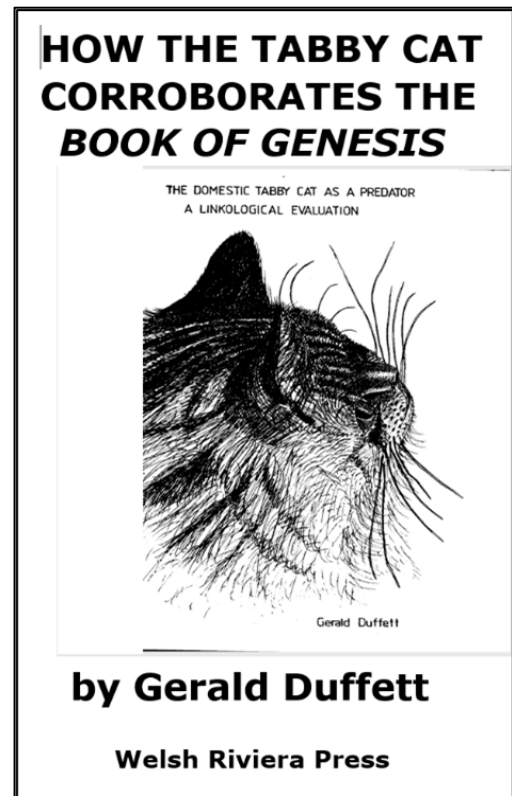
From: Gerald Duffett (2021) *Making Sense of the Duck-Billed Platypus *Ornithorhynchus anatinus*. A linkological study.* Welsh Riviera Press, Tenby, Pembrokeshire, Wales.



From: Gerald Duffett (2021) *Making Sense of the Duck-Billed Platypus *Ornithorhynchus anatinus*. A linkological study.* Welsh Riviera Press, Tenby, Pembrokeshire, Wales.

5.10.3. Towards a measure of the Domestic Tabby Cat *Felis catus*

Towards the end of the Sixth Day of the Original Creation as recorded in the Book of Genesis, it is mentioned that the type of food would be plant based. Looking across the room at my pet cat, I wondered if any present-day carnivore could survive as a herbivore. Now I fully appreciate that any predation by meat-eating animals would no longer ring-fence any assessment of the Original Creation as being 'very good'. Moreover, it would undermine the premise that physical death did not exist in the ecosystem until the first act of human disobedience. That is why the token of disobedience involved a plant, which has retrospectively become known as 'the forbidden fruit' rather than of a cat eating a mouse.



"MOGGINS"

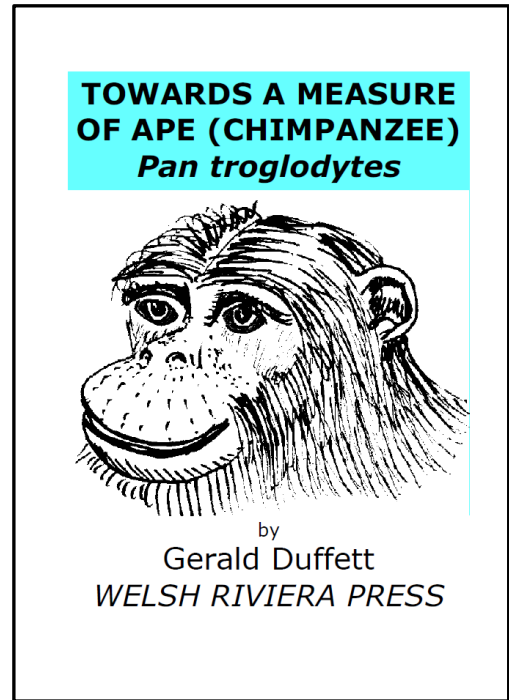
The Duffett household Tabby Cat in the 1980s

Sat patiently for his two hour long acrylic paint portrait. Both artist and subject had comfort breaks!
(painted by G. Duffett 1908s private collection)

5.10.4. Towards a Measure of Ape (Chimpanzee) *Pan troglodytes* L.

This was first published as a paperback in 2001 having the ISBN 1-899654-35-6. Since then it is only available as an eBook. Owing to the well-publicised belief that the Chimpanzee has a genome closest to that of a human individual of our own species, it was decided to use Linkology to make sense of why there are clear differences between the entities of the Great Apes and mankind.

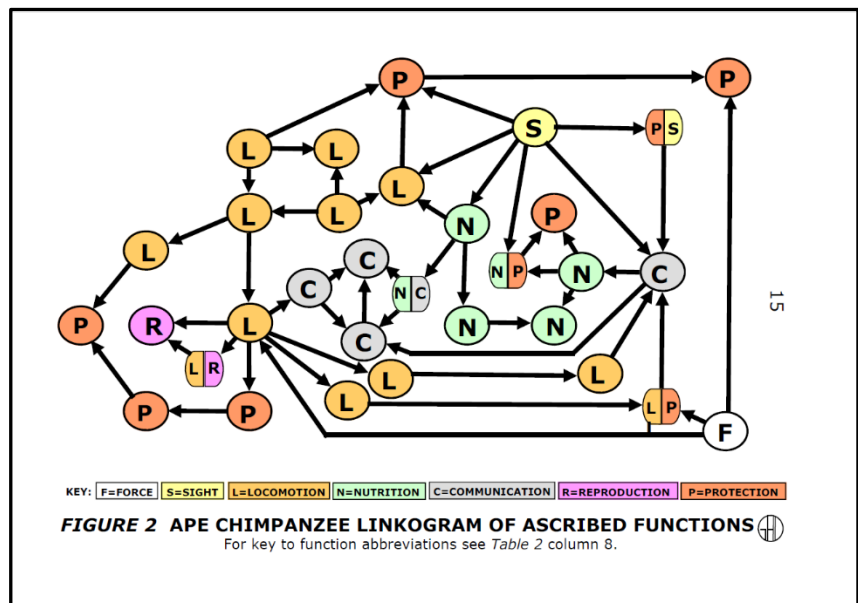
It was possible to arrange the various entities representing key organs and distinctive functional abilities as a Linkogram. One interesting discovery



was that the shape of the dental arcade and the long canines prevent apes chewing from side to side. That is because they have to track up and down when moving their lower jaw, which is the reason why they are never featured in television advertisement for helping to sell chewing gum. Also, when advertising the sale of a brand of tea, chimpanzees are dressed in adult nappies because it is difficult to toilet train animals used to living in tree canopies where their droppings only enrich the litter layer below where they are perched. Incidentally, this study of the Champanzee was closely copied by the format of the way that Mankind was studied as mentioned in the next review.

Towards A Measure of Ape (Chimpanzee) *Pan troglodytes*.

Figure 2: Ape Chimpanzee linkogram of ascribed functions (Duffett, 2001, p.15)



21

TABLE 2. APE CHIMP. LINKOGRAM PARAMETERS

ENTITY No.	DESCRIPTION	VALENCY	OUT (+)	IN (-)	POLARITY DIFFERENCE	CONTRIBUTION FITTINGNESS	ASCRIBED FUNCTION(S)
1	Trees	4	1	3	-2	3	P
2	Long arms	4	3	1	+2	7	L
3	Knuckle-walking	4	2	2	0 [#]	5 [#]	L
4	Posterior foramen magnum	2	1	1	0 [#]	5 [#]	L
5	Semi-erect posture	8	6	2	+4	9	L
6	Long neural spines	2	1	1	0 [#]	5 [#]	L
7	Twice curved vertebral column	2	1	1	0 [#]	5 [#]	L
8	Relatively small brain	6	1	5	-4	1	C
9	Relatively large jaws	4	3	1	+2	7	N
10	Strong, large teeth	2	1	1	0 [#]	5 [#]	N
11	Parallel sided dental arcade	3	2	1	+1	(3+3)	N/C
12	Poor manual dexterity	2	1	1	0 [#]	5 [#]	L
13	Shallow, long pelvic girdle	2	1	1	0 [#]	(2½+2½) [#]	L/R
14	Strong brow ridges	2	1	1	0 [#]	(2½+2½) [#]	P/S
15	Opposable hallux	4	1	3	-2	3	L
16	Gravity	3	3	0	+3	8	F
17	Grunts	4	1	3	-2	3	C
18	Non-nakedness	2	1	1	0 [#]	5 [#]	P
19	Hairy back	2	1	1	0 [#]	5 [#]	P
20	Quadrupedalism	2	0	2	-2	3	L
21	Massive skull crests for biting muscles	4	4	0	+4	(4½+4½)	N/P
22	Massive skull crests for neck muscles	3	1	2	-1	(2+2)	L/P
23	Long canines make chewing impossible	3	1	2	-1	(2+2)	N/P
24	Upward looking eyes	6	6	0	+6	11	S
25	Double incontinence	2	0	2	-2	3	P
26	No need for weapons	2	0	2	-2	3	P
27	No need for cooking	2	0	2	-2	3	N
28	No speech	3	0	3	-3	2	C
29	Wide birth canal	2	0	2	-2	3	R
30	No need for clothing	2	0	2	-2	3	P
31	Short legs	4	4	0	+4	9	L
32	High larynx	3	2	1	+1	6	C
32	TOTALS	98	50	50	0	160 [#]	

[#]Interestingly, whatever rating that zero Polarity Difference is given for Contribution Fittingness, when multiplied by the Total No. of Entities in a Linkogram will always tally with the Total Contribution Fittingness.

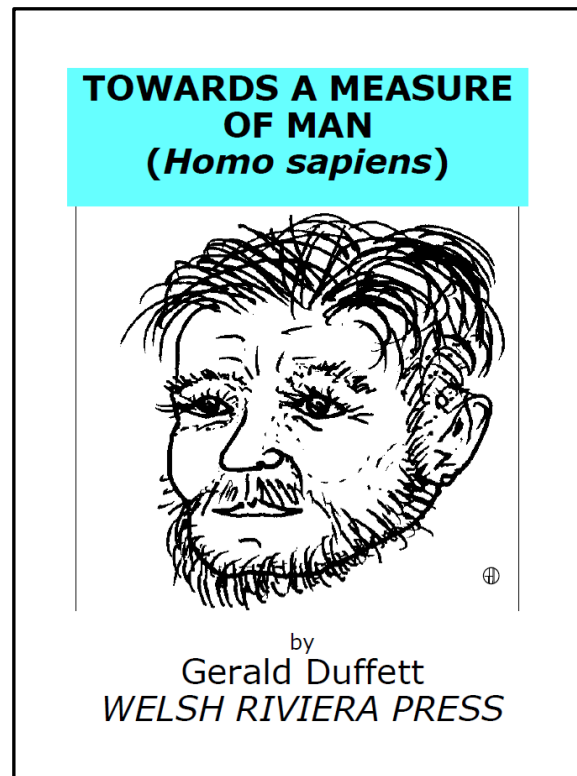
From: Towards A Measure of Ape (Chimpanzee) Pan troglodytes.
 Table 2: Ape Chimpanzee linkogram Parameters (Duffett, 2001, p.21)

5.10.5. Towards a measure of Man *Homo sapiens* L.

This study was published in 2000 as an A4 paperback with an ISBN 1-899654-34-8. Unlike that of most anthropologists, this approach steers away from any idea of looking for intermediate forms within the Fossil Record. Instead, the focus is to concentrate upon those features that distinguish mankind from the Great Apes within the Order of Primates. These include both anatomy and behaviour.

The contents divide into three main areas. The first is entitled Anthropological Criteria and is expressed as two linkograms based upon the so-called Link List shown in Table 1. The second is called Biblical

Calibrations and deals with linkage parameters of setting an order of priority based on the Original Creation recorded in the *Book of Genesis* against a way of calculating the relative usefulness of each entity not unlike what the Apostle Paul wrote about in *Ephesians* chapter 4, verse 16. The third involves analysis of data according to the Product Moment Correlation Coefficient formula designed by Karl Pearson, [1857-1936] the reputed Father of Statistics. (Pearson, 1895, 1948).



$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

Sample Pearson Correlation Coefficient (r)

Anyone who invests time and effort into seeking to understand explanations of how Figure 3 has its x-axis measured in Creation Day Units and its y-axis measure in Linkage Fittingness Quotients will more easily comprehend the Methodology explained in Project Three Essay where Priority is measured in Hexahemeron Units and Purpose is calibrated in Quanticity Values.

18

LINK No.	ENTITY Nos.		LINK DESCRIPTION
	FROM	TO	
1	1	3	Manoeuvrability of thumb makes hand too delicate to regularly bear weight of adult's body.
2	1	28	Thumb grip helps to hold, e.g. needle for sewing.
3	1	29	Thumb precision grip makes arms unsuitable for being long enough to bear weight of adult body.
4	2	1	Having a rotatory wrist adds to the precision and repertoire of the hand movements.
5	2	3	Having a delicate wrist is an added reason for not expecting arms to support weight of adult body.
6	2	24	Wrist action augments tool making.
7	2	28	Wrist action augments sewing clothes.
8	2	31	Delicate wrist action augments manual dexterity.
9	3	4	Adult body being too heavy for regular arm support leaves only the legs for locomotion – bipedalism.
10	3	29	Arms are too short to usefully reach the ground to support heavy body on a regular basis.
11	4	5	Deep bowl-shaped pelvis is ideal to hold in viscera during bipedalism.
12	4	8	Legs can better carry body weight when trunk is held vertical.
13	4	29	Having relatively short arms in adults ensures bipedal locomotion.
14	6	5	Linea aspera helps to give muscle attachment for holding pelvic girdle.
15	6	7	Linea aspera augments gluteus maximus to hold body erect.
16	6	8	Aids in implementing erect posture.
17	6	9	Linea aspera muscle attachment for erect posture requires thrice curved spine to absorb shock of walking on heels.
18	7	5	Gluteus maximus connects with pelvic girdle.
19	8	5	Erect posture requires a deep bowl pelvis to hold in viscera.
20	8	10	Erect posture causes a basal foramen magnum.

19

LINK No.	ENTITY Nos.		LINK DESCRIPTION
	FROM	TO	
21	8	18	Owing to the upright stance, when not actually giving birth, the birth canal needs to be undilated to keep viscera and foetus safely inside pelvis.
22	8	27	Front of body is hairier than back because it is held erect. In non-erect apes, back is hairier than front.
23	8	29	Having an erect posture prevents arms from needing to aid locomotion.
24	8	33	Only if standing upright could the average male be taller than the average female.
25	8	35	Horizontal mating especially if followed by sleep helps female body to retain semen which might otherwise fall out by gravity if she stood up.
26	9	8	Spinal column of man has three curves to help absorb shock of landing on feet after jumping otherwise base of skull could be fractured.
27	9	10	Thrice curved spine tends to prevent fracturing of base of skull around the foramen magnum.
28	9	26	Short neural spines help to position head which thrice curved spine helps not to jar walking.
29	10	18	During birth, uterine muscles push on baby's body to help head become pushed through the dilated cervix and occipital condyles around basal foramen magnum bear the brunt of that force.
30	11	12	Having frontal vision allows for a large brain in an erect postured body.
31	11	30	Frontal vision is a pre-requisite for stereoscopic vision.
32	11	32	Sight is involved in knowing about nakedness.
33	12	13	Having an enlarged brain ensures that the skull is vaulted.
34	12	14	Having an enlarged brain seems to accompany reduced jaws.
35	12	21	Enlarged brain is suited to enabling parental care to transmit information between parent and offspring.
36	12	30	Enlarged brain is able to cope with stereoscopic vision.

Table 1 Link List from: Gerald Duffett (2000: pp. 18-21).

Towards a Measure of Man: Homo sapiens. Welsh Riviera Press, Tenby, Pembrokeshire, Wales. ISBN: 978-1899654-34-5.

20

LINK No.	ENTITY Nos.		LINK DESCRIPTION
	FROM	TO	
37	12	35	Enlarged brain is held high above ground.
38	13	11	Vaulted cranium aids frontal vision.
39	13	35	Cranium helps to contain and protect brain held high above the ground.
40	14	15	Smaller sized jaws must mean either fewer or weaker teeth.
41	14	16	If jaws were elongated then palate would not have been domed.
42	14	30	Reduced jaws enables stereoscopic vision see the pathway ahead when walking.
43	15	23	Having fewer or weaker teeth means that tough food items need to be softened as with cooking or heating.
44	15	25	Having weak teeth means that protection offered by weapons is a necessity.
45	16	17	Having a domed palate helps to allow for the possibility of speech.
46	17	21	Speech is involved even in mouthing words to newly-born, infants
47	17	22	Speech is involved in making fire especially when others are present.
48	17	23	Speech is involved in cooking food especially when others are present.
49	17	24	Speech is involved in tool-making especially when others are present.
50	17	25	Speech is involved in weapon-making especially when others are present.
51	18	19	Having a narrow birth canal ensures that any baby is not well developed at birth otherwise it would never emerge naturally, but by Caesarian section.
52	18	20	Having a narrow birth canal means that newborn is small and has need of a prolonged infancy.
53	18	35	Narrow birth canal helps to retain viscera and foetus despite the pull of gravity.
54	19	20	Being helpless means that the new born baby needs a long period of postnatal development.

21

LINK No.	ENTITY Nos.		LINK DESCRIPTION
	FROM	TO	
55	20	21	Prolonged infancy or juvenescence needs much parental care.
56	21	19	Helpless newborn baby needs much parental care.
57	22	24	Fire may aid in certain tool-making techniques.
58	22	25	Fire may play a large part in weapon-making.
59	26	10	Short neural spines help to keep skull centrally placed over the vertebral column so basal foramen magnum can exist.
60	26	18	If neural spines were not short, then baby might unnecessarily damage the narrow birth canal while being born.
61	27	28	Front of body being hairier than back means that sewing clothes worn over the shoulders was necessary in cool climates – coats invented.
62	28	32	Sewing clothes owing to covering nakedness.
63	30	25	Stereoscopic vision is useful in weapon-making.
64	30	28	Stereoscopic vision is useful in sewing.
65	31	22	Manual dexterity required to make fire.
66	31	24	Manual dexterity required to make tools.
67	31	25	Manual dexterity required to make weapons.
68	31	28	Manual dexterity is useful in sewing.
69	31	30	Manual dexterity is augmented by stereoscopic vision such as in threading a needle.
70	32	34	Loving couples usually undress before mating.
71	33	34	Average male is taller than the average female so mating is better accomplished lying horizontally rather than standing vertically.
72	34	35	Horizontal mating especially if followed by sleep helps female body to retain semen which might otherwise fall out by gravity.
TOTAL No. of LINKS = 72			

5.11. Towards a Digital Taxonomy – a sort of Dewey Decimal system number for plants and animals

An approach to giving various types of plant and animal species a string of digits termed a panogram was attempted. The idea was triggered by mentions of the Book of Life within the *Holy Bible*. From left to right the columns of the Panogram Table match with the twelve parameters of:

1. Organisation;
2. Development;
3. Reproduction;
4. Dimension;
5. Contact;
6. Environment;
7. Habitat;
8. Protection;
9. Stimulation;
10. Procurement;
11. Interrelation;
12. Social and Dispersion.

These were consecutively termed Somaton; Onton; Repron; Metron; Tacton; Environ; Habiton; Armon; Senson; Procuron; Trophon; Socion and Dispersion, respectively. Each column contained ten rows numbering zero at the top down to nine on the bottom. There is a tendency for increasing complexity from zero at the top towards nine when matching a grade per organism. As a rule, if more than one seems to be a suitable fit, then always register the lowest categorical description because it will have a higher numerical grade.

To help matters, any plants will have a panogram starting with the letter P followed by thirteen digits and animal panograms will commence with the letter Z. Any organism not classified as a Plant or an Animal will have a panogram starting with the letter B to signify it has biological life.

Wherever possible items reckoned to have an equivalent grade will have prompts relevant to either a plant or an animal species. Owing to complexities within those life

histories involving metamorphosis, only the highest ranking relevant grade needs to be registered per column. In other words, 'what you see as tabulated is what you digitise.' Ideally, panograms should be able to differentiate between various stages within the life cycle of a species. It should distinguish between various habitats. Also, between dimorphic male and female individuals of the same species as well as juveniles and adults of the same species.

Apart from those animal species having a life cycle that is looped like a figure of eight, some plants have a life cycle involving an alternation of generations, whereby the gametophyte stage produces gametes and the sporophyte stage generates spores. Further refinements to the panogram parameter of Tacton could apply to grade 3 row in that column, where a root could have 3c or if mycorrhiza were present 3d. Also, adventitious roots could have 3ci or if a tap root system is present, then be designated by 3cii. Ectomycorrhiza could bear the label of 3di or if endomycorrhiza are present, then 3dii could be awarded. However, to indulge in such persnickety would cause a panogram to take on the appearance that would seem match the genome of that particular species.

Originally, I had intended to make the final digit become a means of checking that no mistake had occurred when panograms are read and copied by other people, but although International Standard Book Numbers use check digits I am no longer recommending their usage as such implementation will slow everything down. In the case of fossil species that are incomplete, then it would be in order to place an asterisk where a panogram grade could not be written owing to lack of evidence. That would draw attention to where further investigation could add to the sum of knowledge about a particular aspect especially if someone wished to write a monograph on the species being reviewed. One purpose for constructing a panogram could be when testing Gaus's hypothesis which claims that any two species cannot hope to persist if their requirements are identical and they live in the same restricted habitat. In some cases, panograms could make subtle differences more obvious. It was refreshing to read that Quicke (1993, referring to the work of Wiley, 1981), that 'Unfortunately, the fossil record is usually far from complete and as such it is not possible to guarantee that a fossil taxon is a true ancestor to an extant taxon' (p.63).

SUGGESTED PARAMETER FOR PANOGRAMS			
GRADE	ORGANISATION	DEVELOPMENT	REPRODUCTION
	SOMATON	ONTON	REPRON
0	Unicellular / acellular	Portional / clonal	Fragment / fission/spore
1	Syncytium / coenocyte	Germination	Bud / propagule
2	Plaque / coenobium / colony	Ephemeral / annual	Ductless impregnation
3	Thallus / septofilament / heterotrich / pseudoparenchyme	Biennial	Medium fertilisation
4	Mesoglea	Nymph	Spermatophore
5	Lamina	Embryonic within membranes	Tubular conjugation
6	Mesoderm	Nymph	pre-encapsular fertilisation
7	Coelom	Larva / pupa	Zygotal nutrition
8	Lignin	Alternate generation	Pouch incubation
9	Notochord	Vector / host	Parthenogenesis / host dependent

SUGGESTED PARAMETER FOR PANOGRAMS (CONTINUED)			
GRADE	DIMENSION	CONTACT	ENVIRONMENT
	METRON	TACTON	ENVIRON
0	Nanometre	Plasmalemma cell wall/cuticle	Freshwater fen/marsh
1	Micrometre	Flagellum cilium	Saltmarsh / estuary littoral/coastal
2	0.01 millimetre	Trichocyst nematocyst	Marine tidal
3	0.1 millimetre	Hypha hapteron root / mycorrhizic	Terrestrial soil
4	millimetre	Tendril haustorium Sucker / adhesion	Arborescent woodland hedgerow
5	Centimetre	Shell / test carapace	Rock / cliff / mountain
6	Decimetre	Claw / pad	Desert
7	Metre	Fin / web	Cave / dark
8	Decametre	Wing	Aerial
9	Hectometre	Hoofs / cloven hoofs soles of feet	Commensal domesticated cultivated host

SUGGESTED PARAMETERS FOR PANOGRAMS (CONTINUED)			
GRADE	HABITAT	PROTECTION	STIMULATION
	HABITON	ARMON	SENSON
0	Cold pond/lake	Plasmalemma cell wall	Toti sensitivity
1	Temperate	Epidermis	Gravity
2	Hot	Integument test / shell / bark	Chemical
3	Alkaline	Scales	Light
4	Neutral	Feathers	Vibration
5	Acidic	Hairs	Hearing
6	Static	Spines / emergence Teeth / horn / tusk	Echolocation electrical field
7	Flowing / tidal	Toxin	Thermolocation
8	Exposed	Sting / fang	Image
9	Sheltered / underground tunnel / nest / host	Simulation cryptic / semantic	Colour vision

SUGGESTED PARAMETERS FOR PANOGRAMS (CONTINUED)			
GRADE	PROCUREMENT	INTERRELATION	SOCIAL
	PROCURON	TROPHON	SOCION
0	Plasmalemma pseudopodium	Photosynthetic	Individual
1	Hypha / tentacle	Chemosynthetic	Parent + offspring
2	Stoma / chlorophyll	Saprophytic	Breeding pair
3	Proboscis stylet / siphon	Herbivorous	Family
4	Pharyngeal sclerites radula	Carnivorous	Extended family
5	Books / claws serrated jaws	Scavengers	Group / tribe / stand
6	Teeth in jaws / bills vomerine teeth spiky tongue	Commensal inqiline	Colony / society symbionts
7	Toothless bill	Parasitic	Castes
8	Sieve	Hyperparasitic	Defenders
9	Sucker / adhesion	Pathogenic	Hive

SUGGESTED PARAMETERS FOR PANOGRAMS (CONTINUED)	
GRADES	DISPERSION just one of these?
	DISPERSON miss spell?
0	Unadapted / accidental
1	Non-flapping surface
2	Buoyancy / flotation / wind blown
3	Tiddlywink displacement
4	Self-propulsive/locomotory
5	Explosive
6	Carried on surface / hooks/suckers using outside host
7	Hooks / suckers using inside host
8	Swallowed but surviving
9	Artificial transport

Named examples:

1. The Oarweed is a seaweed belonging to the Phaeophyta (Brown Algae). It contains chlorophyll, which is masked by other pigments. Normally, it occurs very low down on rocky shores and is only exposed to the air at low water mark during so-called spring tides.

Its scientific name is *Laminaria digitata*.

Because it is a plant, its panogram starts with the letter P and the digits represent the grades awarded within each of the thirteen columns according to each parameter under consideration from left to right.

P, 543, 732, 713, 206, 0.

By way of explanation, **P** = plant.

5 = lamina

4 = perennial

3 = medium fertilisation

7 = metre

3 = hapteron (holdfast)

2 = littoral

7 = tidal

1 = cell wall

- 3** = light
- 2** = *chlorophyll*
- 0** = *photosynthetic*
- 6** = *colony*
- 1** = unadapted

2. The Birdsnest Orchid is a flowering plant that feeds on rotting vegetation and so can grow in deep shady habitats such as beechwoods as it does not have to rely upon sunlight for photosynthesis.

Its scientific name is *Neottia nidus-avis*.

Because it is a plant, its panogram starts with the letter P and the digits represent the grades awarded within each of the thirteen columns according to each parameter under consideration from left to right.

P, 547, 634, 312, 126, 2.

By way of explanation, **P** = plant

- 5** = lamina
- 4** = perennial
- 7** = zygotal nutrition
- 6** = decimetre
- 3** = root/mycorrhizic
- 4** = woodland
- 3** = alkaline
- 1** = cell wall
- 2** = chemical
- 1** = hypha
- 2** = saprophytic
- 6** = symbionts
- 1** = wind blown

3. The Honey Bee is an insect that lives in managed hives called apiaries and has various castes.

Its scientific name is *Apis mellifera*

Because it is an animal, its panogram starts with the letter Z and the digits represent the grades awarded within each of the thirteen columns according to each parameter under consideration from left to right.

Z, 779, 489, 989, 539, 4.

Z = animal

7 = coelom

7 = larva/pupa

9 = parthenogenesis

4 = millimetre

8 = wing

9 = domesticated

9 = tunnel

8 = sting

9 = colour vision

5 = hooks/claws

3 = herbivorous

9 = hive

4 = self-propulsive

4. The Common Frog is an amphibian that feeds upon other animals once its tadpole stage has developed hind-legs and as an adult will swallow any small invertebrate that moves.

Its scientific name is *Rana temporaria*.

Because it is an animal, its panogram starts with the letter Z and the digits represent the grades awarded within each of the thirteen columns according to each parameter under consideration from left to right.

Z, 956, 570, 699, 642, 8.

Z = animal.

- 9 = notochord
- 5 = embryonic segmentation
- 6 = pre-encapsular fertilisation
- 5 = centimetre
- 7 = fin/web
- 0 = fen/marsh
- 6 = pond
- 9 = cryptic
- 9 = colour vision
- 6 = sucker adhesion
- 4 = carnivorous
- 2 = breeding pairs
- 8 = swallowed but surviving

5.11.1. British Sharks: A Classification Guide

Some time ago I produced a pamphlet about shark classification. It mentioned which species were represented in British waters. Hammerhead and bull sharks give birth to live young. Also, the Mackerel shark; the Great White shark and the Lemon shark.

It was written for two main reasons. The first was that whereas schools teach students that when fish such as Cod shed their gametes into seawater, the externally fertilised eggs are abandoned so they receive no parental supervision. That teaching was to help young minds appreciate that an evolutionary gradient seems to exist between various classes of vertebrates. Fish being at one extreme leading to most birds and mammals as being the most caring towards their offspring apparently at the apex of parental care. Unofficially, it was used to support recapitulation theory whereby Ernst Haeckel succinctly stated that 'ontogeny recapitulates phylogeny' (= 'ORP'). After what seemed a promising start, that idea has lost most of its support.

Palaeontologists who examine the Fossil Record, could well have expected to find that if fossils are testimony to very long periods of time, the cartilaginous fish fossils would exist long before bony fish evolved to become fossils. But the discovery of fossil fish shows that the lowest fossil fish belong to armour-plated types named placoids. These

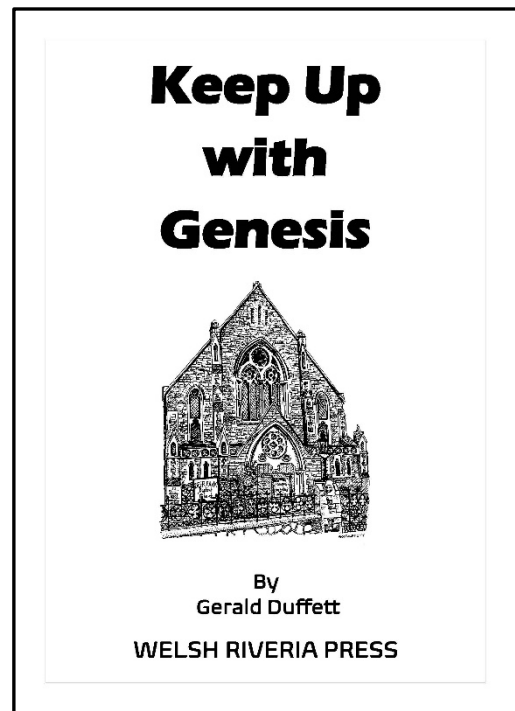
were built to give maximum protection around their head. Then I became aware that unlike many amphibians and most reptiles, certain shark species give birth to live young which are attached to an umbilical cord that connects with an organ acting as a placenta. That is beyond what certain mammals classified as Monotremes have achieved!

Other shark types lay eggs in the form of sachets having tendril like processes and commonly named 'mermaid's purses'. Another reason for writing that pamphlet was to advertise that some sharks found as fossils reckoned to be many millions of years old as well as extinct, have been found alive. For example the Port Jackson shark *Heterodontus pontusjacksoni*. This type of bullhead shark and also the Whitespotted Bullhead shark *Heterodontus ramalheira* have fossils claimed to be 220 million years old. Other living fossils are the Goblin shark *Mitsukurina owstoni* and the Snaggletooth shark *Hemipristis elongates* as well as *Cladoselache* reckoned to be a fossil from 360 millions of years ago, yet resembling a Dogfish *Scyliorhinus canicula*.

5.11.2. Keep up with Genesis Chapters 1-9

This paperback was first published in 2006 as an A5 paperback with an ISBN 1-899654-36-8. Unlike the Pilot Experiment considered in Project Three, plate 1 shows Linkogram of the Abridged Creation Module included the Seventh Day when the Creator rested. That is owing to it representing the information mentioned from *Genesis chapter 1:2 to Chapter 2:3*.

The date of when the Linkogram arose was on Boxing Day 2003 when an unmanned space craft called Beagle II. After several attempts lasting about two hours, a Linkogram consisting of 31 entities having a total of 88 links took shape. Towards the end of this publication is an Unabridged Creation Module consisting of 36 entities having a total of 110 links shown as Plate 2. This larger version includes certain details that occurred on Original Creation Day Six and spans from Genesis 1:2 to Chapter 2:24. Such details have been listed in Table 4, which is a Link List



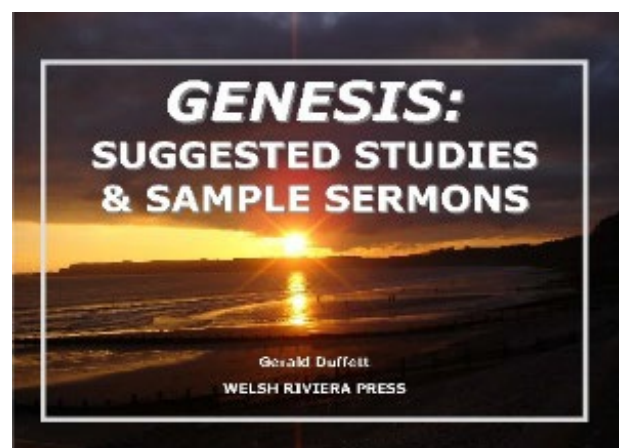
for the Unabridged Creation Module Linkogram. The details shown in each Linkogram are itemised in an accompanying table. That is why Table 1 acts as a Link List for the Abridged Creation Module shown in Plate 1.

The data shown in Table 2 on page 30 of that book acts as a nomogram for calibrating the arbitrary sequence ascribed to each entity shown in the account of the Original Creation recorded in the Book of Genesis. As such it will help to attribute the position of each entity along the x-axis of any scatter diagram mentioned in Project Three Essay. That is owing to it establishing the Priority of those entities included to set against the Purpose (or relative usefulness of those same entities). Project Three Essay will explain the method that secures each of these key parameters.

The Cherubim were used to block mankind's approach to the Tree of Life mentioned in Genesis and the twenty-two components listed on page 38B of the publication being reviewed are augmented by descriptions of encounters within the Book of the Prophet Ezekiel plus what the disciples saw inside the empty tomb of the Risen Lord Jesus Christ.

As part of the Appendix, Table 3 lists 120 difference between Adam the First Man and Adult males living today. Although the list is extensive, it is not exhaustive and any reader may think of a feature that was omitted. Plate 3 is a Linkogram of Some Geological Implications of Noah's Flood whereas Plate 4 is another Linkogram of Some Categories of Captain Noah's Log Book. In a way, the latter explains the provenance for why items were similarly arranged in both depictions. Table 5 is an attempt to justify the contents of both Linkograms endeavouring to cover Plates 3 and 4.

From an authorship perspective, this book entitled *Keep Up With Genesis chapters 1-9* is an essential forerunner of the three books submitted when applying for Ph.D. by Portfolio and also what led me to complete a six volume verse by verse commentary on the *Book of Genesis* plus a companion volume entitled *Genesis: Studies and Sermons*.



5.12. A new way to apply for attaining a Ph. D. by Portfolio in 2025

After the death of my wife just one day before our 59th Wedding Anniversary, but well before the Coronavirus Pandemic, I started to see advertised on the internet a new approach for attempting to submit three books along with a Synoptic Essay of 15,000 words outlining their philosophical underpinning of a common theme for an application to the award of *Ph.D. by Portfolio*.

Owing to the convenience of studying locally, I first applied to the *University of South Wales*. Then four weeks later, I was informed that they had encountered a difficulty in matching me with a Supervisor. Having advised me to apply elsewhere, over the internet, I immediately despatched my three books and Synoptic Essay by email to the *University of Central Lancashire* and that same day received a landline telephone contact from Dr. Clive Palmer, who displayed enthusiasm when offering to supervise my topic. He assured me that I could study from my home address.

In some respect this review of the books considered in my thesis is not unlike examining an onion bulb that has been cut in half. That is because specific ideas contained in one book are very liable to have been used to motivate other books and also to examine certain aspects in greater detail. Also, because I believe that books are written in order to be read, I considered it neither superfluous nor extravagant to use the same illustration in a total of four books having different titles. That includes two of the three books submitted and also in *Prehistory: A Time to Throw Away!* and *The Computerhood of God*, respectively. The same graphics and labelling exist even though the heading may vary and the colour scheme may not be identical.

Project 3

'Linkological Analysis in Action'

Chapter 6

Linkological Analysis in Action



6. Linkological Analysis in Action

6.1. Introduction

Project Three ‘Linkological Analysis in Action’ is the applied element of this PhD by Portfolio research entitled *‘The origin of death: A linkological theory of creation told through the lenses of natural sciences and biblical accounts – a critical synthesis’*. It is a demonstration of how the linkogram theory works in practice and can be applied in a linkological analysis of phenomenon in relation to ‘entities’. This section of the thesis comprises a guided tour of a specimen linkogram, shows calculating linkogram parameters and also provides familiarisation with linkographic terminology.

A pilot scheme for probing and considering a linkographic take on the six days of original creation is also set out in project 3, proceeding to further two examples of linkological analysis in action, i.e. in applied research. These are: First: An example study of the Duck-billed Platypus, and Second: An example study of the Common Frog:

Making Sense of the Duck-Billed Platypus *Ornithorhynchus anatinus*.

A linkological study (Duffett, 2021)

Making Sense of the Common Frog *Rana temporaria*.

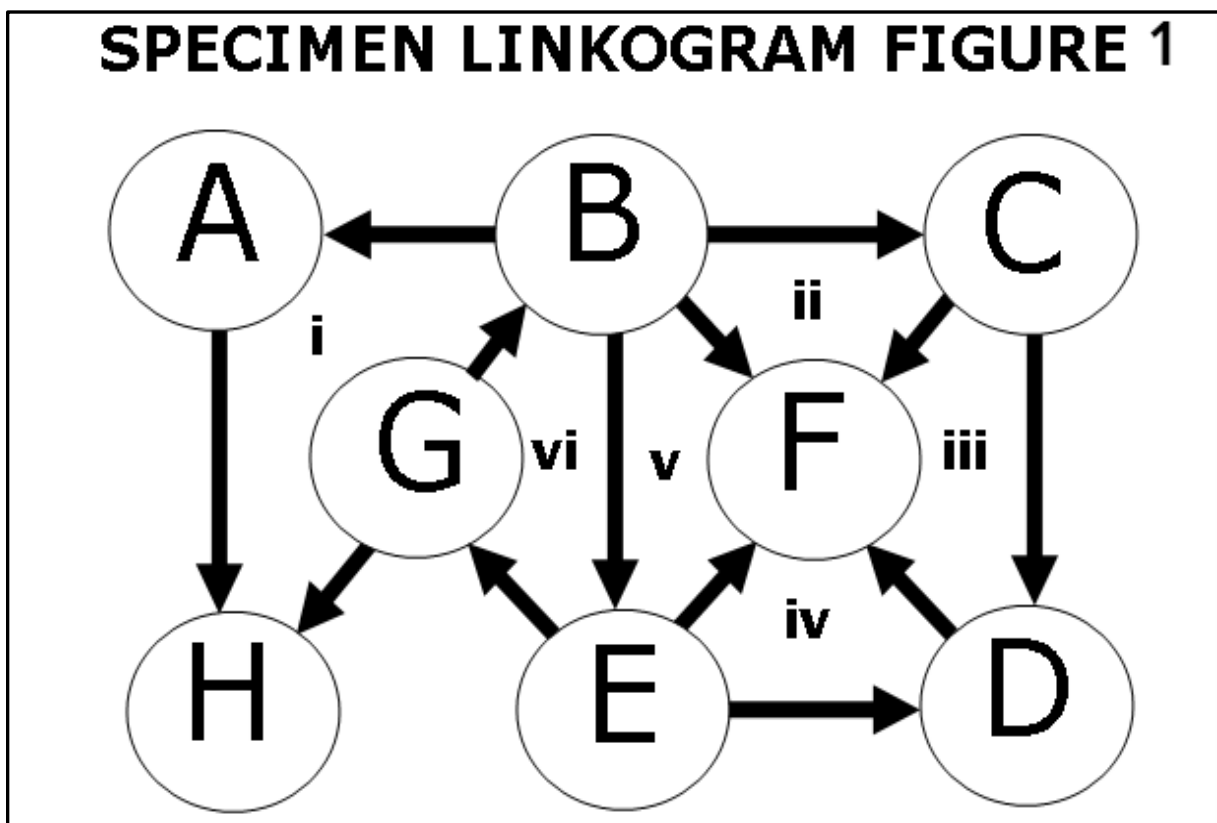
A linkological study (Duffett, 2021)

When trying to explain the path ahead, it would be easy to become bogged down in a quagmire of parallel details, which are each of equal importance, but need to be reviewed in a sequence that will help any reader to readily appreciate both their underlying logic as well as to comprehend with clarity and cogency the many lateral connections.

6.1.1. A Specimen Linkogram

This is an attempt to show how a few entities belonging to the same group are inter-related. Therefore, **Figure 1 Specimen Linkogram** appears to be an ideal starting point to consider some properties of ways in which a cluster of eight items termed entities are linked to each other. The same principles apply to other groups consisting of very many entities and their links.

The figure shown below has eight circles labelled with upper case letters, which represent entities. For example, in this linkogram the letters are arbitrarily labelling entities selected from **Table 2A** showing items listed in the Six-Day Original Creation, e.g. A = Darkness; B = Light; C = Land; D = Plants; E = Swimmers; F = Fliers; G = Walkers and H = Models (=Mankind).



Each arrow depicts a link either going into another entity or coming out of it. The lower case Roman numerals denote where enclosed spaces exist within the overall Linkogram termed the Group. The reason for mentioning the number of such spaces will later become apparent, but can profitably be overlooked until reading the section dealing with other inter-relationships within a Linkogram.

6.1.2. Calculating Linkogram Parameters

In **Table 1 Linkogram Data Analysis** shown below, Entity F has the most negatively rated Polarity Difference of -4 and so was awarded a score of 1 for making the lowest Linkage Contribution. Likewise Entity B has the most positively rated Polarity Difference, which is always awarded the highest score for making the most contributions to other entities. As such it was rated as $+3$ and according to **Table 1A Nomogram** that equates with a Linkage Contribution of 8. This methodological concept will be explained again in the next section.

TABLE 1. LINKOGRAM DATA ANALYSIS					
ENTITY No. of circles	VALENCY No. of arrows	ARROWS OUT = +	ARROWS IN = -	POLARITY DIFFERENCE	LINKAGE CONTRI- BUTION
A	2	1	1	0*	5*
B	5	4	1	+3	8
C	3	2	1	+1	6
D	3	1	2	-1	4
E	4	3	1	+2	7
F	4	0	4	-4	1
G	3	2	1	+1	6
H	2	0	2	-2	3
TOTALS	26	13	13	0	40

Common sense dictates that there will always be the same total number of ectopolar links as the total number of endopolar links. That is why the total Polarity Difference like that shown above in **Table 1 Linkogram Data Analysis** is zero as seen in the last row for column five. Also true is that the total shown in the valency column is always twice as large compared with each total in the next two columns. For valency is the sum of their respective totals.

The ways in which Linkogram parameters are inter-related are as follows;

$$\mathbf{L = E + S - G}$$

where **L** = No. of Links,

E = No. of Entities,

S = No. of enclosed Spaces shown as lower case Roman numerals in Fig.1.

and **G** = Group of Entities = 1.

One underlying assumption is that all entities are linked and belong to the same group with no disconnected ones. Other relationships, which can be deduced as corollaries are as follows:

$$\mathbf{E = L - (S + G)}$$

$$\mathbf{S = L + G - E}$$

$$\mathbf{G = L - (E + S)}$$

6.1.3. Terminology of Linkology

In **Figure 1 A Specimen Linkogram**, the number of arrows linking each entity is termed its valency. Those pointing outwards are reckoned to be positive because they represent how a particular entity is contributing support to surrounding entities by means of its links. The arrows pointing inwards are said to be negative because they show how much an entity is relying on the support of its other entities within the Linkogram set called a Group. For example, Entity C has two outward arrows, which are +2 and one inward arrow, which is -1. Therefore Entity C has a Polarity Difference of +1.

Some mathematicians prefer to call a diagram, like the one shown in **Figure 1**, a Digraph or a Network, but owing to the importance attached to links, I prefer to call it a **Linkogram**.

Table 1 Linkogram Data Analysis has its fifth and sixth columns that require a more detailed explanation. Notice that entity F has the most negative score, which happens to be -4. That is why it was given the lowest position for making a Linkage Contribution rating to the overall group shown in **Figure 1 Specimen Linkogram**.

Perhaps it would be helpful to explain my version of how I view a Nomogram. In everyday life, we know that any level of heat called temperature is actually the same even when it is rated either in degrees Fahrenheit or in degrees Celsius (which many science

teachers insist should be called Centigrade). So then, in essence a Nomogram is like a parallel comparison. It is as though two ladders exist side by side. But each has a different way of scoring the same result.

The switch from Polarity Difference scoring to be ascribed as a Linkage Contribution rating needs the invoking of a two columned table called a Nomogram (see **Table 1A Nomogram**). The left-hand column looks like a step ladder with the lowest rung having the most negative Polarity Difference and the topmost rung having the most positive Polarity Difference.

There is something to always bear in mind. It is that from bottom to top all possible intermediate Polarity Difference scores must be placed to occupy every rung of the ladder to reach the most positive Polarity Difference written on the highest run of that ladder. That this is so, even if no such value applies as existing in the data under consideration presented in column one of **Table 1A Nomogram**

TABLE 1A. NOMOGRAM for calculating the Linkage Contribution of each entity's linkage with other entities in the Specimen Linkogram.	
POLARITY DIFFERENCE Arrow directionality	LINKAGE CONTRIBUTION measures PURPOSE calibrated in QUANTICITY VALUES
+3	8
+2	7
+1	6
0*	5*
-1	4
-2	3
-3	2
-4	1
TOTAL = 0	TOTAL = 40

Yet looking at the Polarity Difference, which is the fifth column shown in **Table 1 Linkogram Data Analysis**, there was no Entity scoring -3 , but if one existed its Linkage Contribution would have been rated as 2. So, it was included in **Table 1A Nomogram**.

During Nomogram calculations, I made this discovery. It is that the zero Polarity Difference is always equal to a Linkage Contribution equivalent to the Quantity Value rating, which when divided into the Total Quantity Value will always give an answer equal to the total number of Entities within a particular Linkogram. That is why it is displayed in bold print and is followed by an asterisk in each column of **Table 1A NOMOGRAM**. In other words, simply divide the 5 into the total of 40 and you will obtain the answer of 8 for the number of Entities. That technique acts like a dipstick to detect any arithmetical errors.

Entity F has the most negative score for Polarity Difference being rated as -4 . After that the next most negative Polarity Difference was Entity H, which scored -2 and its Linkage Contribution was rated at 3 in Quantity Values. So the left column is a Polarity Difference continuum and set alongside it is what amounts to a positional display.

All in all, the above Nomogram involves a method of transforming raw Linkogram data to make possible for it to become refined data to help any y-axis components of a Scatter Diagram to be plotted against any x-axis components derived from the sequence of Entities listed in the Six-Day Original Creation shown as another Nomogram in **Table 5** entitled **PILOT SCHEME NOMOGRAM FOR CALIBRATING ENTITIAL PRIORITY OF SIX-DAY ORIGINAL CREATION in HEXAHEMERON UNITS (H.Us.)**.

As already mentioned, during Nomogram calculations, I discovered that the zero Polarity Difference shown in bold print followed by an asterisk was always rated as having a Linkage Contribution value, which when divided into the total number of Linkage Contributions calibrated in Quantity Values is always equal to the number of Entities in the Linkogram Group under consideration. In the above table simply divide the total of 40 by the 5 shown in bold print to calculate that the Specimen Linkogram consisted of 8 entities. It acts like a dipstick to detect arithmetical errors.

To be honest, I must apologise for the complexity of anyone encountering Linkology for the first time. That is because in trying to explain the methodology involved must seem to readers unfamiliar with this subject to be full of untidy minutiae.

My overall aim is to outline how I prepared my data gleaned from *Genesis 1:2–31* to be used in a Scatter Diagram, where the x-axis data was derived from **Table 5** and the y-axis data was lifted from **Table 3** and **Table 4**.

6.2. The pilot scheme for probing six-day original creation

Having been enlightened about unitary incapacitation causing the need for reciprocal alleviation in the *Genesis chapter 2* account of why the Creator made Eve to become a suitable companion for Adam in the Garden of Eden on the Sixth Day of the Original Creation, an attempt was made to construct a Linkogram of the Six-Day Original Creation, which is the Pilot Scheme.

When writing the live element of this Essay it would be a grave omission to overlook the account of the Original Creation as recorded in *Genesis chapters 1:2–31*, which is unique in several ways. It purports to be a narrative that starts from the actual beginning of time itself. The Narrator witnessed, stage by stage, how everything swiftly fitted into place until the end of the final day when all plant and animal types were complete. Then, unlike any artist finishing such a work of art by placing his signature on the canvas, he created models of Himself instead, and declared that everything in that Six-Day Original Creation was “very good”.

Obviously, such a document is unique. In starting to be written before any human being existed, allows us to conclude that it arose from a non-human source. This reminds me of the “Book of Life”. Although it was mentioned four times in the last book of the New Testament named Revelation or the Apocalypse, it was also referred to by Moses in *Exodus 32:32*, by the Lord Jesus Christ in *Luke 10:20* and by Saint Paul in *Romans 9:3-4^a*. On Mount Sinai, Moses may already have known about another non-human document called the Decalogue when he was handed two stone tablets called the *Ten Commandments* listed in *Exodus 20:2–17* and again in *Deuteronomy 5:6–21* that were originally written by the finger of God, which is mentioned in *Exodus 31:18; Psalm 8:3* and *Luke 11:20*. Therefore, we have it on the highest authority known to man, that creation was swift. Psalm 33:9 states that “*For God spoke, and it came to be; he commanded, and it stood firm.*”

That amounts to “No sooner said than done!” In the Fourth of the *Ten Commandments*, because the Creator rested on the Seventh Day, God instituted time off

for mankind. So, there is a connection between the speed of the Original Creation within a six-day period and the origin of holidays, academic sabbaticals and the whole of the tourist industry. Educational establishments that forbid the teaching of creation as science, still enjoy vacations based on “holy days”.

Unlike all other experts, the non-human author of the early part of the *Book of Genesis* was there on Earth, all the way from the start to the completion of the Six-Day Original Creation. That is what is being claimed as follows in *Genesis 2:4*:

“This is the account of the heavens and the earth when they were created, when the LORD God made the earth and the heavens.”

That previous scripture quotation is termed a toledot(h), which Frank DeRemer, (2014) considers to be unique on pages 56-57 in his article entitled *Structure, toledoths, and sources of Genesis Viewpoint*, in the *Journal of Creation* vol. 28 (1).

6.2.1. Some obvious consequences of accepting six-day original creation

The first one is to conclude that if on Day Three, when land arose from the sea-floor before the first forms of living things existed, then because fossils were not already in existence in such rocks, then fossils do not represent remains of so-called “prehistoric life”. Fossils are, therefore, far more likely to date from the effects of Noah’s Flood. So the drowning of landlubbers, not benefiting from the safety of being inside Noah’s Ark, eventually sank to cover certain aquatic organisms that perished suddenly when all the fountains of the deep were broken up on the day that Noah’s Flood began, which was also accompanied by rain for forty days and forty nights. Thereby the whole of the Fossil Record fits neatly into the time when mankind existed upon the Earth. That duration is labelled the Anthropocene (alternatively called the Anthropozoic System). As such it totally encapsulates the whole of the Fossil Record also called the Phanerozoic which, in turn, includes the alleged Palaeozoic, Mesozoic and Cenozoic Eras.

Another conclusion is that the Creator’s final verdict uttered at the close of Day Six that the whole of the Original Creation was “very good” must imply the complete absence of any element of the Curse, mentioned in *Genesis chapter 3*, after human disobedience triggered the entry of death into the ecosystem. Also, the account in *Genesis 2:21–22* of human cloning lifts the origin of mankind out of the “once upon a time” fairy tale setting

into a “twice upon a real time”, owing to the first man named Adam arising from particles as in nanotechnology, and then the first woman named Eve, being developed from a part of Adam’s body that involved human cloning. Twice in *1st Corinthians 11:8 & 12* the Apostle Paul reminded readers that originally the first woman arose from the first man.

In a nutshell, this live element of my thesis, which forms Project Three Essay is an attempt to dislodge a misunderstanding that has become deeply ingrained within the minds of many people. Almost automatically, as if by an instinctive reflex, there has arisen within the human psyche the view that death is on a par with gravity, which has apparently coexisted as a force as long as matter itself. Such people believe that death was concomitant with the start of biological life. In the same way as wherever a squirrel goes, its tail follows like a shadow, so many people think that death has always occurred in the experience of each sentient individual irrespective of them being animal or human.

As proof of the sentiments expressed in the previous paragraph is the idea that death has always been an unavoidable fact of life. Certainly, in our everyday experience, death is so universal that many consider it to be ‘natural’. They look upon the phenomenon of ceasing to exist as part of the fabric within the bundle of life.

Of course, we are regularly confronted by reminders that physical death might well be a natural inevitability. In that way it seems to have nothing to do with what many have come to regard as involving ‘religious superstition’, which is how some view the record of the *Book of Genesis* that describes that time started only a few days before mankind inhabited the Earth on the last of the Six-day Original Creation in *Genesis 1:2–31*.

Therefore, many thinking people conclude that the *Book of Genesis* is both inaccurate and misleading, which is owing to repeated prompts from scientists, whom the public regard as knowledgeable gurus. Experts interviewed in the media frequently repeat that time has existed billions of years to account for elements in the periodical table to have formed inside stars by nuclear fusion. But according to the *Book of Genesis*, water was already abundant on Day One. That is well before stars that only existed on Day Four to manufacture water’s oxygen component. Christ’s first miracle was performed at a wedding in Cana when he turned water into wine. From where did the carbon molecules come from that composed the alcohol molecules of that new wine? Also, fossils are regularly claimed to have lived, died and become fossilised millions of years before the

first human being appeared on the Earth. Therefore, it could be argued that it is an anachronism to suggest that human disobedience had any connection with the origin of their physical death. In the same way, no death certificate will ever claim that a person died by being run over by a vehicle not yet manufactured. Similarly, if dinosaurs fossils are actually prehistoric extinctions, then human disobedience was never involved in any such pre-human animal's death. That is because a long expanse of time would, as in the game of chess, "castle" mankind from being around when prehistoric life experienced death, long before mankind disobeyed their Maker.

Other considerations account for scientists to have a vested interest in perpetuating the belief that the cosmos is extremely old, and fossils are interpreted as requiring millions of years in order to exist by gradual evolution, to become the most recent fossil of their kind or existing as contemporary flora and fauna. It is unwise for professional scientists to radically question the scenario of prehistory for two reasons. One is that they must be careful not to make waves of dissent that end up sinking their boat, that could result in them being held back in career promotion, which might well have repercussions on their pension settlements when they reach retirement. Another cogent reason is that any suggestion, which may potentially damage the widespread belief of evolution, might probably result in a reduction of annually awarded government grants for scientific research and development to any educational institution that fails to embrace Darwinian tendencies.

Nevertheless, Professor Sir Richard Owen, F.R.S. was the Founder and First Director of the *Natural History Museum*. He coined the word 'dinosaur' in 1841 and Professor Harry Govier Seeley, F.R.S., later divided dinosaur reptiles into two classes according to the structure of their pelvic girdles (1887). Any species with a pelvis that resembled that of a lizard was grouped as being Saurischian and any with one resembling that of a bird was said to be Ornithischian. Both men were unsupportive towards the theory of evolution made popular by Charles Darwin, F.R.S., whose statue shows him resplendent on a white chair on the staircase in Hintze Hall in the Natural History Museum, while that of Owen has been consigned to an upstairs broom cupboard! On the internet, Seeley has been described as 'combative' and 'idiosyncratic'.

But there is one over-riding reason why thinking people are reluctant to let go of the idea that physical death is older than the hills and flourished in pre-human times. It is that in the survival of the fittest by natural selection, any individual having a more favourable genetic variation that is better suited to survive when confronted by the exigencies of environmental resistance, compared with others less well adapted which succumb. In that way death is viewed as a very necessary reality because it acts as the engine of evolution to remove the varieties not so well adapted. Without such motive power, evolution can go nowhere. The idea of endless time is viewed as the trackway for death to “weed out” varieties less likely to survive.

Before encountering a key concept, it may be enlightening to consider a subplot around which the sequence of events contained in the Six Day Original Creation as revealed in the *Book of Genesis* acts as an underlying theme as follows:

6.2.2. Ways in which the Creator has ring-fenced the entry of physical death on earth with human disobedience

This study seeks to overthrow ideas prevalent in the media and sadly widespread in religious circles that science has proved that death was already on the Earth a very long time before mankind existed. Even in infant schools young minds are being fed ideas, which suggest that animals like the dinosaurs died out, long before the first man lived on Earth to disobey the Creator’s first clear commandment to never eat the fruit of one particular tree growing near the centre of the Garden of Eden. Yet it is an undisputed fact that people knew about dragons well before any fossil reptile had been found and identified as a dinosaur.

Such notions of prehistoric extinction serve to result in two repercussions. The first seeks to break any link between human sin and the entry of physical death, which then casts doubt upon a simple understanding of the narrative in the *Holy Bible*. The second, perhaps unintentionally, undermines the significance of the work on the First Good Friday when the Lord Jesus Christ died on the cross to remove mankind’s guilt of sin. But that denial also takes away any hope that through that perfect once-and-for-all sacrifice of the Lamb of God laying down His sinless life to take away our sins, then how can anyone believe that death called the Last Enemy will itself “pass away”?

Yet there is a way of reading the account of the Six-Day Original Creation, as recorded in the *Book of Genesis*, to suggest that there is an underlying theme that constrains any reader to realise that the Narrator is ring-fencing the entry of physical death on Earth as a reaction caused by human disobedience, when the only commandment given to Adam was broken by both Eve and her husband Adam.

The creation of organic life was absent from the first two days of creation. But just suppose that it already existed during Day One and Day Two of the Original Creation, then death would have occurred before mankind existed on Day Six owing to many aquatic organisms being killed when the seafloor was raised on Day Three to become the new land. But the sequence of land before life ensured that death could not occur until all types of living things existed. Although it is mentioned that aquatic life existed before the first terrestrial organisms were created, that was postponed until Day Five so as not to become involved in the events occurring on Day Three.

Probably, when mankind existed during Day Six, death did not happen, but Adam knew that before Eve was formed, that to eat the fruit from the Forbidden Tree would cause it to bring death into the ecosystem. The reason for recounting what has previously been related takes on a new dimension, owing to the knowledge that it occurred some time after human cloning had happened in the Garden of Eden, as described in the following paragraph.

In *Genesis chapter two*, which provides more details of events that took place on the sixth day of the Original Creation, Adam was informed straightaway by the Creator about the penalty of eating the fruit from one of two trees growing at the centre of the Garden of Eden. That menu warning was given before animals were brought to Adam for him to give them names. After naming the livestock, the birds of the air and all the wild animals, Adam had an increased awareness of his own need to partner with a created companion, so the Creator took a part of him to construct Eve who became his wife.

6.2.3. Dolly the Sheep

Personally, it was only after “Dolly the Sheep” was cloned in 1996, that I realised that the record in the *Book of Genesis* contained a narrative of the first case of human cloning, when it reported that Eve’s body had been constructed from Adam’s rib in *Genesis 2:21-*

23. Also, it is worth pointing out that until science had experimentally proved cloning could occur in mammals, readers of scripture had no proper idea of the biological potency of what those verses were declaring other than to do with marriage.

It was thanks to the endeavours of the scientific community that the public was presented with an experiment that shed light upon a meaning of scriptural revelation. One that was highly probable as its intended original meaning. For although it was well known that plants could be cloned and possibly certain invertebrates such as flat worms, when cut could regenerate a new individual from each portion, it was not yet within the ambit of human imagination that mammals could be cloned. Even scholarly clerics thought that *Genesis 2:21–23* was describing something allegorical about matrimony, whereby two individuals become one, but the idea of one individual becoming two as in human cloning was reckoned to be an absolute impossibility!

Once it was demonstrably true that science had corroborated the literal occurrence of human cloning involved when the Creator generated Eve from Adam's rib, then other consequences could be derived from that "light bulb" moment as follows.

Both Adam and Eve were more certainly to be regarded as factual historical characters. Therefore, alternatives to the first human beings to inhabit the Earth became viewed as more fictitious. In turn, this would encourage a more critical appraisal of fossil remains and bring into question the rightful assessment of the palaeoanthropological replacement of alleged fore-runners of mankind named as ramapithecines, sivapithecines, australopithecines, habilines and neandert(h)als.

Another is the upgrading of the Garden of Eden from being regarded as a somewhat childish fable, to having a new status conferred upon it as a geographical location, wherein the first case of mammalian cloning actually took place and was described in *Genesis chapter 2*. Having two special trees at its centre is reminiscent to anyone viewing a cross section of any organelle under an electron microscope, which reveals that two protein filaments exist at its centre. That is so in the tail-end of a spermatozoan called a flagellum and also in each tiny whisker called a cilium protruding from the cell membrane lining the windpipe and other respiratory tubing. The same applies to the lining of the Fallopian tube where a sperm can meet up with an egg just prior to fertilisation. Chemicals secreted by the cells lining the female reproductive tract cause a tiny sac on

the tip of the sperm head to transform into a spike, which is then used in penetrating the outer layer of the ovum to become a zygote. This process that enables conception is termed facilitation.

In *Genesis chapter two*, which describes certain events occurring on Day Six of the Original Creation in greater detail is the first time that human cloning stages have been described. The actual process consists of several components, such as an anaesthetic sleep; a ribectomy operation; skin suturing and immediate recovery of the original adult male as well as of the newly cloned adult female.

Despite many high-ranking clergy previously doubting the literal veracity of the narrative describing human cloning, Dolly the Sheep provides a valuable contribution. It serves to make us beware of thinking that any scripture that we do not understand is bound to be interpreted as allegorical or figurative. It might be better to accept such verses at their face value, which in the case of human cloning is best with “nowt taken out”. That is, literally!

Supremely, how both the first human adult man and the first adult woman arose according to the record in the *Book of Genesis* does not compare with normal natural human reproduction, which has occurred throughout human history. So, it follows that studying ontology will shed no light either upon human origins derived from alleged phylogeny or lending support to embryonic recapitulation. Clearly, observing present-day phenomena is not necessarily a safe way to assume what happened in the past. Therefore, to look upon the present as being the key to the past is an unsafe assumption that underlies the belief of uniformitarians. Its only redeeming feature is that it attempts to travel from the known present to the unobserved and, therefore, unknown past.

Before describing further details about this new approach towards the study of Six-Day Original Creation that produced results that I was honestly not expecting, it is important to give some attention to what Linkology purports to be. For example, consider the potential for it to be applied to various sets that consist of a cluster of parts acting as subunits. Not necessarily resembling a necklace made from beads, but more like a spider’s web of items. Also, after using Linkology to make sense of various parts that belong to adult animals such as the Common Frog; the Duck-billed Platypus; the Domestic Tabby Cat; the Chimpanzee and Mankind on the one hand, and on the other

hand habitats ranging from organisms found on rocky shores to what amounts to more than the entire ecosystem, when occupied with the study of the whole of the Original Creation as revealed in the *Book of Genesis*. Moreover, Linkology is a useful way to examine the inter-relationship between anatomy and physiology. It enables us to view physiology as anatomy with its subunits repositioned. In other words function occurs when structure becomes rearranged.

But ahead of outlining its contents, or even defining its terminology and delving into its methodology, or discussing any results that were first encountered when pursuing a so-called Pilot Project, concerning an abridged version of the Original Creation based solely on *Genesis Chapter 1*, I would like to declare some tendencies that acted like undercurrent precursors.

6.3. My fascination with diagrams containing arrows

This interest was kindled during the time of the Korean War (1950-1953). Although I was aged between 15 and 18 years, I followed its progress with great concern because National Service was compulsory for fit young males to be called up when aged 18, unless declaring themselves to be registered as conscientious objectors. I seem to remember that the *Daily Telegraph* newspaper carried articles, accompanied by diagrams, depicting the toing and froing of the opposing forces, and where the battlefield boundary was reckoned to be from day to day.

The deployment of various army divisions was represented by arrows that were both short and stubby. Then years later, when teaching in a secondary school in Luton, I came across a book depicting the inter-relationships of items as a network in a book about the letters written by the Apostle Paul.

6.3.1. My early attempt to link together cause and effect

During my studies at *South East Essex Technical College*, when 'brain-dead' frogs were passed around for students to dissect as part of their practical course work for Advanced Level General Certificate of Education in Zoology, the lecturer remarked that the lungs on each side of the heart (that was still beating) were ridiculously small. Thereafter, I drew an arrow from the small lungs to other features that were possible

consequences. One of these was to link the way frogs have skin with a good blood supply that supplements their oxygen intake by breathing through their slimy, richly vascular skin. Some could even suggest that the entire skin of an adult frog acted as an auxiliary respiratory organ covered in phlegm to aid water retention, while gaseous exchange was occurring.

Another consequence of small lungs is that the frog lacks a trachea (windpipe), which inevitably results in it lacking a larynx (voice box). In turn, that means that frogs lack vocal cords. Later, I discovered that that may explain why the tongue of a frog is anchored to behind the front of its lower jaw, where we possess a chin. Having no larynx means that the frog cannot swallow food like we do. Instead, its eye-balls have to be retracted to act as a pair of thumbs to push food into its oesophagus (gullet). Such details are shown as a diagram in the part of this essay devoted to Making Sense of the Common Frog *Rana temporaria* L. so as not to interrupt the reader's flow of thought.

Eventually I had an article published in a peer reviewed magazine *Creation Research Society Quarterly Journal* Volume 20, No. 4, pages 199-211, which was entitled The Adult Common Frog *Rana temporaria* L.: A Linkological Evaluation.

A later booklet entitled *Making Sense of the Common Frog* attempted to concentrate upon those terms that described parameters that were seen to be more useful than others which were later discarded. Nevertheless, both versions explained how parts are related by linkage to the whole individual adult organism. But details about that approach will be shown only after the Pilot Scheme, which consists of preliminary attempts to examine the Six-Day Original Creation based on *Genesis 1:2–31*.

6.4. Transforming literary text into mathematical data

A preliminary warning is given here to avoid confusion. The labelling of numbered tables and numbered figures mentioned below, tally with those in this part of my Thesis that explores the Pilot Scheme and may not be the same as in one of three books submitted bearing the title of *Biblical Palaeontology: A Statistical Appraisal*.

The important thing to remember is that in exactly the same order that any item or process was mentioned, within each of the first six days of the Original Creation as

recorded in the *Book of Genesis*, then that is turned into an Entity List. For ease of reference, aquatic life and aerial life created on Day Five are termed “Swimmers” and “Fliers”, respectively, and terrestrial animals created on Day Six are termed “Walkers”. The 30 entities are listed in **Table 3** where they are numbered in the first column and named in the second column. Beyond them other columns show linkological parameters, which can only be derived by reading again the text of *Genesis 1:2–31* to discover how each entity is linked with other entities in **Table 2A headed ORIGINAL CREATION LINK LIST**. Such details can then be depicted as a Linkogram shown as **Figure 2** in this **PILOT SCHEME** having each link number labelled close to its arrow head.

6.4.1. How an Entity List Led to the PRIORITY Parameter

The first stage in the methodology of transforming the text of the English translation of the *Book of Genesis* into preparing for its subsequent use as mathematical data, was to make it into an ENTITY LIST. The main thing when constructing such a list is to write down the order in which each constituent was first mentioned. For reasons, which will later on become apparent, it is essential to keep strictly to the sequence in which they appeared in the text.

Owing to my thinking that the very first verse of *Genesis* is acting as a title for the section assigned to the Original Creation Days, it was omitted from being included in what amounted to an abridged version that completely ignored the main contents of *Genesis* chapter 2. A careful study of *Genesis 2:4* would seem to corroborate this view.

The Pilot Scheme resulted in the Linkogram shown as **Figure 2**, which has a total of 30 Entities connected by a total of 86 Links.

The listing of the various items termed entities may be likened to the ingredients of a recipe that is a fundamental part of eventually serving up the dish of the Original Creation as narrated in *Genesis chapter 1*. Unlike cases of poisoned food reported in the newspapers, death was never reported to be an ingredient within the Original Creation in the list based upon *Genesis 1:2–31*. How could death be present when it would result in what amounts to an “un-creation”? Certainly, the Creator when He described the end of that phase of His work in time and space, would never have declared everything to be “very good”. Therefore, the reader can rest assured that it was only after Eve failed to heed

the warning given to Adam that the pair were told that conditions would be implemented in the package popularly called “The Curse” bringing about certain post-iniquitous alterations.

Obviously, such a sequential listing of entities will help to generate data to do with the parameter of priority. But there is an important comparison to be made like when checking temperature readings with thermometers, where one uses the Fahrenheit scale and another the Celsius scale (alternatively known as the Centigrade scale). All this is reminiscent of when garages had fuel pumps that were measuring fuel volumes in litres instead of in gallons. For a short time a notice was printed and attached on each fuel pump showing motorists the volume they were taking into their vehicles both in litres and in gallons. Such a comparative list is what I have termed a Nomogram. As already cited above, it amounted to the same volume of fuel showing its equivalence in two different scales.

So as to calibrate the priority rating of each listed entity in Hexahemeron Units, it is set against a Nomogram that seeks to exactly measure where each Entity best fits into a selection of everything that happened on a specific day during the Six Days of Original Creation and the Seventh Day when the Creator rested. That is shown as **Table 3** on pages 14 and 15 in the first of three books submitted in my application to enter for Ph.D by Portfolio. That book is entitled *Biblical Palaeontology: A Statistical Appraisal*.

The information about entities will help in them being positioned along the x-axis, which is the preferred place to plot any parameter containing a time element.

Now things become even more tricky and also somewhat difficult to follow. This is to do with references for chapter and verse within the *Book of Genesis* shown in the last column of **Table 2B**, which deals with the Link List. Incidentally, for the time being, ignore the link type classification shown in the fourth column of that table and also all of **Table 2C** beyond it.

6.4.2. How a Link List Led to the PURPOSE Parameter

That is owing to how references within the *Book of Genesis* in the last column of **Table 2B** dealing with the Link List can be used to generate raw data which, in turn, become refined in **Table 2B** and can be cross referenced to check that each Entity really

has that number of links going into and coming out of each Entity numbered in **Figure 2** entitled **Original Creation Linkogram**. Those arrowhead numbers should tally with the first column of **Table 2B**.

The way to calibrate the data for the parameter of Purpose, is to further refine Polarity Difference shown in the last column of **Table 3** by using **Table 4**, which is a Nomogram to convert it into Quantity Values.

Each of the Entities numbering 30 are separate plotted in **Figure 2 Linkogram of Six-Day Original Creation**. Also zero Polarity Difference matches a Quantity Value, which when divided into the total Quantity Values will equal the number of Entities listed within that Linkogram Group.

Table 5 is a **Nomogram** helpful in plotting the x-axis data entered on **Table 6A** and **Table 6B** to appear on the Scatter Diagrams labelled as **Figures 3A** and **3B**.

But the methodology relevant to this section of the Linkological Study of the Six-Day Original Creation involves generating the data to be plotted on the y-axis of Scatter Diagrams labelled as **Figures 3A** and **3B**. To achieve that the Polarity Difference data shown in **Table 3** must be matched with the Quantity Values shown in the second column of the Nomogram that is **Table 4**. Only then can such y-axis data be entered on **Table 6A** and **Table 6B** to appear on the Scatter Diagrams labelled as **Figures 3A** and **3B**.

PILOT SCHEME: TABLE 2A.

ENTITY LIST SEQUENCE FOR *GENESIS 1:2–1:31* BASED on FIGURE 2 LINKOGRAM of Six-Day Original Creation.

Entity No.	ENTITY Name
1	PERFORMANCE, e.g. hovering
2	Darkness
3	Waters
4	PLANNING, “LET”
5	Light
6	ASSESS, e.g. saw
7	“Night”
8	“Day”
9	Day One
10	Expanse
11	Water below
12	Water above
13	“Sky”
14	Day Two
15	Gathered waters
16	Dry ground
17	“Land”
18	“Seas”
19	Plants
20	Day Three
21	Sun
22	Moon
23	Stars
24	Day Four
25	Swimmers
26	Fliers
27	Day Five
28	Walkers
29	Models
30	Day Six
TOTALS	30

PILOT SCHEME: TABLE 2B.

DETAILED ANALYSIS OF LINKOGRAM OF SIX-DAY ORIGINAL CREATION

(Genesis 1:2–31 only.)

ORIGINAL CREATION LINKOGRAM LINK LIST (See Fig. 2)					
LINK No.	ENTITIES		LINK TYPE	DESCRIPTION OF NUMBERED ARROWS IN LINKOGRAM	Gen. ch. & v.
	FROM	TO			
1	1	2	H1	<i>Hovering</i> in darkness	1:2
2	4	5	L1	<i>LET</i> light exist	1:3
3	1	5	E1	Light <i>existed</i> : 'there was light'	1:3
4	6	5	P1	<i>Saw</i> light was good	1:4
5	1	5	S1	Separated light from darkness	1:4
6	4	5	C1	Addressed light: <i>called</i> it 'day'	1:5
7	5	8	B1	Light <i>became</i> day	1:5
8	4	2	C2	Addressed darkness: <i>called</i> it 'night'	1:5
9	2	7	B2	Darkness <i>became</i> night	1:5
10	7	9	T1	There was darkness <i>during</i> day one	1:5
11	8	9	T2	There was light <i>during</i> day one	1:5
12	4	3	L2	<i>LET</i> the expanse separate	1:6
13	1	10	E2	Expanse <i>existed</i>	1:7
14	10	3	E3	Expanse separated waters	1:7
15	1	3	S2	<i>Separation</i> of waters occurred	1:7
16	3	11	B3	Part of waters to <i>become</i> water below	1:7
17	1	11	E4	Water below <i>existed</i> : it was so	1:7
18	3	12	B4	Part of waters to <i>become</i> water above	1:7
19	1	12	E5	Water above <i>existed</i> : it was so	1:7
20	4	10	C3	Address expanse: <i>called</i> it 'sky'	1:8
21	10	13	B5	Expanse <i>became</i> sky	1:8
22	7	14	T3	There was darkness <i>during</i> day two	1:8
23	8	14	T4	There was light <i>during</i> day two	1:8
24	4	11	L3	Addressed water below: <i>LET</i> it be gathered	1:9
25	11	15	B6	Water below <i>became</i> gathered	1:9

26	1	15	E6	Gathered waters existed: it was so	1:9
27	4	15	L4	Addressed gathered waters: <i>LET</i> dry ground appear	1:9
28	15	16	R1	Gathered waters <i>resulted</i> in dry ground appearing	1:9
29	1	16	E7	Dry ground appeared (=existed): it was so	1:9
30	4	16	C4	Address dry ground: <i>called</i> it 'land'	1:10
31	16	17	B7	Dry ground <i>became</i> land	1:10
32	4	15	C5	Addressed gathered waters: called them 'seas'	1:10
33	15	18	B8	Gathered waters <i>became</i> seas	1:10
34	6	17	P2	Saw that land was good	1:10
35	6	18	P3	Saw that seas were good	1:10
36	4	17	L5	Addressed land: <i>LET</i> plants exist	1:11
37	17	19	R2	Land produced plants: (a <i>result</i>)	1:11
38	1	19	E8	Plants <i>existed</i> : it was so	1:11
39	4	19	L6	<i>LET</i> plants be able to reproduce	1:12
40	6	19	P4	Saw that plants were good	1:12
41	7	20	T5	There was darkness <i>during</i> day three	1:13
42	8	20	T6	There was light during day three	1:13
43	4	13	L7	Addressed sky: <i>LET</i> lights appear	1:14
44	1	21	E9	Made the sun (=it <i>existed</i>)	1:16
45	4	21	L8	<i>LET</i> sun mark seasons	1:14
46	21	19	R3	Plants <i>grow</i> according to their seasons	1:15
47	1	22	E10	Made the moon (=it <i>existed</i>)	1:16
48	1	23	E11	Made the stars (=they <i>existed</i>)	1:16
49	21	17	R4	Give light on Earth (including land)	1:17
50	22	17	R5	Give light on Earth (including seas)	1:17
51	21	8	R6	Sun <i>governs</i> the day (result)	1:18
52	22	7	R7	Moon <i>governs</i> the night (result)	1:18
53	6	21	P5	Saw sun was good	1:18
54	6	22	P6	Saw moon was good	1:18

55	6	23	P7	Saw stars were good	1:18
56	7	24	T7	There was darkness <i>during</i> day four	1:19
57	8	24	T8	There was light <i>during</i> day four	1:19
58	4	18	L9	Addressed water=seas: <i>LET</i> it teem	1:20
59	4	13	L10	Addressed sky: <i>LET</i> fliers fly	1:20
60	1	25	E12	Created swimmers = (<i>existed</i>)	1:21
61	1	26	E13	Created fliers = (<i>existed</i>)	1:21
62	18	25	R8	Water <i>teemed</i> with swimmers	1:21
63	13	26	R9	Sky had fliers = (<i>a result</i>)	1:21
64	6	25	P8	Saw swimmers were good	1:21
65	6	26	P9	Saw fliers were good	1:21
66	4	25	D1	<i>Blessed</i> swimmers	1:22
67	4	26	D2	<i>Blessed</i> fliers	1:22
68	7	27	T9	Darkness <i>during</i> day five	1:23
69	8	27	T10	Light <i>during</i> day five	1:23
70	4	17	L11	Addressed land: <i>LET</i> it produce walkers	1:24
71	1	28	E14	Made walkers: they <i>existed</i>	1:24
72	17	28	R10	Land produced walkers:(= <i>a result</i>)	1:24
73	6	28	P10	Saw walkers were good	1:25
74	4	29	L12	<i>LET</i> models exist	1:26
75	1	29	E15	Models created: they <i>existed</i>	1:27
76	4	29	D3	<i>Blessed</i> models	1:28
77	29	25	O1	Rule <i>over</i> swimmers	1:28
78	29	26	O2	Rule <i>over</i> fliers	1:28
79	29	28	O3	Rule <i>over</i> walkers	1:28
80	4	29	N1	Addressed mankind: plants to <i>feed</i> mankind	1:29
81	19	29	N2	Nutritional: plants to <i>feed</i> mankind	1:29
82	19	28	N3	Nutritional: plants to <i>feed</i> walkers	1:29
83	19	26	N4	Nutritional: plants to <i>feed</i> fliers	1:29
84	6	29	P11	Saw models were good	1:31
85	7	30	T11	Darkness <i>during</i> day six	1:31
86	8	30	T12	Light <i>during</i> day six	1:31
Total of 86 links					

**PILOT SCHEME: TABLE 2C.
ANALYSING TYPES OF LINK SYMBOLS.**

LINK TYPE SYMBOLS	No. of LINKS PER TYPE
B = became	8
C = called (named)	5
D = blessed	3
E = existed	15
H = hovering	1
L = LET	12
N = nutritional, e.g. diet/feed	4
O = overseeing, e.g. Rule	3
P = perceiving, e.g. SAW	11
R = resulting	10
S = separated	2
T = time	12
Total = 12 CATEGORIES	Total = 86

Table 3 shows how the Polarity Differences shown in the last column came to be generated. It is foundational to **Table 4** where the Nomogram shown converts that data from Polarity Differences into Quanticity Values.

When the above table showing Polarity Differences had them expressed as QUANTICITY VALUES in **Table 4**, they were plotted on to a Scatter Diagram on the Linkogram of Original Six Day Creation as y-axis values against x-values for ENTITY SEQUENCE in NOMOGRAM for HEXAHEMERON UNITS, then using Karl Pearson's Product-Moment Correlation Coefficient formula, it generated an *r value* of -0.5139 . With the appropriate number of degrees of freedom, such a result converts into a statistical significance for this Linkological study of *Genesis 1:2–31*.

PILOT SCHEME: TABLE 3**LINKOLOGICAL PARAMETERS BASED ON TABLE 2B LINK LIST AS DISPLAYED IN
FIGURE 2 LINKOGRAM OF SIX-DAY ORIGINAL CREATION**

Entity No. (as in Table 1)	ENTITY Name	Valency	Links out +	Links in -	POLARITY DIFFERENCES
1	PERFORMANCE	17	17	0	+17
2	Darkness	3	1	2	-1
3	Waters	5	2	3	-1
4	PLANNING/LET	21	21	0	+21
5	Light	6	1	5	-4
6	ASSESSMENT	11	11	0	+11
7	Night	8	6	2	+4
8	Day	8	6	2	+4
9	Day 1	2	0	2	-2
10	Expanse	4	2	2	0
11	Water Below	4	1	3	-2
12	Water Above	2	0	2	-2
13	Sky	4	1	3	-2
14	Day 2	2	0	2	-2
15	Gathered water	6	2	4	-2
16	Dry ground	4	1	3	-2
17	Land	8	2	6	-4
18	Seas	4	1	3	-2
19	Plants	8	3	5	-2
20	Day 3	2	0	2	-2
21	Sun	6	3	3	0
22	Moon	4	2	2	0
23	Stars	2	0	2	-2
24	Day 4	2	0	2	-2
25	Swimmers	5	0	5	-5
26	Fliers	6	0	6	-6
27	Day 5	2	0	2	-2
28	Walkers	5	0	5	-5
29	Models	9	3	6	-3
30	Day 6	2	0	2	-2
TOTALS	30	172	86	86	0

When the above table showing Polarity Differences had them expressed as QUANTICITY VALUES in Table 4, they contributed to the data on each of the Scatter Diagrams shown as Table 6A and Table 6B on the Linkogram of Original Six Day Creation as y-values against x-values for ENTITY SEQUENCE in NOMOGRAM for HEXAHEMERON UNITS, then using Karl Pearson's Product-Moment Correlation Coefficient formula, it generated an r value that with the appropriate number of degrees of freedom, translates into a statistical significance for these Linkogram studies of Genesis 1:2–31.

PILOT SCHEME: TABLE 4.

NOMOGRAM TO CALIBRATE PURPOSE IN QUANTICITY VALUES OF SIX-DAY ORIGINAL CREATION shown as **SEPARATE ENTITIES** in **TABLE 2B** based on
Genesis 1:2-1:31

POLARITY DIFFERENCE	QUANTICITY VALUES
+21	28
+20	27
+19	26
+18	25
+17	24
+16	23
+15	22
+14	21
+13	20
+12	19
+11	18
+10	17
+ 9	16
+ 8	15
+ 7	14
+ 6	13
+ 5	12
+ 4	11

+ 3	10
+ 2	9
+ 1	8
0	7
- 1	6
- 2	5
- 3	4
- 4	3
- 5	2
- 6	1

The two columns of **Table 4** show how the y-axis raw data were refined before being used to plot the 30 entities belonging to the Original Six Day Creation as revealed in *Genesis 1:2–31* to prepare as a Scatter Diagram. Using 28 degrees of freedom, the ***r value*** of Carl Pearson’s Product Moment Correlation Coefficient was **-0.5139**, which gives a statistical significance of over 99%. according to Table 13 shown on page 56 of my copy of *New Cambridge Statistical Tables (Second Edition)* by LINDLEY, D. V. & SCOTT, W. F. Cambridge University Press in 2003.

The source of the Scatter Diagram x-axis data was derived from Table 5 shown below for determining how each entity could be calibrated in Hexahemeron Units.

PILOT SCHEME: TABLE 5.

NOMOGRAM FOR CALIBRATING ENTITIAL PRIORITY OF SIX-DAY ORIGINAL CREATION in HEXAHEMERON UNITS (*H.Us.*).

DAYS	<i>H.Us.</i>	ENTITIES including ITEMS and/or PROCESSES
1	0.00	Darkness/unstretched space
	0.00	Performance, e.g. hovering.
	0.00	<i>Waters/Antepreprotopanthalassic Ocean [Aquatic 1]</i>
	0.25	Planning/speech

	0.50	Light
	0.75	Perception/sight/evaluation
	1.00	First polar rotation completed
2	1.50	Water above [Aquatic 2]
	1.50	Atmosphere/troposphere/air/expanse
	1.50	Water below/ <i>Preprotopanthalassic Ocean</i> [Aquatic 3]
	2.00	Second polar rotation completed
3	2.33	<i>Protopanthalassic Ocean</i> [Aquatic 4]
	2.33	Orogenic forces raising part of sea-bed above sea-level
	2.33	Dry ground/dry land/ <i>Terrasiccus</i> [<i>Pangaea</i>]
	2.33	<i>Panthalassic Ocean</i> [Aquatic 5]
	2.67	Plants
	3.00	Third polar rotation completed
4	3.25	Sun/heat
	3.50	Moon/tides
	3.75	Stars/comets
	4.00	Fourth polar rotation completed
5	4.33	Creation of aquatic animals [=swimmers]
	4.33	Creation of aerial animals [=fliers]
	4.67	Reproduction of non-terrestrial & aerial animals
	5.00	Fifth polar rotation completed
6	5.05	Terrestrial animals planned

	5.10	Terrestrial animals created
	5.15	Terrestrial animals checked
	5.20	Models of the Creator planned [mankind='Godkind']
	5.25	<i>Adam</i> formed from the dust of the ground by nanotechnology
	5.30	Life was breathed into <i>Adam's</i> nostrils to make a living <i>Adam</i>
	5.35	<i>Adam</i> was transferred to work in the Garden of Eden
	5.40	<i>Adam</i> was commanded was commanded not to eat the fruit from one particular tree and warned of death
	5.45	Walkers and fliers brought to <i>Adam</i>
	5.50	<i>Adam</i> named walkers and fliers
	5.55	<i>Adam</i> was made to fall into a deep sleep/anaesthesia
	5.60	<i>Adam</i> had a rib removed during a surgical operation/ribectomy
	5.65	<i>Adam's</i> flesh was repaired/suturing
	5.70	<i>Eve</i> was cloned from <i>Adam's</i> rib
	5.75	<i>Eve</i> was presented to <i>Adam</i> by the Creator
	5.80	<i>Adam</i> recognised <i>Eve</i> as being his own flesh and blood
	5.85	Models were blessed to reproduce and given a mandate to rule over the animals
	5.90	Models were given dietary advice for themselves and also for walkers and fliers
	5.95	The Creator checked that everything including models were "very good"
	6.00	Sixth polar rotation complete
7	6.00	The Creator IMMEDIATELY rested because His work of creation was complete
8	7.50	HUMAN SIN – even if it occurred during the Sabbath, the "resting" Creator probably dealt with it on this day

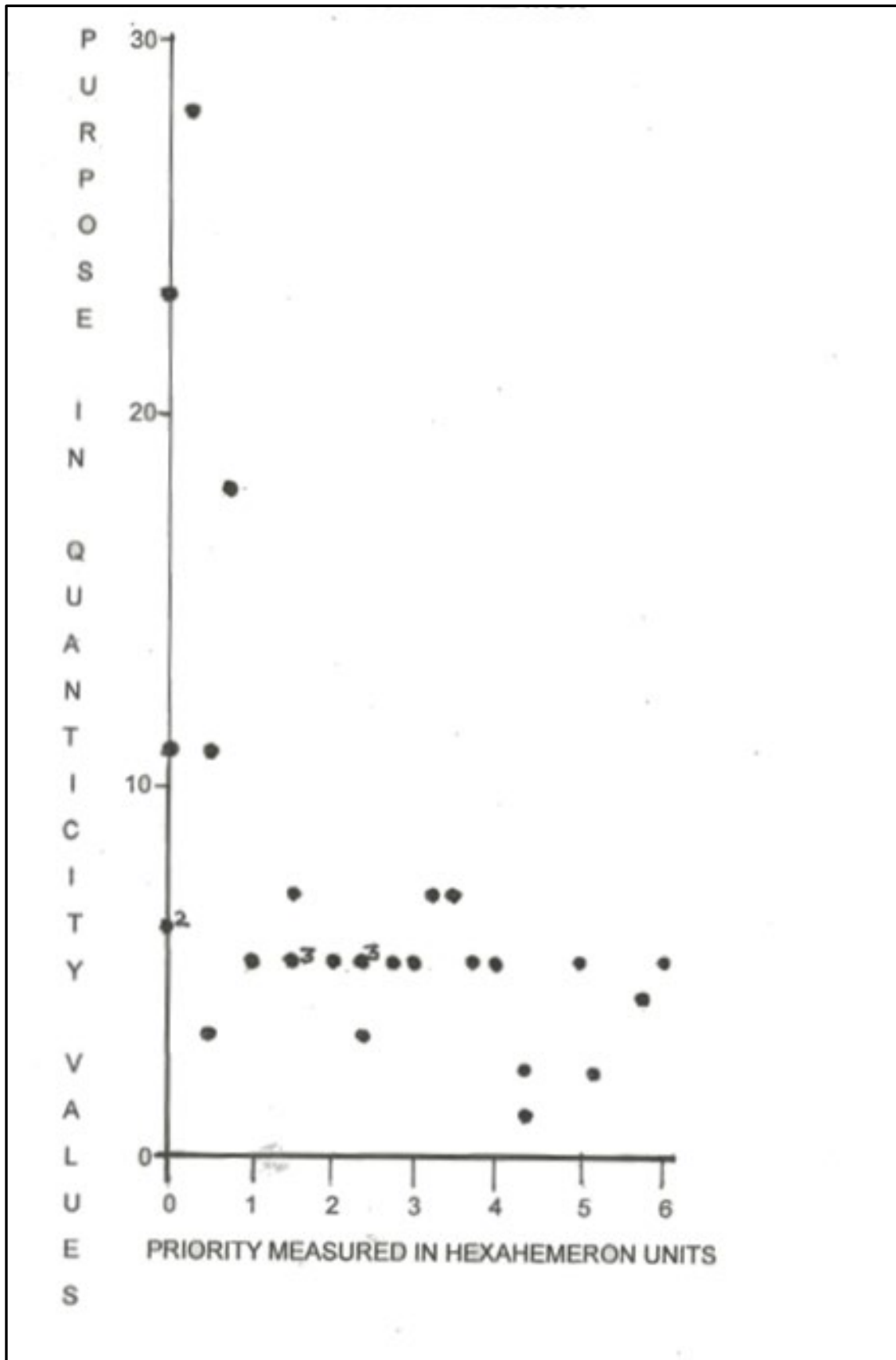
**PILOT SCHEME: TABLE 6A. SIX-DAY ORIGINAL CREATION:
DATA ANALYSIS OF SEPARATE ENTITIES FOR PLOTTING
AS A SCATTER DIAGRAM SHOWN IN FIGURE 3A.**

No.	NAME	PRIORITY in Table 5 Nomogram Creation Day HEXAHEMERON UNITS x-axis	PURPOSE in Table 4 Nomogram QUANTICITY VALUES y-axis
1	PERFORMING/ACT	0.00	24
2	DARKNESS	0.00	6
3	WATERS	0.00	6
4	PLANNING/SPEECH	0.25	28
5	LIGHT	0.50	3
6	PERCEIVING/SIGHT	0.75	18
7	'NIGHT'	0.00	11
8	'DAY'	0.50	11
9	DAY ONE	1.00	5
10	EXPANSE	1.50	7
11	WATER BELOW	1.50	5
12	WATER ABOVE	1.50	5
13	'SKY'	1.50	5
14	DAY TWO	2.00	5
15	GATHERED WATER	2.33	5
16	DRY GROUND	2.33	5
17	'LAND'	2.33	3
18	'SEAS'	2.33	5
19	PLANTS	2.67	5
20	DAY THREE	3.00	5
21	SUN	3.25	7
22	MOON	3.50	7
23	STARS	3.75	5
24	DAY FOUR	4.00	5
25	SWIMMERS	4.33	2
26	FLIERS	4.33	1
27	DAY FIVE	5.00	5
28	WALKERS	5.10	2
29	MODELS	5.75	4
30	DAY SIX	6.00	5
30	TOTALS	72.00	210

Separate Entities r value = -0.5139

With 28 degrees of freedom, this result amounts to over 99% statistical significance. Also notice that when zero Polarity Difference rating is equated with the Quanticity Value of 7 shown in Table 4, when divided into the total of 210 shown in the fourth column of this Table equals the total number of Entities listed in the first column of this Table.

FIGURE 3A SCATTER DIAGRAM OF SEPARATE ENTITIES IN SIX-DAY ORIGINAL CREATION



PILOT SCHEME: TABLE 6B.

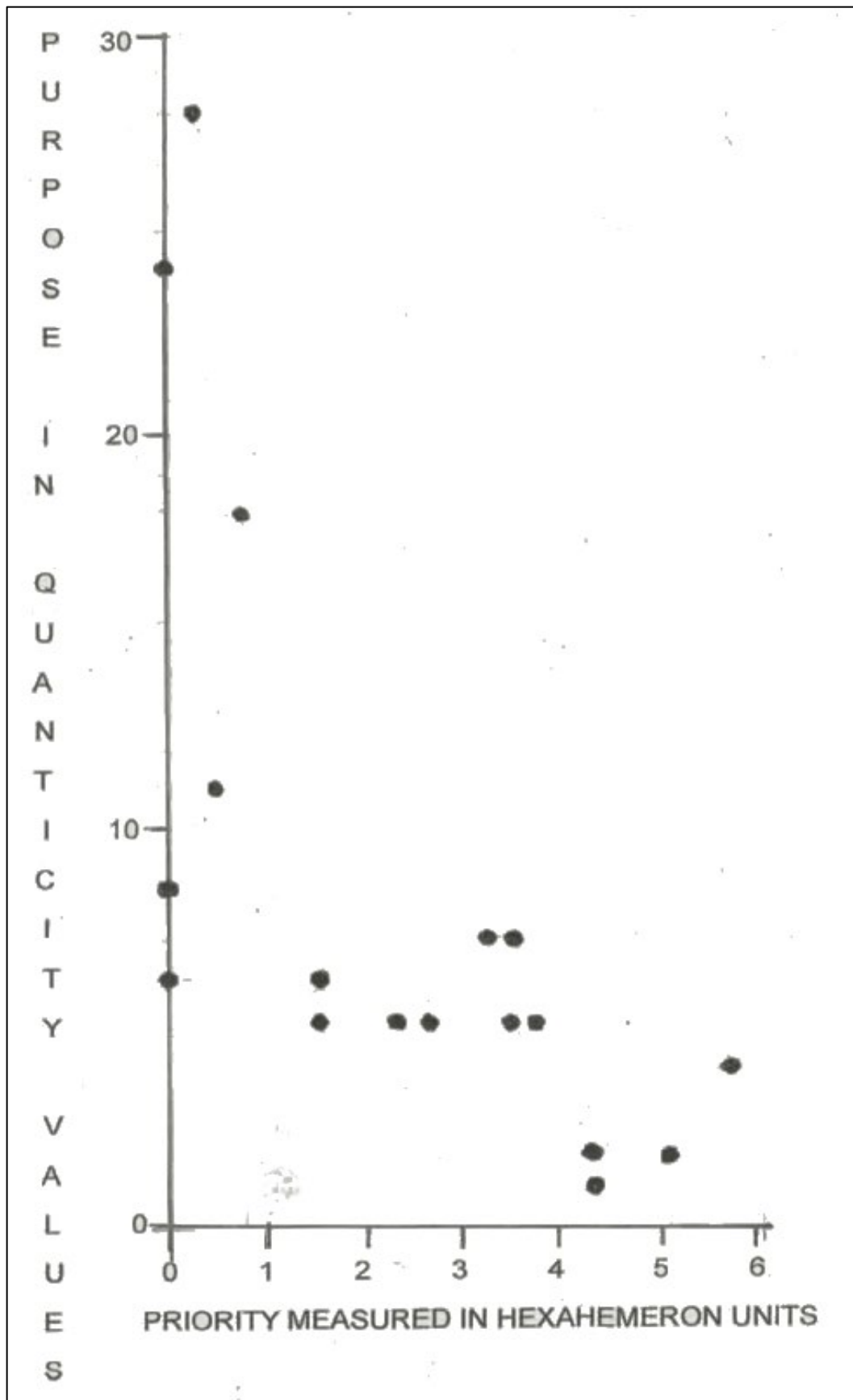
SIX-DAY ORIGINAL CREATION: DATA ANALYSIS OF GROUPED ENTITIES FOR PLOTTING AS A SCATTER DIAGRAM SHOWN IN FIGURE 3B.

No.	NAME	PRIORITY in Table 5 Nomogram Creation Day HEXAHEMERON UNITS x-axis	PURPOSE in Table 4 Nomogram QUANTICITY VALUES y-axis
1	PERFORMING/ACT	0.00	24
3	WATER/ 'THE DEEP'	0.00	6
2,7	DARKNESS/ 'NIGHT'	Average 0.00	8.5
4	PLANNING/SPEECH	0.25	28
5,8	LIGHT/ 'DAY'	Average 0.50	11
6	PERCEIVING/SIGHT	0.75	18
9,14,20, 24,27, 30	TIME	3.50	Average 5
10,13	EXPANSE/ 'SKY'	Average 1.50	Average 6
11	WATER BELOW	1.50	5
12	WATER ABOVE	1.50	5
15,18	GATHERED/SEAS	Average 2.33	5
16,17	DRY GROUND/ 'LAND'	2.33	5
19	PLANTS	2.67	5
21	SUN	3.25	7
22	MOON	3.50	7
23	STARS	3.75	5
25	SWIMMERS	4.33	2
26	FLIERS	4.33	1
28	WALKERS	5.10	2
29	MODELS	5.75	4
	TOTALS	72.00	157

Grouped Entities r value = -0.6414

With 18 degrees of freedom, this result amounts to over 99% statistical significance.

FIGURE 3B. SCATTER DIAGRAM OF GROUPED ENTITIES IN SIX-DAY ORIGINAL CREATION



Now the tempo changes to introduce new spin-offs. Remember when riding on Dodgem cars in a fairground? Well whatever other Dodgem cars either bumped into yours or yours collided with theirs, which resulted in you occupying a different location on that rink, so from my study of the Original Creation as recorded in *Genesis 1:2-2:24*, I began to attempt the construction of Linkograms to represent certain species of animals.

6.5. The extent to which the domestic tabby cat was impacted by the curse

But before considering the Common Frog, I paused to think how human disobedience may have changed the domestic tabby cat from the time it was originally created on Day Six to the present time. One reason for my curiosity was owing to a record of its original diet in *Genesis 1:30*, where the Creator declared that everything having the breath of life in them will eat green plants for food. That caused me to wonder if cats along with all other present-day predators originally possessed teeth that were adapted to eating plants. So after checking out my own pet cat's dentition, I noticed that certain teeth were ideally suited to not only pierce meat but could use carnassial teeth to slice through it. Then I remembered hearing a female cat using her dentition like a tin opener to release each kitten from the tough wrapping surrounding it as well as biting through the umbilical cord. That was when she was giving birth to several offspring under an item of furniture opposite to where I was sitting.

In that way, I looked upon a newly created cat as having teeth ideally suited to act as a mouthful set of midwifery instruments. Also, features such as whiskers called vibrissae that act as a body gauge; a screen of hairs to stop moths flying into earflaps at night; a pitted cul-de-sac to lure fleas before one flick of that particular ear drives them out; the tapetum serves to reflect light back on to the rods of the retina like a reflector behind an element of an electric fire throws rays of heat that would otherwise be lost from reaching the front of it and in the nose corner of each eye termed the inner canthus is the muscular third eye-lid. That nictitating membrane acts as a windscreen wiper to remove objects landing on the eye. It makes up for the cat having claws too sharply pointed to safely pick anything out of its own eye. Unlike the pink lump in each of our eyes, that ophthalmic

caruncle is secretory and coats each so-called foreign bodies until our finger tip can remove it.

All together, in my book entitled “How the Cat Corroborates Genesis” mentioned in Project Two containing a review of my publications is a list of 42 linked entities shown in Figure 1 entitled Basic Cat Linkogram. In that book I have considered two versions of the cat as originally created, termed A and B, respectively, in order to compare each with the present-day cat, which is termed C and is like all living creatures under the curse meted out by the Creator in the Garden of Eden as narrated in *Genesis chapter 3:14-19*.

So according to Genesis 1:29-30, predation was not part of the Six-Day Original Creation. That is revealed in the *Holy Bible*. As such it has the authority and witness of the actual Creator Who is the Originator of Species. Such truth must take precedence over all presenters, however plausible and charming they come across in wild-life radio or television programmes; all directors of Natural History Museums; all university professors of Zoology, Palaeontology, Earth Sciences, Astronomers and Cosmologists as well as all presidents of prestigious learned societies. Furthermore, it equally applies to all editors of scientific journals and authors of textbooks. The reason why it is of no consequence that Scripture contradicts statements made by mortals, is that they could not have been present when the Earth was made. So Christians should be allowed to treat God as the True Witness. Therefore, what can we deduce about the Original Creation (Pre-Edenic) Cat from *Genesis* chapter 1?

Certainly, the question can be asked, “What purpose did the cat’s hunting instinct serve before the Curse? Another question is “Did the first cat possess the dentition of a carnivore when primeval creational ecology had no animal preying upon another?” My observations of the domestic cat has led me to believe that the answer to the first question is “very little” and the answer to the second question is “probably pre-Edenic cats had canines and carnassial teeth in their jaws. My reasoning for such answers is set out below.

I think that some parental adaptations needed when searching for a stray kitten in darkness are similar to the ones that help a cat to “home” in on a mouse or other kitten-sized prey. In daylight I have seen my cat carry its offspring, one at a time, in its mouth when holding it by the nape of its neck. Then when it sometimes throws its dead prey into

the air makes me wonder if the cat is using an instinct to resuscitate a still-born kitten. Seemingly the cat is as proud of its prey as any parent should be towards its own offspring. The cat apparently loves the prey so much that it could eat it. And it may actually go on to do just that. Of course, mice have long tails, which I think makes them extra attractive to cats. Often when someone is knitting, cats will claw at the wool and when outdoors grab a leaf by its stalk when blown by the wind.

Every time a herbivore gives birth, the accompanying placenta and umbilical cord is meat to be scavenged, which exists independently of the time before any individual died. Similarly, the same adaptations necessary for cats to climb trees to eat fruit like some bats do, would, after the Curse, be useful for raiding nests either in branches or to catch prey on the ground. Therefore, apart from a re-programming of certain instincts coupled with the inability of its liver to synthesise by the process of transamination certain essential amino acids that are no longer present in its plant diet, would lock cats into becoming obligate carnivores.

Almost like matching book-ends, so the description of life during the thousand years of Christ's reign on Earth (at some time after His Second Coming) bears a strong resemblance to animals living without fear of predation as in the Six-Day Original Creation referred to in *Isaiah 11:6-9*.

“The wolf will live with the lamb, the leopard will lie down with the goat, the calf and the lion and the yearling together; and a little child will lead them. The cow will feed with the bear, their young will lie together, and the lion will eat straw like the ox. The infant will play near the cobra’s den, the young child will put his hand into the viper’s nest. They will neither harm nor destroy on all my holy mountain, for the earth will be filled with the knowledge of the LORD as the waters cover the sea.”

In computer terminology that aspect of theology called the Millennium could be renamed as “System Restore”! The effect upon the cat owing to the entry of death because of human disobedience is outlined as follows: The ***r test values*** of the various functional ascriptions for Cat A, B & C were ***−0.89319517001118***, ***−0.90607928290421*** & ***+0.0084533078533168***, respectively.

Obviously, human disobedience greatly affected correlation of Entitial Priority measured in Hexahemeron Units and Linkage Purpose calibrated in Quanticity Values. Therefore, compared with the two versions of the Six-Day Original Creation herbivorous cat, the Edenic curse that transformed it into a carnivorous cat registered with linkological parameter analysis resulting in such disparate *r values*.

6.6. Fossils belong to Noah's Flood rather than to Prehistory

Two of the three books submitted when applying for Ph.D by Portfolio were to do with Noah's Flood. A linkological analysis of its parameters was investigated within the second half of the first book, while the second book attempted to answer the many objections that thinking people often raise about certain aspects recorded in *Genesis chapters 6-9*. Many question the extent and duration of that cataclysm. They set geological phenomena against a world wide event and use both fossils as well as the sequence of strata termed stratigraphy to cast doubt that it ever happened in that time span of history when mankind was inhabiting the Earth.

To all that, they add the difficulties of rock-folding and unconformities that are well-known to geologists studying canyons and the series of mountain building episodes termed orogenies, which seem to be out of place within what amounts to be a year-long Noah's Flood. But such objections start to fade away when it is obvious that present-day conditions were slow compared with the tremendously swift speed when the Creator was operating in the gear of God-Active-Time during Noah's Flood.

Then, again it is reckoned that there is not enough volume of water in the oceans to rise to the top of Mount Everest, yet its topmost rocks contain fossils of aquatic organisms. So during the time of Noah's Flood it was below sea-level and only rose when that Flood abated. Another pointer to there having been a world-wide flood is the remains of the inland Great Lakes in North America and elsewhere the Caspian Sea that could be construed as large puddles that date from Noah's Flood.

The Lord Jesus Christ referred to Noah's Flood in *Matthew 24:36-37* and in *Luke 17:26-27*. Of course, some theologians consider that He was a man of his time and concurred with current views.

That approach is termed kenosis and is thought to involve self-emptying. But such a view is only possible if we overlook what the Apostle Paul wrote to the church in Colossae:

“For in Christ all the fullness of the Deity lives in bodily form”. Colossians 2:9: NIV.

A Polish immigrant to the U.S.A., who believed in evolution and its concomitant vast ages involved in the formation of the fossil record within the geological systems had a change of mind. He has since written several papers using his new name of John Woodmorappe in the *Creationist Research Society Quarterly Journal*. One such is entitled *Radiometric Geochronology Reappraised* that appeared in the *Creation Research Society Quarterly Journal* dated 1979, volume 16 (No.2). This is a very comprehensive survey. He points out the unproven assumptions such as inaccuracies caused by an open system where argon is lost and incorrect ages are discarded as not being authigenic. I would have pointed out that radiometric rocks are igneous intrusions into sediments. Having come nearer the surface from deep down below where scientists suspect the earth’s core is more recent than its crust, it amounts to trying to estimate the age of bricks in a wall by analysing the cement that oozes between them.

The psalmist poetically describes what could well be applied to events during Noah’s Flood in *Psalms 114:6–7* quoted below:

“Why mountains, did you leap like rams, you hills like lambs?”

Tremble, earth at the presence of the Lord, at the presence of the God of Jacob, ...”

Another pertinent account occurred in the miracle when the Lord Jesus Christ stilled a storm on the Lake of Galilee. This is the record in Matthew’s Gospel:

‘Then he [Jesus] got into the boat and his disciples followed him. Suddenly a furious storm came up on the lake, so that the waves swept over the boat. But Jesus was sleeping. The disciples went and woke him, saying, “Lord, save us! We’re going to drown!” He replied, “You of little faith, why are you so afraid?” Then he got up and rebuked the winds and the waves, and it was completely calm. The men were amazed and asked, “What kind of man is this? Even the winds and the waves obey him!”’ Matthew 8:23–27. NIV.

Another most extensive study by John Woodmorappe was entitled *A Diluviological Treatise on Stratigraphic Separation of Fossils* (1983) in CRSQJ, volume 30 (No. 2) pages 133-185. Woodmorappe mentions several reasons in the above mentioned 1983 article on pages 167 and 169-171 for the apparent absence of pre-Pleistocene human remains. Also, in essence, Woodmorappe (1983) has sought to investigate how both fossils of interest to palaeontologists and geological stratigraphy beloved by Earth scientists may fit within the one year span of Noah's Flood.

While reading that lengthy paper, quoted above, that took into account the global distribution of fossils, I was fascinated to follow his belief that tectonic upheavals affected their distribution. Then when I read his paper Woodmorappe (2002), he mentioned in the next paragraph below this one, where the apparent fixity of the courses of two river systems that existed before Noah's Flood still exist today, it made me wonder. You know, when you let go of a string attached to a model yacht on a pond, you may resort to throwing stones beyond that boat to make ripples to bring it nearer the edge from where it may be retrieved, so the following thought occurred to me. Obviously where orogenies and geosynclines were forming, such high waves might well have sunk the Ark on what was then a worldwide ocean. Therefore, because the Ark had neither any form of propulsion nor a rudder for steering, then perhaps someone like Woodmorappe with such extensive positional data (to do with longitude and latitude) might well be able to deduce the route of its safe voyage from where Noah lived to where the Ark became grounded among the mountains of Ararat in present-day Armenia.

Certainly, Woodmorappe's 2002 article for Creationist Research Society Quarterly, examined the courses of two named rivers and their positions before and after Noah's Flood in an article entitled *The Feasible Same-Site Reappearance of the Tigris-Euphrates River System after the Global Flood*.

In contrast to Woodmorappe's approach, my method is to arrive at the same conclusion, but by a different route. This present study is to show that when the account of the Six-Day Original Creation recorded in the *Book of Genesis* is taken at its face value, then there simply was no long period of animals to exist and then die before mankind inhabited the Earth on Creation Day Six. That was because the non-human writer insists that physical death only arose after human disobedience. Therefore, all fossils found

embedded in sedimentary rocks are most likely to have been collateral victims of Noah's year-long Flood, which were not selected to be occupants within Noah's Ark. Accordingly, no life form died before mankind's disobedience, which caused the Creator to allow physical death to exist as a curtailing factor in the ecosystem. In other words we should view fossils as markers of RECENCY not of REMOTENESS pointing to alleged prehistory.

The second of the three books submitted for Ph. D. by Portfolio was entitled *Captain Noah's Log Book: Voyaging when the Fossil Record was Accruing!* Much of chapter four alludes to the puzzling picture of past history reconstructions. While chapter six recalls that because all species existed before the end of Creation Day Six fossils forming during Noah's Flood were contemporary and had within chapter six of that book all animals are classified, and according to Professor Alfred Sherwood Romer in his book entitled "*Vertebrate Palaeontology*" published in 1966, there were no cases found to give any support for evolution. No transitional specimens were reported among the fossils that could be recognised as 'missing links'.

When studying a textbook entitled *Vertebrate Paleontology* (sic) (Third Edition) printed by Chicago University Press in Chicago and London in 1966 and was written by Professor Alfred Sherwood Romer, on page 33, he stated these words:

"...the placoderms are the oldest of all jawed vertebrates. They appear at a time – at about the Silurian-Devonian boundary when we would expect the appearance of proper ancestors for the sharks and higher bony fish groups. We would expect "generalised" forms that would fit neatly into our preconceived evolutionary picture. Do we get them in the placoderms? Not at all. Instead we find a series of wildly impossible types which do not fit into any proper pattern; which do not at first sight, seem to come from any possible source, or to be appropriate ancestors to any later or more advanced types. In fact, one tends to feel that the presence of these placoderms, making up such an important part of the Devonian fish story, is an incongruous episode; it would have simplified the situation if they had never existed! But they did exist; and we must attempt to fit them into the vertebrate evolutionary story.

Such a disappointment reminds me that fossils show an order of burial rather than favouring any order of creation or any order of evolution. Being armour-plated fish, the

placoderms were buried below remains of other fish to demonstrate their relative density termed elutriation,. That is why chicken eggs are placed in a bucket of water. The fresh ones sink whereas the ones with gases trapped inside their shells will float.

6.7. Some genetic considerations relevant to Genesis

The third of my three books submitted was entitled 'Sherlock Holmes and the Garden of Eden: How Genetics links chapters 2,3 & 4 in the *Book of Genesis*' was probably the eventual outcome of being a teenager and travelling each week from Essex into South Kensington to visit the *Natural History Museum*. At that time I believed in evolution, but had a problem about how within the span of the lifetime of the first generation of many species, gender differentiation had to have occurred. So, I was pleased to purchase a book on the subject of the Evolution of Sex from the museum bookstall in about 1950. I read it through and discovered that the most likely candidate known at that time was an animal parasite that could not live without having a species of cattle as its host. So I was none the wiser. How could a parasite have pioneered the origin of male and female when its host species was already existing as two genders?

I knew that the Creator described that mankind was male and female when formed on Day Six in *Genesis chapter 1* and provided more details in the following chapter. But what interested me the most was why in *Genesis 4:15* the Creator marked Cain's forehead. That was when Cain knew that he was guilty of fratricide for he had already killed his brother Abel. The mark of Cain made me curious to think about what mitigating circumstances existed for his Maker to shield a murderer.

Eventually seven implications arose in my mind to do with the way Cain's mother was derived from part of Cain's father. His mother although female was derived from a male by human cloning. So there was a one in four chance that Cain's parents could produce a son having inherited two Y chromosomes. As such, Cain's mother Eve would have possessed the same genes as Cain's father Adam. If we assume that Adam was diploid, then so, too, was Eve. Yet although Eve possessed a Y chromosome, she was only expressing the feminine nature whereby perhaps an autosome helped her to express her feminine attributes. So then, three states were involved. One is possession. Another is suppression, which leads to the third that is expression.

From the aforementioned implications arose a similar number of repercussions. Owing to the need for a female human being normally having to possess two X chromosomes in order to be born as a girl, then within that first family, there would be a preponderance of boys compared with girls. Also within that first filial generation of males a quarter of those males could be YY rather than the usual XY genotype. Nowadays, the Y chromosome apart from possessing the SRY gene, may have, over many generations, lost much of its gene content, but can survive by relying on the repertoire of its X chromosome.

It was Dr. Patricia Jacob when working in Edinburgh prison that discovered that most of the inmates in the wing holding violent offenders possessed an extra Y chromosome. That was then confirmed by staining cells scraped from the lining of their buccal cavities. Also blood tests revealed that those same individuals had twice the normal amount of testosterone hormone in their samples. So when provoked, their actions could lead to grievous bodily harm or even worse. Such men possess an XYY genotype and are said to suffer from Jacob's Syndrome. On the basis of *Genesis 4:15*, that medical condition should be renamed Cain's Syndrome because of the "law of priority" to be found enacted in *Genesis 2:19* and is regularly practised in choosing scientific names of biological species. Another repercussion includes the statistical improbability of Cain to ever father any daughters owing to his lack of a proper X chromosome as well as to be aware that Eve's mitochondrial DNA was originally derived from Adam's genotype from whom she was cloned.

A very important statement was made about a future male offspring of that transsexual woman Eve. He was described as being the "Seed of the Woman". At the time that it was spoken in the Garden of Eden there was only one woman on the Earth and she bore a Y chromosome. Yet her distant descendant would be Someone sent to destroy the works of the devil. We know Him as the Lord Jesus, Christ, Who was born to the Virgin Mary. When she was conceived by her mother named Anne, she started life as a genetic male, but during pregnancy she was outwardly a normal looking female, which explains that when she became pregnant and bore her Son named Jesus, she did not need any contribution from another man to father that Child.

Normally in mammalian parthenogenesis, unfertilised females can only become parents of offspring that, like their own mother, are also female. (Incidentally, female Wood Lemmings often possess an XY genotype.).

6.8. The contribution of the protoevangelium uttered in the Garden of Eden

The so-called “seed of the woman” is mentioned in *Genesis 3:15* and it is a very important verse referred to by theologians as the Protoevangelium, because it is the first reference to the coming of the Lamb of God, Who is the Saviour of the World as well as the expected King of the Jews named the Messiah. All in all, it amounts to the announcement of Good News, often called the Gospel. It gives hope to human beings who would otherwise be like rats in a cosmic trap were it not that the Creator, Who instigated physical death as a means of limiting the prospect of all descendants, who inherited the fallen nature of Adam and Eve, originally disobeyed the only Commandment to not eat the fruit of the Forbidden tree of the so-called the Knowledge of Good and Evil.

In a way the Protoevangelium is a very important link because the Seed of the Woman acts like the glass slipper in the story of Cinderella, whose godmother mentioned that after the last stroke of midnight that everything would return to normal. But the glass slipper remained to reconnect her with the Prince who later married her. In the same way, the Protoevangelium, uttered by the Creator in the Garden of Eden, connects all people with the origin of death by human disobedience, which happened in that same location, so all who believe are part of Christ’s body on earth and will become the Bride of Christ in the New Jerusalem that will descend upon the New Earth as recorded in *Revelation 21:1-5*,

‘Then I saw “a new heaven and a new earth,” for the first heaven and the first earth had passed away, and there was no longer any sea. I saw the Holy City, the new Jerusalem, coming down out of heaven from God, prepared as a bride beautifully dressed for her husband. And I heard a loud voice from the throne saying, “Look! God’s dwelling place is now among the people, and he will dwell with them. They will be his people, and God himself will be with them and be

their God. 'He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away.' He who was seated on the throne said, "I am making everything new!" Then he said, "Write this down, for these words are trustworthy and true."

The actual icing on the cake is that whereas mankind's disobedience allowed death to enter God's originally perfect creation, it was the death of Someone Who had no sin whatsoever and yet chose to die for the whole of mankind and will one day cause even death to "pass away".

The Apostle Paul summed this up in *Romans 11:32* where he wrote:

'For God has bound everyone over to disobedience so that he may have mercy on them all.'

The Doxology in the next three verses forms a wonderful reaction to that truth:

*'Oh, the depth of the riches of the wisdom and knowledge of God!
How unsearchable his judgments, and his paths beyond tracing out!
"Who has known the mind of the Lord? Or who has been his counsellor?"
Who has ever given to God, that God should repay them?"
For from him and through him and for him are all things. To him be glory forever!
Amen,'*

In drawing towards a close, my belief that physical death is inextricably linked with the Creator's reaction towards disobedience in models of Himself, which were the climax of Six-Day Original Creation, is resting upon what the apostle Paul wrote about the Nature and Character of Almighty God in a letter to Titus as follows:

"Paul, a servant of God and an apostle of Jesus Christ to further the faith of God's elect and their knowledge of the truth that leads to godliness – in the hope of eternal life, which God, who does not lie, promised before the beginning of time," Titus 1:1-2 (NIV).

Although we are assured that all things are possible with God, that glorious exception improves the rule that he is not ever going to bear false witness. So my thesis title rests on theology, and according to *Genesis 2:4* the Creator was the Narrator who provided a simple account of everything that occurred when it was actually happening.

In keeping with the Original Creation having no physical death because the Creator described everything as “very good” at the end of Day Six, three arguments spring to mind. Each would abolish the concept of millions of years of time in the past for evolution to have actually produced all present life forms from extinct ancestors by death causing the less fit to die during natural selection.

The first includes back tracking geomagnetism, which is reckoned to have a half life of 1400 years. So in about 600 A.D., it was twice as strong as nowadays. Then in 800 B.C., it was four times as strong compared with the present time. At this rate in about a score of millennia, its strength would have exceeded that at which magnetic stars explode! Therefore, because our planet still exists, then it cannot even be one million years old.

The second is to do with the Jurassic Coast, which has cliffs in the counties of Devon and Dorset, alongside the English Channel. At very low tides, it is possible to measure the width of the wave-cut platform, from where the land used to be to where wave and frost damage have eroded it to be at its present position. When the average annual rate of cliff erosion, measured in centimetres, is divided into that of the wave cut shore platform, measured in metres, the scores are generally in the Third Millennium B.C.E. (before the common era). Such results match well with those made by historians for the end of Noah’s Flood, when new land emerged as the Flood water abated. But this time its rocks had fossils galore!

The third concerns the vast dimensions of very distant galaxies. This was an insight conveyed to me in a corridor of *Cloverley Hall Christian Conference Centre*, near Whitchurch in Shropshire by an academic, who was a Professor of Physics at Leeds University. Apparently, using the present speed of light, calculations show that when any light enters from one side, it would take about two billion years before it starts to exit from the opposite side. However, several times in the Old Testament, the LORD God told his people that he had stretched out the heavens in the *Holy Bible Psalm 104:2; Isaiah 40:22; Isaiah 42:5; Isaiah 44:24; Isaiah 45:12; Isaiah 48:13; Isaiah 51:13; Jeremiah 10:12; Jeremiah 51:15 and Zechariah 12:1*; Naturally, we do not know how swiftly that act was performed, but we feel sure that it was done in God Active Time. Yet every time we go to check it, we can only use God Resting Time! (Incidentally, anyone measuring the speed of

a parked car could calculate that it took much longer than the age of its driver, who had recently driven that vehicle just one and a half miles to have reached that spot).

Instead of quoting all the references in the previous paragraph, the prophet Isaiah as the LORD's spokesman reported on two occasions:

"It is I who made the earth and created mankind on it. My own hands stretched out the heavens; I marshalled their starry hosts." Isaiah 45:12 NIV.

"My own hand laid the foundations of the earth, and my right hand spread out the heavens; when I summon them, they all stand up together." Isaiah 48:13 NIV.

The latest of a series of attempts to study the Common Frog is presented beyond this page without duplication of what has so far been written in this Project Three essay. That study is a quest to see which of Karl Pearson's ***r values*** results in a higher score that could help to indicate upon which of two Original Creation days amphibians such as the Common Frog were created. Did it start to exist as an adult on Creation Day Five or on Creation Day Six? Therefore, Linkology can be applied to answer problems that might otherwise remain hypothetical. As such this study is a sample indicating how Linkology can be applied to everyday biology having principles rooted in Genesis Six-Day Original Creation, where both unitary incapacitation and reciprocal alleviation, necessitate linkage. Certainly it is a way of preparing data for later having that tested for its Karl Pearson ***r value*** rating. This essay will continue with my study of **Making Sense of the Common Frog *Rana temporaria* L.** Beyond that, as an Appendix, this Project Three Essay will end with a similar study to answer the same question about whether the Creator made the first pair of amphibious Duck-billed Platypuses on Creation Day 5 or Creation Day 6.

In a way, Land before Life coupled with human disobedience is an underlying reason that culminated in the events of Christmas, Eastertide and the Pentecostal proclamation at Whitsun. Sea-floor rock, rising on the Third Day of the Six-Day Original Creation to become new land before any organisms existed propels fossils from so-called Prehistory to Noah's Flood and, therefore, links the origin of death to having occurred within the span of mankind's time on Earth.

In *Romans 8:28*, the Apostle Paul remarked that all things can work together for good. As a subplot, this present study demonstrates an unusual partnership. For it shows how even an atheist's mathematical formula can be co-opted to illuminate the *Book of Genesis* compiled by Moses from sources including God's Own account of the Six-Day Original Creation. Such a coalescence of opposites outmatches and outshines any conspiracy of adversaries.

I am both grateful to the staff of the *Natural History Museum* in South Kensington and also to the mathematical genius of Karl Pearson that made this study into the Original Creation as recorded in the *Book of Genesis*, such an exciting adventure for me to undertake. Also I have been blessed to have other people help me with my computer difficulties. Locally these include Rev. Jonathan Marsden, Mr. David Kinnard, Mr. Jamie Barnikel and my supervisor Dr. Clive Palmer, whose grasp and advice has often enabled me to remain encouraged and happy about this study.

Gerald Duffett

Tenby

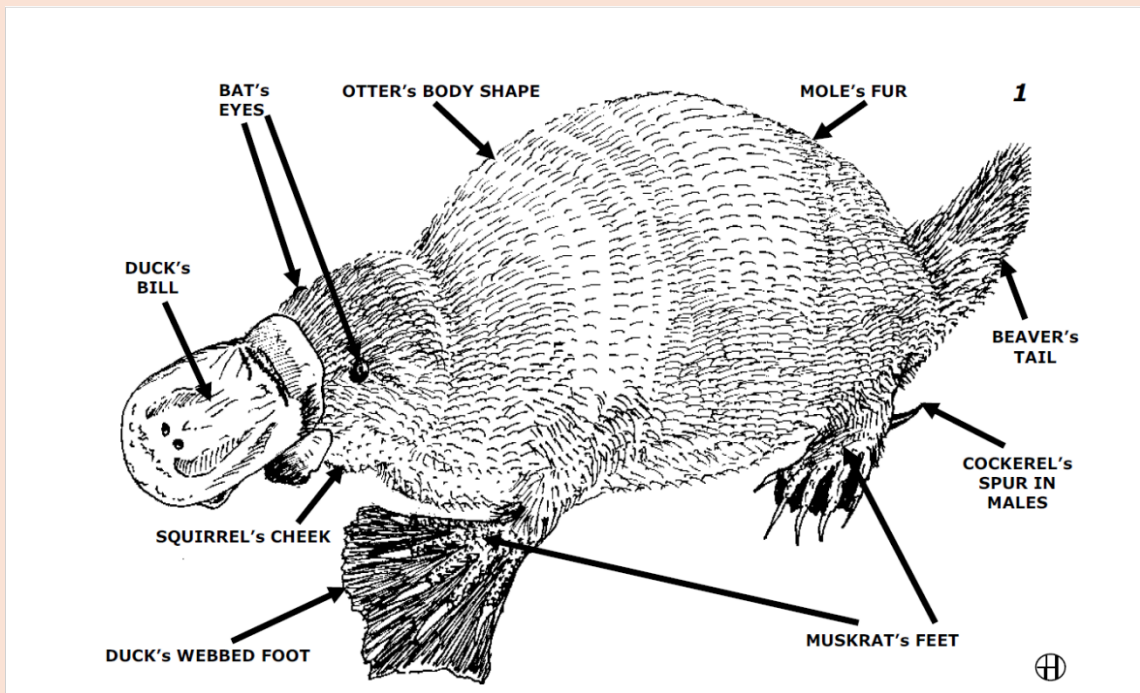
2026

6.9. Linkological Study (i): Making Sense of The Duck Billed Playpus

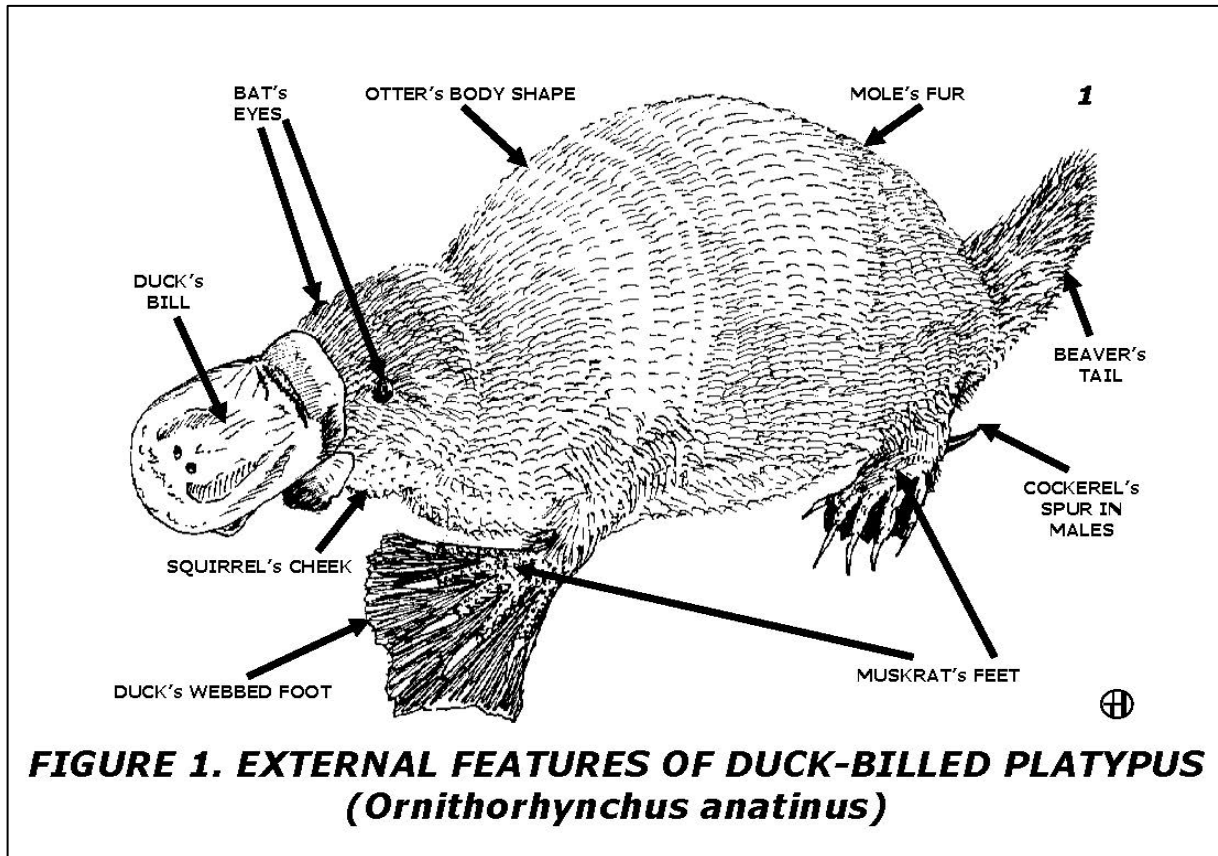
Gerald Duffett (2021)

Making Sense of the Duck-Billed Platypus Ornithorhynchus anatinus.

A linkological study



**Welsh Riviera Press,
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<u>MAKING SENSE OF THE DUCK-BILLED PLATYPUS</u>	2
<i>Ornithorhynchus anatinus</i>	
CONTENTS	
	PAGE
	No.
<i>Figure 1.</i> External Features labelled diagram on Cover.	1
What this study is about.	3
Asking obvious questions.	6
Asking more technical questions.	7
Answering questions.	8
Eclipsed Evolution.	9
Design Linkage.	10-13
<i>Key List</i> to Linkogram Numbers arranged into Functional Categories.	14
<i>Figure 2.</i> Linkogram of Entities.	15
<i>Figure 3.</i> Linkogram of Ascribed Functions.	16
<i>Table 1.</i> Link List.	17-19
<i>Table 2.</i> Linkogram Data.	20-21
<i>Table 3.</i> Nomogram for calibrating Purpose on y-axis.	22
<i>Table 4.</i> Nomogram for calibrating Priorities on x-axis.	23
<i>Table 5.</i> How X-axis priorities were calculated for categories.	24
<i>Table 6.</i> Data Analysis Table.	25
Karl Pearson <i>Formula for Product-Moment Correlation Coefficient</i>	26
<i>Figure 4.</i> Scatter Diagram of Bivariate Data.	27
Discussion of Results.	28
Conclusions.	29
Further Work.	30
Acknowledgements. Bibliographical Selection.	31
Appendix.	32-33

WHAT THIS STUDY IS ABOUT.**3**

The Duck-billed Platypus drawn on the cover is not easy to understand. Some reasons make it most puzzling. One problem is that its features overlap boundaries. So it is difficult to categorise. Although classified as belonging to mammals, its possession of features suggests design affinities with birds and reptiles. Others even viewed platypus as the common ancestor of mammals!

How might anyone start to make sense of Platypus? One good rule is to travel from the known to the unknown. Before starting this journey into mathematics and statistics the idea of marriage may help. Where marriage only occurs between one man and one woman, then we are aware of the idea of a perfect match being a one to one ratio. Some describe sameness being six of one and half a dozen of the other or having a ratio of 50:50. Anyway, dividing one number by its matching partner number results in a score of 1.0 (also called 100% statistical significance). Statisticians seek to discover if compared categories come close to that result by using a mathematical test for correlation coefficient. A result of 0.99 is much closer to 1.0 than one of 0.95.

Imagine a survey of how many couples wed in three parish churches during a particular year. In the first, four couples marry, seven in the second and fifteen in the third. The numbers of males could be plotted as ordinates along one axis of a graph and numbers of females as the abscissas along the other axis of the same graph. The plot of such co-ordinates would lie exactly on a line having a slope of 45 degrees arising from the origin of each axis rated as zero. Those graph plots resemble beads strung on the same string, which is termed the regression line. But few studies in biology are so straightforward.

4

At first sight any attempt to connect the start with the finish of this Platypus study may seem difficult. It is like trying to explore how the moving parts seen inside the back of a pocket watch contribute to the dial hands telling the time as they rotate at different speeds between the glass and the clock face!

Apart from relating structures to functions, a subsidiary objective of this Platypus study is to attempt to tell the time! That is to test whether Platypus, which is at home in the water and on land, might have been created on Day Five or on Day Six of the time period known as the Original Creation. Only Genesis provides entities and their biological functions with the parameter of Priority.

Its various Platypus parts dovetail with each other as well as with environmental conditions. Each entity in the *Key List* represents either a bodily part or an omission regarded as being a significant absence or an item within the habitat. The *Link List* shown as *Table 1* explains how each of the 61 links makes sense connecting the various 38 items termed entities seen in *Figure 2 & Figure 3* along with the data shown in the *Scatter Diagram* as *Figure 4*. It is *Table 1 Link List* that stops this data from becoming a bridge too far!

Raw data in *Figures 2 & 3* became transformed into that shown in *Table 2*. *Table 3* is a *Nomogram* showing how scores in the sixth and seventh columns of *Table 2* can be matched. Similarly, *Table 4* is another *Nomogram* showing how data collected from the days of the Original Creation recorded in *Genesis* were further refined in *Table 5* before becoming scores used in the last column of *Table 2*, the fifth column of *Table 6* before being plotted on *Figure 4*.

5

This next page will explain how the direction in which arrows point helps to supply the parameter of Purpose by its overall Contribution Fittingness.

Now it is necessary to go into detail how the relative value was calculated for the contribution made by each numbered item shown in *Figure 2*. Items having many arrows pointing away are clearly giving more support to their neighbouring entities than items having many arrows pointing towards them.

An example of the most supportive is Entity No. 8, which is the Bill Muzzle or actual Duck Bill of Platypus having eight outward pointing arrows compared with only two inward pointing arrows. Therefore, in *Table 2* entitled Linkogram Data the sixth column shows it has a Polarity Difference of +6. Thus Entity No. 8 is the most supportive out of the entire set shown in *Figure 2*.

The least supportive is Entity No. 36 representing No Sucking because it is surrounded by arrows pointing towards it from neighbouring entities giving it a Polarity Difference of -4.

The main objective of this Platypus study is to ascribe certain values to items and events that arose at various stages within the creation and may apply to the Platypus and its habitat. This study deals with 38 entities. Each one of the 38 entities has been classified as belonging to one or two of the six categories of biological functions as shown in *Figure 3* entitled *Linkogram of Ascribed Functions*.

Data in this Platypus study arose from two sources — ordinates from entities and abscissas from linkage arrows were plotted as co-ordinates in *Figure 4* and checked for statistical significance using the formula on page 26 to calculate *r*.

MAKING SENSE OF THE DUCK-BILLED PLATYPUS

6

ASKING OBVIOUS QUESTIONS.

- Q1. Why does the platypus have jaws like a duck's bill?**
- Q2. Why does the platypus have small eyes?**
- Q3. Why does the platypus have no ear flaps?**
- Q4. Why does the platypus have fur that can be stroked to lie down either way?**
- Q5. Why does the platypus have no pouch for its young?**
- Q6. Why does the platypus have feet like a muskrat?**
- Q7. Why does the platypus have a tail like a beaver?**
- Q8. Why does the male platypus have a spur like a cockerel's?**
- Q9. Why does the platypus have nostrils on its upper bill tip?**
- Q10. Why do young platypuses lick the fur on their mother's belly to obtain milk?**

ASKING MORE TECHNICAL QUESTIONS.

- Q11. Why does the platypus have a long secondary palate?**
- Q12. Why does the platypus lack a lachrymal bone?**
- Q13. Why do adult platypuses possess smaller teeth than compared with when they were younger?**
- Q14. Of what use are platypus cheek pouches?**
- Q15. Why has the female platypus no proper uterus?**

MAKING SENSE OF THE DUCK-BILLED PLATYPUS**7****ASKING MORE TECHNICAL QUESTIONS (continued).**

- Q16. Why does the female platypus lack nipples?
 Q17. Why do young platypuses never suck milk from their mother?
 Q18. Why does the female platypus lay eggs?
 Q19. Why does the male platypus possess a poison gland?
 Q20. How does the electric field around the bill of a platypus help it hunt for food?
 Q21. How does the platypus manage to feed in the dark?
 Q22. Why do young platypuses have a caruncle on each of their bills?
 Q23. Why does the platypus have expanded limb bones?
 Q24. Why does the platypus have an underwater entrance to its burrow?
 Q25. Why does the platypus have a spiky tongue?
 Q26. How do platypuses mate when the male has no proper penis?
 Q27. How are platypuses adapted to life in the water?
 Q28. How are platypuses adapted to digging burrows and living inside them?
 Q29. How are platypuses adapted to hunting mainly at night-time?

MAKING SENSE OF THE DUCK-BILLED PLATYPUS**8****ANSWERING QUESTIONS.**

Sometimes a good idea is to answer a cluster of questions which are inter-related.

For example, questions 1, 10, 13, 16, 17 & 25 are connected.

So, too, are questions 9 & 11.

Likewise, questions 14, 20 & 21.

Also questions 8, 19 & 26.

Furthermore, questions 3, 5, 7, 12 & 27.

Moreover, questions 4, 6, 23 & 28.

Penultimately, questions 15, 18, 22 & 28.

Finally, questions 2 & 29.

Of course, the above mentioned clustering does not rule out cross connections such as between questions 5 & 28 as well as between questions 1 & 20.

Question numbers which begin with the letter 'Q' should NEVER be confused with entity numbers in the LINK LIST tables, the first column of LINKOGRAM PARAMETERS, the LIST of numbered entities also shown within circles in the ENTITIAL LINKOGRAM diagram.

THE PLATYPUS APPEARS TO HAVE ECLIPSED EVOLUTION.**9**

This animal is stranger than any encountered by Alice in her 'Wonderland'. In some respects the platypus outdoes the combination of a dodo crossed with the smile of the Cheshire cat! No wonder J. F. Blumenbach in 1800 named a stuffed specimen *Ornithorhynchus paradoxus*! At first even experts mistook Platypus for a taxidermist's hoax!

Although the platypus possesses features typical of reptiles, birds & mammals, it is not considered to be an ideal generalised ancestor. Two reasons prevent the platypus from being hailed as a stepping-stone stage in evolution. Its fossil remains are in rocks claimed to be too recent to hold a common ancestor. Also, while some structures are deemed to be 'primitive', others are decidedly highly specialised. Only the Creator mixed and matched eclectically to form this beast!

The discovery of a platypus tooth in Patagonia might be proof that monotremes did not originate in Australia. Whereas most monotreme skeletons are found as fossils in the so-called Pleistocene and Recent rocks, those of marsupials exist as fossils from the so-called Upper Cretaceous. In other words, the more advanced marsupials are found in rocks much lower down in the so-called Fossil Record than the more primitive monotremes!

10**THE PLATYPUS APPEARS TO HAVE ECLIPSED EVOLUTION (continued)**

All in all, the existence of the platypus shows that the origin of the mammals by evolution must remain a 'pipe-dream' or, at best, an exercise into anatomical anagrams unsupported by Jurassic fossils where platypus fossils are still missing.

On the other hand, the mosaic of transclassical vertebrate features represented in the platypus, along with the juxtaposition of numerous characteristics belonging to many other animals, mentioned on page 1, gives credence to the belief that platypus points to the COMMON ORIGINATOR of species.

The perfect way in which the platypus is adapted to its ecological requirements results in it being a natural collage of curious characteristics. Zoologists are only puzzled by the strange combination of its parts if they have not tried to make sense of its perfect adaptation to being underground or in freshwater and with reproductive needs. Platypus shows design for a LINKAGE FITTINGNESS rather than 'the survival of the fittest'.

11

DESIGN LINKAGE IN THE DUCK-BILLED PLATYPUS*Ornithorhynchus anatinus*

'... the whole body fitly joined together ...' *Ephesians* chapter 4, verse 16.

THE PLATYPUS HAS NO EAR-FLAPS.

Along with the duck-billed muzzle and beaver-like tail, having no external ears helps to make the body of the platypus, shaped like an otter, streamlined for swimming in water.

THE PLATYPUS HAS AN ELECTRIC FIELD AROUND ITS DUCK-BILL.

This enables the platypus to avoid obstacles ahead of itself as well as allowing it to detect food items which are within reach of its mouth. Therefore, it can feed in the dark. Also the platypus does not need daylight to see its food. So it can keep most of its activities to darkness and avoid being seen by predators which need light for their eye-sight. All this is in keeping with its dark coloration and small eyes.

THE PLATYPUS HAS A SPIKY TONGUE.

When young, this tongue is used to lick milk exuded from its mother's fur. When adult, the same tongue is useful to push food from the bill into the cheek pouches if it needs to be stored before being swallowed.

THE PLATYPUS HAS A LONG SECONDARY PALATE.

This enables it to breathe air from its dorsal nostrils situated near the tip of its bill, which is filled with food and, as yet, unswallowed water.

12

DESIGN LINKAGE IN DUCK-BILLED PLATYPUS (continued)

The lachrymal bone grows around the tear duct, which drains away tears from the punctum on the lower eye-lid. But because platypus often swims in water, its eyes receive regular washes of river water. So *no* tears are necessary. Neither drainage ducts, nor special skull bones surrounding such ducts exist in the platypus.

THE PLATYPUS HAS BI-DIRECTIONAL FUR.

Having fur that can be stroked either way, means that the platypus can travel forward or backward, both when swimming in water and when traveling inside its tunnels. Its fur in this respect is like that of a mole which avoids soil particles becoming trapped on its body surface.

THE PLATYPUS HAS WEBBED FEET.

This condition is useful both for swimming in water and also for excavating soil when making tunnels and nest sites in the river bank.

THE PLATYPUS HAS EXPANDED LIMB BONES.

Such expansion provides extra surface for the attachment of muscle tendons. This enables powerful strokes during either swimming or when excavating tunnels and/or nest sites in the river bank. The fibula has an upper extension like on the ulna for tendon attachments.

THE MALE PLATYPUS HAS AN INADEQUATE PENIS.

Some zoologists go so far as to say that it has no proper penis. Therefore, during mating, the female must remain still otherwise it will fail to receive any transfer of sperm owing to the male's shortcoming.

DESIGN LINKAGE IN DUCK-BILLED PLATYPUS (continued)**13****THE MALE PLATYPUS HAS A TIBIAL SPUR.**

This is used to inject poison via a duct from a gland in the male's thigh into any female that moves during mating. It has the effect of paralysing her so she remains still for long enough to receive spermatozoa.

THE FEMALE HAS NO PROPER UTERUS.

The reason for this lack is that instead of developing as embryos within a womb, the young take shape within eggs. (Incidentally, the spiny echidna transfers its eggs to its pouch where they are incubated until hatched!)

THE FEMALE PLATYPUS HAS NO NIPPLES.

Interestingly, two reasons exist for this condition. Obviously because the young have a bill they cannot make an air-tight seal to suck milk as efficiently as if they had lips like other mammalian babies. Also, because the young platypus have teeth inside their bills this would result in them biting on their mother's protruding milk outlets. So she wisely has none!

THE FEMALE PLATYPUS HAS NO POUCH FOR HER YOUNG.

Once again, there are two reasons for this lack. Obviously, swimming in water for some time would result in any young within a pouch, becoming suffocated and/or drowned. Also, any pouch may collect soil like a dustpan when excavating so any young could be buried alive within such a pouch!

THE YOUNG PLATYPUS HAS AN EGG-TOOTH.

This along with another protuberance on its head also called a caruncle helps the young platypus to successfully break out of its shell when the time is ripe.

KEY LIST TO DUCK-BILLED PLATYPUS LINKOGRAM NUMBERS ARRANGED INTO FUNCTIONAL CATEGORIES

14**SWIMMING ADAPTATIONS:**

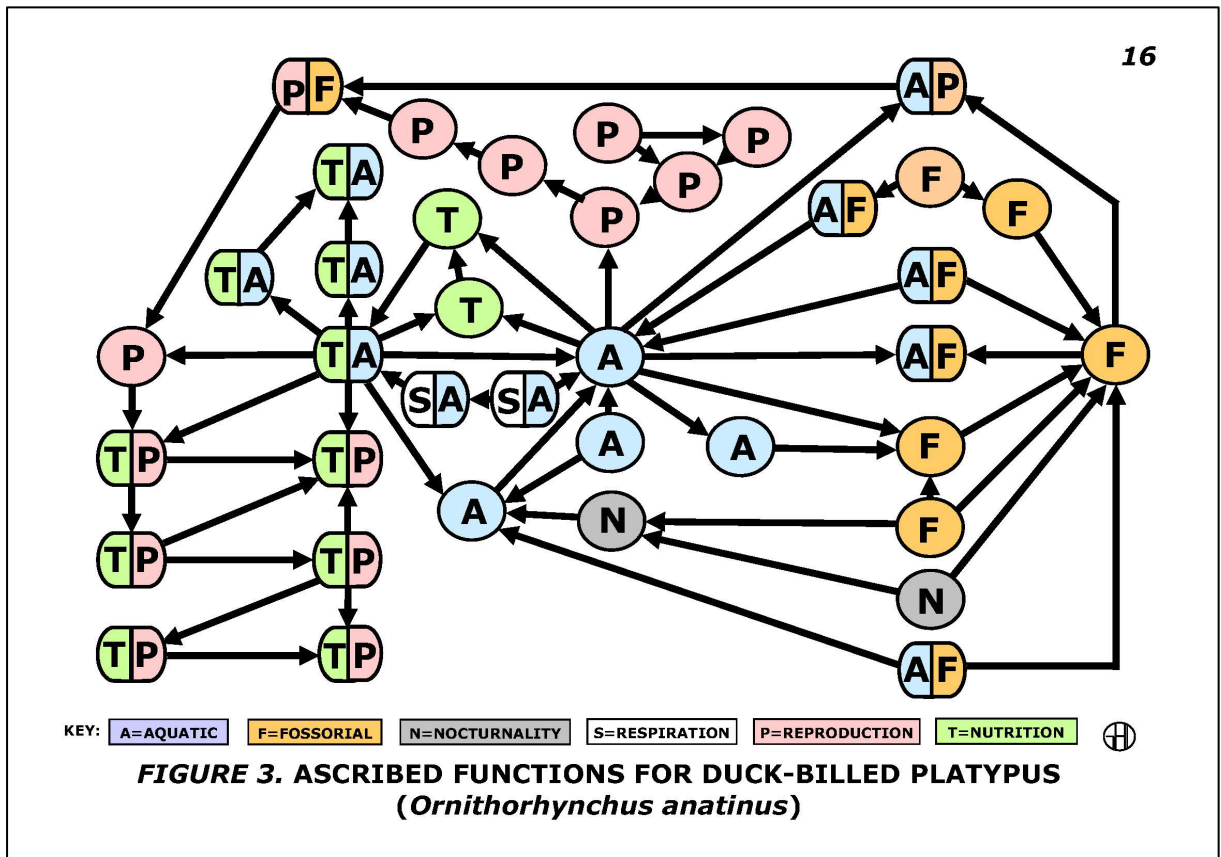
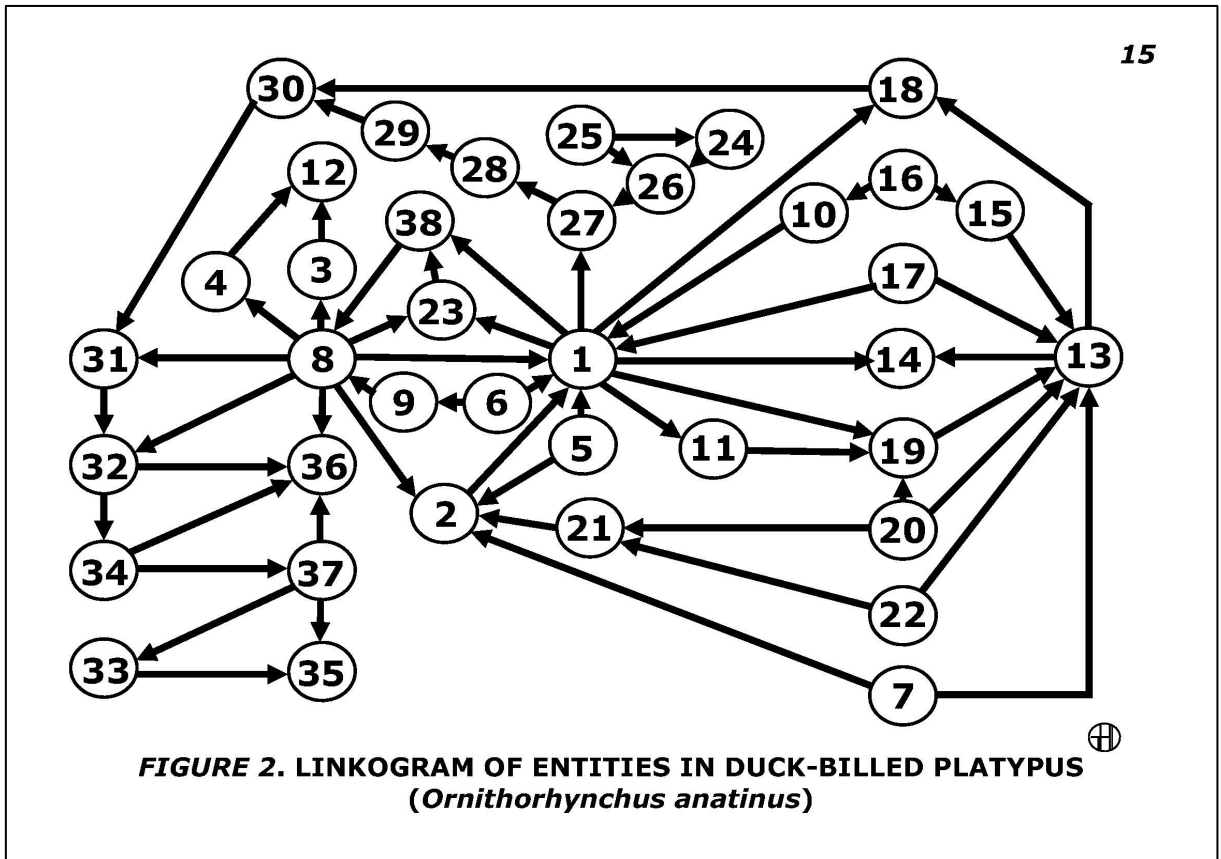
1. Freshwater
2. Streamlined body
3. Spiky tongue
4. Adult teeth
5. Flat tail
6. Bill-tip nostrils
7. No ear flaps
8. Bill muzzle
9. Long secondary palate
10. Webbed digits
11. No lachrymal bone
12. Cheek pouches
- BURROWING ADAPTATIONS:**
13. Earth/excavation
14. Underwater tunnel entrance
15. Clawed digits
16. Expanded limb bones
17. Flattened fur
18. No pouch
19. Small eyes

NOCTURNAL ADAPTATIONS:

20. Tunnel/darkness
21. Dark body
22. Night
23. Electrical field around bill

REPRODUCTIVE ADAPTATIONS:

24. Poison glands
25. No proper penis
26. Tibial spur
27. Mating
28. Fertilisation
29. No proper uterus
30. Eggs laid in burrow
31. Caruncle/egg-tooth
32. Only young have teeth
33. Females secrete milk
34. No nipples
35. Pre-pubic bones
36. No sucking
37. Young lick mother's fur for milk
38. Food items



FROM	TO	COMMENT
1	11	No need for eyes to have a 'screenwash' when immersed in water.
1	14	Underwater entrance to burrow reduces danger from terrestrial predators.
1	18	No pouch prevents young from drowning or suffocating inside pouch.
1	19	Underwater videos show that the eyes remain closed.
1	23	Electrical field is present in the water around the bill.
1	27	Captive specimens mate only in the water.
1	38	Food items exist in the water.
2	1	Streamlined body reduces turbulence when moving in water.
3	12	Spiky tongue helps to guide food into the cheek pouches.
4	12	Adult teeth anchor food in posterior bill until moved to cheek pouches.
5	1	Water is the best medium for flat tail to propel animal.
5	2	Tail contributes to streamlined rear of the body.
6	1	Nostrils at the very tip of bill aid breathing while remaining mostly submerged in water.
6	9	Having nostrils at the tip of bill helps secondary palate to be long.
7	2	No earflaps contributes to overall body streamlining.
7	13	Sunken ears prevents earth entering them during burrowing.
8	1	Bill suited to feeding in water.
8	2	Shape of bill muzzle contributes to overall body streamlining.
8	3	Bill holds food item until spiky tongue moves it along.
8	4	Bill best holds food item at hinge of jaws where adult teeth exist.
8	23	Bill is sensitive for detecting electrical field disturbances.

FROM	TO	COMMENT
8	31	Egg tooth assists young to hatch from eggshell.
8	32	Teeth in young grips food item to prevent it slipping out of the bill.
8	36	Bill cannot make an airtight seal for sucking milk.
9	8	Strengthens muzzle with an extra deck made of bone.
10	1	Web between digits assists limb locomotion in water.
11	19	No lachrymal bone as no need for tears when living in water.
13	14	Excavating tunnel in river bank.
13	18	No pouch prevents earth entering it while excavating burrows.
15	13	Clawed digits help to excavate burrows in earth of river bank.
16	10	Expanded processes for muscle attachments aids digging.
16	15	Accommodates powerful muscles to move claws for digging.
17	1	Fur flattening in either direction prevents turbulence.
17	13	Prevents earth collecting in fur when moving inside burrows.
18	30	Excavating nesting burrows.
19	13	Large eyes might have earth in them <i>cf.</i> mole eyes are small.
20	13	Darkness exists inside burrows and eyes are closed during excavation.
20	19	Small eyes are reminiscent of moles which also excavate and live in tunnels.
20	21	Cryptic and heat absorbing during burrowing activities.
21	2	Cryptic coloration prevents detection in tunnels.
22	13	Being used to night is a pre-adaptation for living underground in tunnels.
22	21	Darkness of night matches cryptic coloration of body.
23	38	Electrical field around bill detects food items in the darkness.

TABLE 1. LINK LIST FOR THE DUCK-BILLED PLATYPUS (continued)

19

FROM	TO	COMMENTS (Continued)
24	26	Poison gland secretion travels to the tip of the tibial spur of the male just before mating.
25	24	Poison glands exist because penis is somewhat lacking.
25	26	No proper penis necessitates that a female that moves during mating is paralysed.
26	27	Injection into moving female keeps her still during mating.
27	28	Mating sometimes leads to fertilisation.
28	29	Despite difficulty in mating, female lacks a proper uterus.
29	30	Embryonic development between fertilisation and egg-laying.
30	31	Caruncle/egg tooth on muzzle helps young to hatch from its shell.
31	32	Teeth in bill of young helps to grip food.
32	34	Having teeth in young bill would pain mother if young fed from nipples.
32	36	Having teeth but no lips makes sucking milk useless.
34	36	No nipples on mother makes sucking milk pointless.
34	37	No nipples so young obtain milk by licking mother's fur.
35	33	Prepubic bone may stimulate flow of milk.
37	33	Fur licking stimulates flow of milk.
37	35	Fur licking may stimulate movement of prepubic bones.
37	36	No sucking owing to bill and teeth and no nipples means young lick milk.
38	8	Food items caught in bill opened under water.
TOTAL LINKS = 61		

TABLE 2. DUCK-BILLED PLATYPUS LINKOGRAM DATA

20

LINK No.	DESCRIPTION of ENTITY	VALENCY	IN -	OUT +	POLARITY DIFFERENCE	QUANTITY VALUE	ASCRIBED CATEGORIES	Q.V. Portions	HEXAHEMERON UNITS [x-axis]
1	FRESHWATER	13	6	7	+1	6	A	6	2.333
2	STREAMLINED BODY	5	4	1	-3	2	A	2	2.333
3	SPIKY TONGUE	2	1	1	0 [#]	5 [#]	T A	(2½ + 2½) [#]	4.2335 2.333
4	ADULT TEETH	2	1	1	0 [#]	5 [#]	T A	(2½ + 2½) [#]	4.2335 2.333
5	FLAT TAIL	2	0	2	+2	7	A	7	2.3333
6	BILL-TIP NOSTRILS	2	0	2	+2	7	S A	(3½ + 3½)	1.500 2.333
7	NO EAR FLAPS	2	0	2	+2	7	A F	(3½ + 3½)	2.333 2.333
8	BILL MUZZLE	10	2	8	+6	11	T A	(5½ + 5½)	4.2335 2.333
9	LONG SECONDARY PALATE	2	1	1	0 [#]	5 [#]	S A	(2½ + 2½) [#]	1.500 2.333
10	WEBBED DIGITS	2	1	1	0 [#]	5 [#]	A F	(2½ + 2½) [#]	2.333 2.333
11	NO LACHRYMAL BONE	2	1	1	0 [#]	5 [#]	A	5 [#]	2.333
12	CHEEK POUCHES	2	2	0	-2	3	T A	(1½ + 1½)	4.2335 2.333
13	EARTH/EXCAVATION	8	6	2	-4	1	F	1	2.333
14	UNDERWATER TUNNEL ENTRANCE	22	2	0	-2	3	A F	(1½ + 1½)	2.333 2.333
15	CLAWED DIGITS	2	1	1	0 [#]	5 [#]	F	5 [#]	2.333
16	EXPANDED LIMB BONES	2	0	2	+2	7	F	7	2.333
17	FLATTENED FUR	2	0	2	+2	7	A F	(3½ + 3½)	2.333 2.333
18	NO POUCH	3	2	1	-1	4	A P	(2 + 2)	2.333 4.667
19	SMALL EYES	4	3	1	-2	3	F	3	2.333
20	TUNNEL/DARKNESS	3	0	3	+3	8	F	8	2.333
21	DARK BODY	3	2	1	-1	4	N	4	1.750

TABLE 2. DUCK-BILLED PLATYPUS LINKOGRAM DATA (continued)										21
LINK No.	DESCRIPTION of ENTITY	VALENCY	IN -	OUT +	POLARITY DIFFERENCE	QUANTICITY VALUE	ASCRIBED CATEGORIES	Q.V. Portions	H.U. [x-axis]	
22	NIGHT	2	0	2	+2	7	N	7	1.750	
23	ELECTRICAL FIELD AROUND BILL	3	2	1	-1	4	T	4	4.2335	
24	POISON GLANDS	2	1	1	0 [#]	5 [#]	P	5 [#]	4.667	
25	NO PROPER PENIS	2	0	2	+2	7	P	7	4.667	
26	TIBIAL SPUR	3	2	1	-1	4	P	4	4.667	
27	MATING	3	2	1	-1	4	P	4	4.667	
28	FERTILISATION	2	1	1	0 [#]	5 [#]	P	5 [#]	4.667	
29	NO PROPER UTERUS	2	1	1	0 [#]	5 [#]	P	5 [#]	4.667	
30	EGGS LAID IN BURROW	3	2	1	-1	4	P F	(2 + 2)	4.667	2.333
31	CARUNCLE/EGG-TOOTH	3	2	1	-1	4	P	4	4.667	
32	ONLY YOUNG HAVE TEETH	4	2	2	0 [#]	5 [#]	T P	(2½ + 2½) [#]	4.2335	4.667
33	FEMALES SECRETE MILK	2	2	0	-2	3	T P	(1½ + 1½)	4.2335	4.667
34	NO NIPPLES	3	1	2	+1	6	T P	(3 + 3)	4.2335	4.667
35	PRE-PUBIC BONES	2	1	1	0 [#]	5 [#]	T P	(2½ + 2½)	4.2335	4.667
36	NO SUCKING	4	4	0	-4	1	T P	(½ + ½)	4.2335	4.667
37	YOUNG LICK MOTHER'S FUR FOR MILK	4	1	3	+2	7	T P	(3½ + 3½)	4.2335	4.667
38	FOOD ITEMS	3	2	1	-1	4	T	4	4.2335	
38	TOTALS	122	61	61	0	190				
KEY to ASCRIBED CATEGORIES:		A = aquatic; F = fossorial; N = nocturnality; S = respiration; P=reproduction; T = nutrition. [#] Q.V. rating for zero P.D. times Total Entities will always tally with Total Quantity Values.								

TABLE 3. NOMOGRAM FOR CONVERTING DUCK-BILLED PLATYPUS y-AXIS LINKOGRAM CATEGORY PARAMETER.		22
POLARITY DIFFERENCE	CONTRIBUTION FITTINGNESS IN QUANTICITY VALUES	
+6	11	
+5	10	
+4	9	
+3	8	
+2	7	
+1	6	
0 [#]	5 [#]	
-1	4	
-2	3	
-3	2	
-4	1	
[#] Interestingly, whatever rating that zero Polarity Difference is given for Contribution Fittingness, when multiplied by the Total Number of Entities in a Linkogram will always tally with the Total Contribution Fittingness.		

23

**TABLE 4. GENESIS NOMOGRAM FOR CALIBRATING PRIORITISATION
On x-AXIS LINKOGRAM PARAMETER**

CREATION DAY	PRIORITY VALUE	ITEM/ENTITY
1	0.000	Darkness
	0.200	Water/ anteprepanthalassa Ocean
	0.400	Speech (=God said)/Light
	0.600	Sight (=God saw)
	0.800	Planetary rotation/Force
2	1.500	Atmosphere/Troposphere/Air Prepanthalassa Ocean/Canopy
3	2.333	(Dry) Land (Terrassicus)/Pangaea/Springs/Freshwater/ Panthalassa Ocean
	2.667	Plants/Trees/Fruit/Seeds
4	3.250	Sunlight
	3.500	Moonlight
	3.750	Starlight
5	4.333	Aquatic animals/Aerial animals
	4.667	Reproduction of non-terrestrial animals & birds
6	5.200	Terrestrial animals
	5.400	<i>Homo sapiens</i>
	5.600	Reproduction of terrestrial animals (except birds)
	5.800	Feeding ordained
	6.000	Completion/Perfection/Inactivity

24

**TABLE 5. HOW DUCK-BILLED PLATYPUS PRIORITIES WERE CALCULATED
FOR x-AXIS ON LINKOGRAM PARAMETER**

FUNCTIONAL CATEGORIES	PRIORITY VALUE	ITEM/ENTITY
AQUATIC (A)	2.333	Freshwater
FOSSORIAL (F)	2.333	Dry land/Soil
NOCTURNAL (N)	0.000	Darkness
	3.500	Moonlight
	3.500 ÷ 2 = 1.750	Subtotal for Nocturnality
NUTRITION (T)	2.667	Plants for food
	5.800	Feeding ordained
	8.467 ÷ 2 = 4.2335	Subtotal for Nutrition
RESPIRATION (S)	1.500	Atmosphere/Air
REPRODUCTION (P)	4.667*	Aquatic animal breeding if blessed on Day Five*
	5.600 ⁺	Terrestrial animal breeding if blessed on Day Six ⁺

TABLE 6. DATA ANALYSIS OF LINKOGRAM FOR DUCK-BILLED PLATYPUS

BIOLOGICAL FUNCTIONS	(e) Number of entities	(c) Contribution	(c ÷ e) = ordinate data (Average Linkage Fittingness) from <i>Ephesians 4:16</i>	Abscissa data Prioritisation from <i>Genesis Chapter 1.</i>
AQUATIC (A)	9.5	51.0	5.368	2.333
FOSSORIAL (F)	7.5	37.0	4.933	2.333
NUTRITION (T)	7.0	33.5	4.786	4.2335
NOCTURNALITY (N)	2.0	11.0	5.500	1.750
RESPIRATION (S)	1.0	6.0	6.000	1.500
REPRODUCTION (P)	11.0	51.5	4.682	4.667*
TOTALS	38.0	190.0	31.268	16.8165

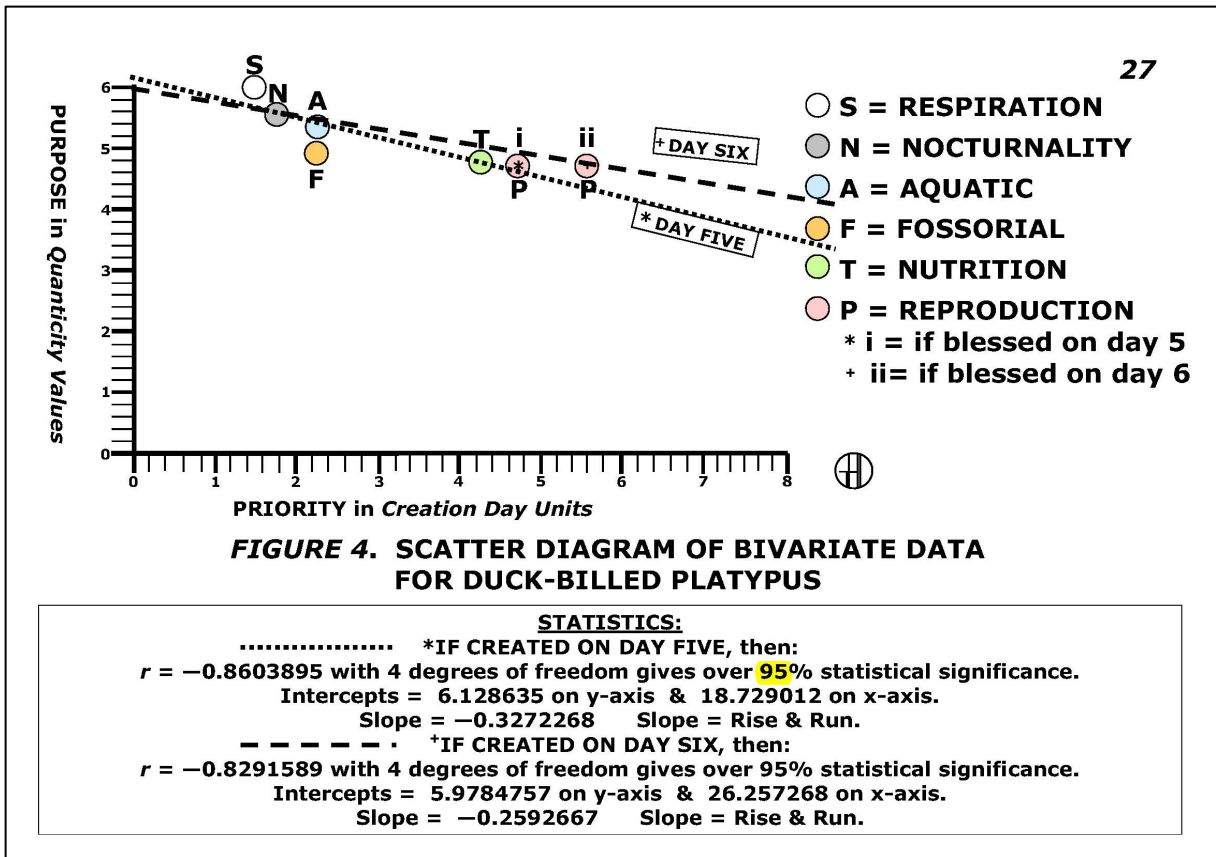
*If created on Day 5, then $r = -08603895$ with 5 degrees of freedom = over 99 %

*If created on Day 6, then this would be 5.600 and $r = -08291589$ = over 95%

On the basis of statistics, it would seem that there is a higher probability that the LORD God created the amphibious Duck-billed Platypus on Day 5 of the Original Creation.

Karl Pearson's formula
where r = Product-Moment Correlation Coefficient;
 y = Average Contribution Fittingness;
 X = creational priorities;
 Σ = summation (adding up to get a total) and
 n = number in sample studied.

$$\frac{\left(\Sigma x_i y_i - \frac{(\Sigma x_i y_i)}{n} \right)}{\sqrt{\left(\left(\Sigma x_i^2 - \frac{\Sigma x_i^2}{n} \right) \left(\Sigma y_i^2 - \frac{\Sigma y_i^2}{n} \right) \right)}}$$



28

DISCUSSION OF RESULTS

Ornithorhynchus anatinus

The results included in this study of Platypus and culminating in *Table 6 & Figure 4* came from raw data derived from two chief sources. One was the *Book of Genesis* and the other one was the *Link List* shown in *Table 1*, giving an explanation for each of the 61 links between the 38 entities plotted in *Figures 2 & 3*. The co-ordinates of data derived from both entities and their links plotted in *Figure 4 Scatter Diagram* actually stand or fall according to the soundness or otherwise of the two sources mentioned above.

But, as was mentioned on page 4, it is the *Link List* presented in *Table 1* that plays an essential role in this linkological study of Platypus. Of equal importance were references to where biological categories allow the various entities and ascribed functions to be calibrated from the *Book of Genesis* by dividing each Creation Day by the number of recorded events in *Table 4* and adjusted as shown in *Table 5*.

Naturally, other studies could be made to include any key features omitted from this one. Maybe fuller studies could undermine the conclusions reached that are outlined on the next page.

It is interesting that there are **two types of Contribution Fittingness**. In a similar study of the Common Adult Frog, the Contribution Fittingness calibrated in Quantity Values gave a good match for the Frog having been created on Day Five of the Original Creation — termed **Priority-Fittingness Quota**. In this study the Platypus scores needed to be divided by the number of entities per category under review — termed **Priority-Fittingness Quotient**; that is simply the Priority scoring compared with the **Average Contribution Fittingness** as a ratio.

CONCLUSIONS**29*****Ornithorhynchus anatinus***

1. The high statistical significance achieved in this study would seem to show that there is a strong relationship between parameters of Priority and Purpose, which were developed in this study.
2. As a corollary of the above, it also appears to indicate a strong connection between this study and the sequence in which the Original Creation occurred as revealed in the *Book of Genesis*.
3. Another corollary of the first conclusion would tend to show that there is some scope for examining the ways in which a Platypus individual has entities that relate to other entities both inside and outside its own body.
4. The fact that using the Karl Pearson Formula for the value given to the Product-Moment Correlation Coefficient r is negative affects the slope of the regression line across *Figure 4 Scatter Diagram*.
5. It seems to bear out the idea that the arrangement of entities resulted in useful linkages rather than having arisen by "blind chance" in a haphazard manner.
6. Owing to Priority being time dependent and therefore being shown along the x-axis of graphs, it is of no consequence which of the two types of Contribution-Fittingness is involved in any statistical study into seeking a mathematical basis for the creation of any amphibious animal such as the Duck-billed Platypus on Day Five or Day Six.
7. The discovered linkological inter-relationships are shown in the right hand panel of page 32.

FURTHER WORK**30*****Ornithorhynchus anatinus***

It would be interesting to see if more studies involving more entities and, therefore, having extra links would produce a *Link List* that could result in a level of statistical significance that is considerably different from those achieved in this one.

Anyone contemplating adding further entities and links should bear in mind that in all my linkological studies I have avoided letting links cross over other ones in the Linkogram diagrams. Naturally, three dimensional models could be constructed with certain links passing over others like railway tracks have flyovers and road traffic have underpasses.

It is very easy to produce data that shows very low statistical significance. The vital ingredient is to persevere and perfect representations until they appear to do justice to a linkological understanding of natural history anatomical, functional and ecological relationships.

Future workers may even decide to undertake studying the life cycle of flying insects that span an aqueous way of life as well as adulthood when flying in air over land as well as water. Would the data from such studies settle the question that in the Original Creation, all such insects were created as adults ready for breeding on Creation Day Six rather than on Creation Day Five?

ACKNOWLEDGEMENTS

I wish to record my gratitude to my wife Phyllis, who encouraged me in my academic and linkological studies.

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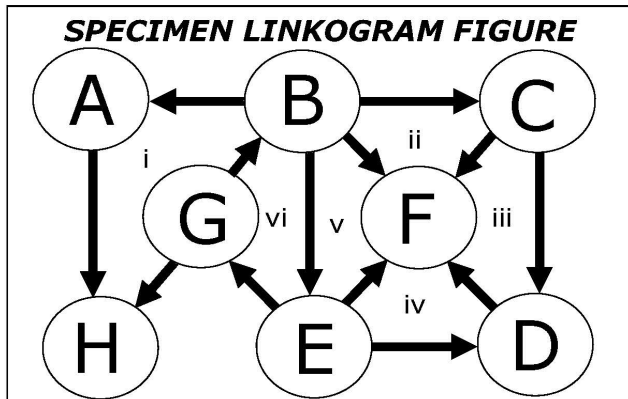
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APPENDIX



LINKOLOGICAL RELATIONSHIPS
 Everything in time and space that consists of entities linked with other entities belonging to the same group will have the same **linkological relationships** as in the SPECIMEN LINKOGRAM FIGURE shown alongside:

- No. of links = **L**. e.g. 13.
- No. of entities = **E**. e.g. 8.
- No. of enclosed spaces = **S**.e.g.6.
- No. of overall groups = **G**. e.g.1.

$$L = E + S - G$$

$$LINKS = 8 + 6 - 1 = 13$$

$$E = L + G - S$$

$$ENTITIES = 13 + 1 - 6 = 8$$

$$S = L + G - E$$

$$SPACES = 13 + 1 - 8 = 6$$

$$G = E + S - L$$

$$GROUP = 8 + 6 - 13 = 1$$

LINKOGRAM DATA ANALYSIS TABLE

ENTITY No of circles	VALENCY No. of arrows	ARROWS OUT = +	ARROWS IN = -	POLARITY DIFFERENCE	CONTRI- BUTION
A	2	1	1	0 [#]	5 [#]
B	5	4	1	+3	8
C	3	2	1	+1	6
D	3	1	2	-1	4
E	4	3	1	+2	7
F	4	0	4	-4	1
G	3	2	1	+1	6
H	2	0	2	-2	3
TOTAL=8	26	13	13	0	40

APPENDIX

33

NOMOGRAM FOR CALCULATING THE CONTRIBUTORY FITTINGNESS OF EACH ENTITY	
POLARITY DIFFERENCE	CONTRIBUTORY FITTINGNESS
+3	8
+2	7
+1	6
0[#]	5[#]
-1	4
-2	3
-3	2
-4	1

The fifth and sixth columns of the *Table 2 LINKOGRAM DATA* shown on pages 20-21 were filled in using the *Table 3 NOMOGRAM TABLE* before being used in *Table 6 DATA ANALYSIS* on page 25 like this one shown on this page to sort out the *SPECIMEN LINKOGRAM FIGURE* drawn on page 32.

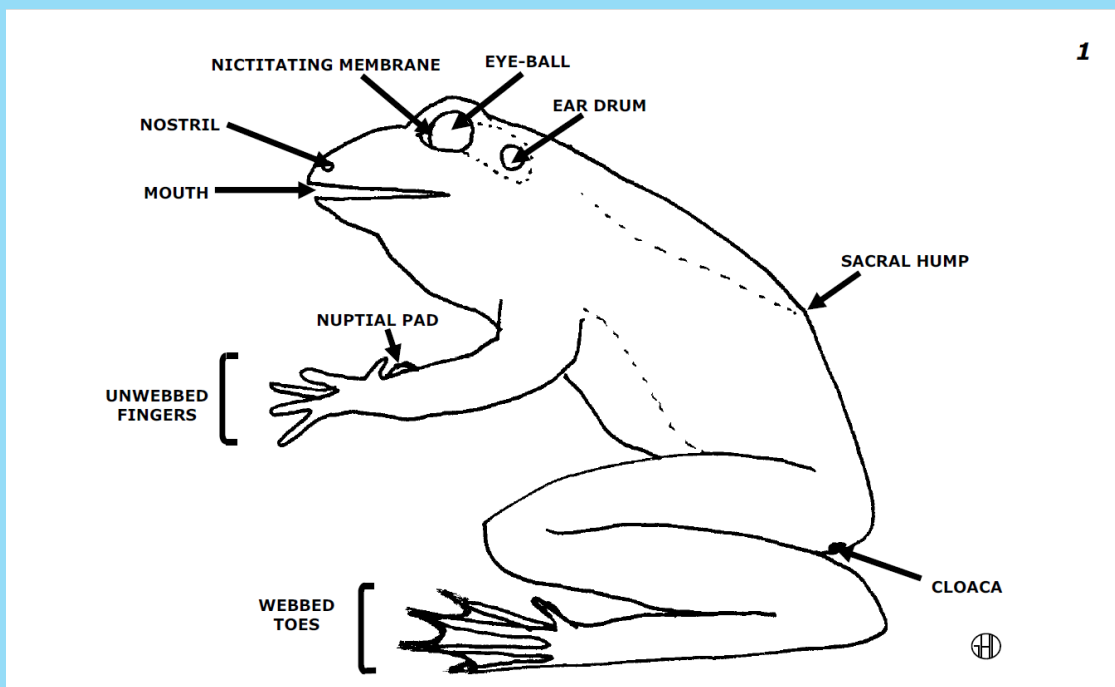
*#*Interestingly, whatever rating zero Polarity Difference is given for Contribution Fittingness, when multiplied by the Total No. of Entities in a Linkogram, the resulting product will always tally with the Total Contribution Fittingness.

6.10. Linkological Study (ii): Making Sense of The Common Frog

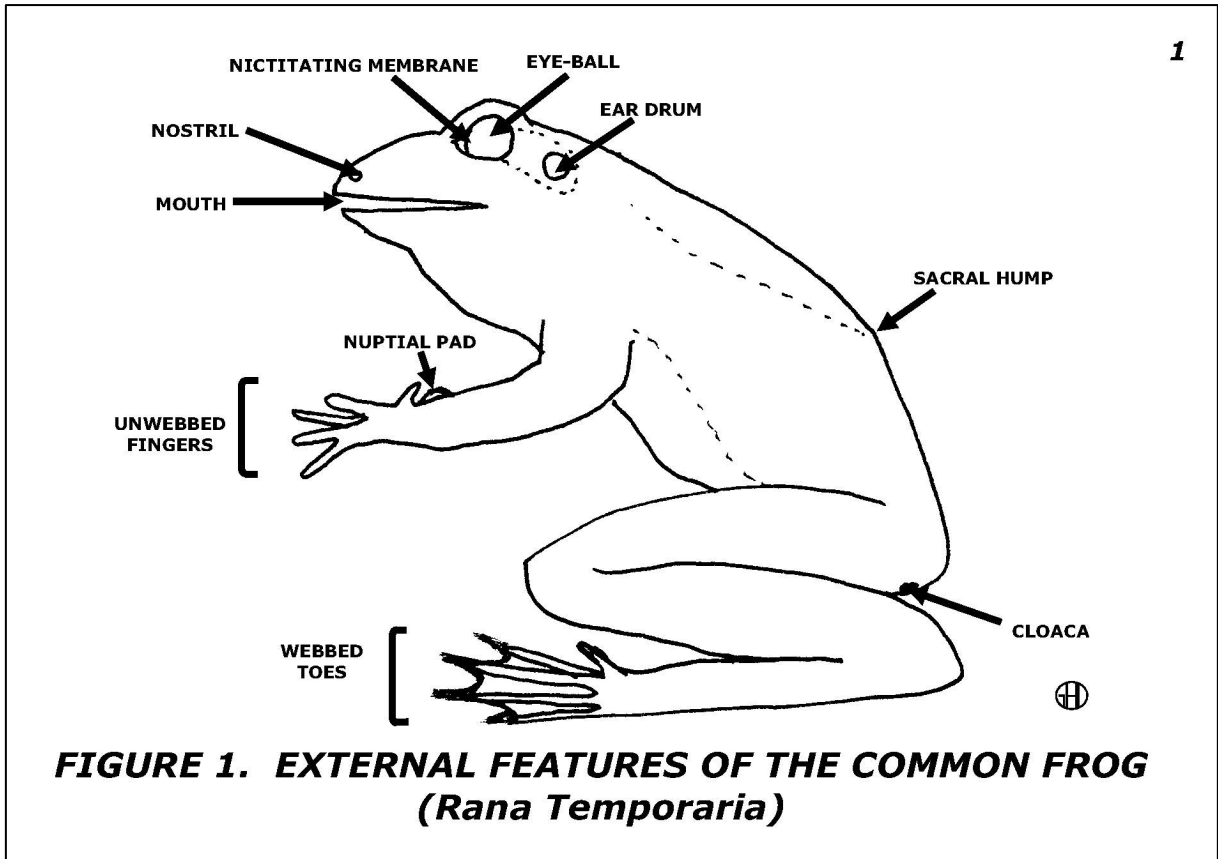
Gerald Duffett (2021)

***Making Sense of the Common Frog
Rana temporaria.***

A linkological study



**Welsh Riviera Press,
Tenby, Pembrokeshire, Wales.**



MAKING SENSE OF THE COMMON FROG *Rana temporaria* 2

CONTENTS

	PAGE
Figure 1. External Features labelled diagram on Cover.	No. 1
What this study is about.	3-5
Asking obvious questions.	6,7
Asking more technical questions.	7
Answering questions.	8
Frogs Appear to have Leap-frogged Evolution	9
Frog Spawn Jelly has Many Uses	10
Design Linkage.	11-12
Key List to Linkogram Numbers.	13
Figure 2. Linkogram of Entities.	14
Figure 3. Linkogram of Ascribed Functions.	15
Table 1. Link List.	16-19
Table 2. Linkogram Data.	20-21
Table 3. y-axis Nomogram for calibrating Purpose	22
Table 4. x-axis Nomogram for calibrating Priorities	23
Table 5A. How x-axis priorities were calculated for categories for creation on DAY Five	24
Table 6A. Data Analysis for creation on Day Five	25
Karl Pearson Formula	26
Figure 4A. Scatter Diagram of Bivariate Data for creation on DAY Five	27
Table 5B. How x-axis priorities were calculated for categories for creation on DAY Six	28
Table 6B. Data Analysis for creation on Day Six	29
Figure 4B. Scatter Diagram of Bivariate Data for creation on DAY Six	30
Figure 5. Design Linkage	31
Discussion of Results.	32
Conclusions.	33
Further Work.	34
Acknowledgements. Bibliographical Selection.	35
Appendix.	36-37

WHAT THIS STUDY IS ABOUT.**3**

The Common Frog drawn on the cover is not easy to understand. Some reasons make it most puzzling. One problem is that each feature is useless by itself — no good alone! So it needs the others in the set to make it functional. Although belonging to the class Amphibia, its lack of a tail during the adult phase of metamorphosis helps to place frogs in the Order Anura.

How might anyone start to make sense of the Common Frog? One good rule is to travel from the known to the unknown. Before starting this journey into mathematics and statistics the idea of marriage may help. Where marriage only occurs between one man and one woman, then we are aware of the idea of a perfect match being a one to one ratio. Some describe sameness being six of one and half a dozen of the other or having a ratio of 50:50. Anyway, dividing one number by its matching partner number results in a score of 1.0 (also called 100% statistical significance). Statisticians seek to discover if compared categories come close to that result by using a mathematical test for correlation coefficient r . A result of 0.99 is much closer to 1.0 than one of 0.95.

Imagine a survey of how many couples wed in three parish churches during a particular year. In the first, four couples marry, seven in the second and fifteen in the third. The numbers of males could be plotted as ordinates along one axis of a graph and numbers of females as the abscissas along the other axis of the same graph. The plot of such co-ordinates would lie exactly on a line having a slope of 45 degrees arising from the origin of each axis rated as zero. Those graph plots resemble beads strung on the same string, which is termed the regression line. But few studies in biology are so straightforward.

4

Unlike traditional weddings, this present study of the Common Frog has complications requiring subjective decisions. Its various parts dovetail with each other as well as with environmental conditions. Each entity in the *Key List* represents either a bodily part or an omission regarded as being a significant absence or an item within the habitat. The *Link List* shown as *Table 1* explains how each of the 65 links makes sense connecting the various 40 items termed entities seen in *Figure 2* & *Figure 3* along with the data shown in the *Scatter Diagram* as *Figures 4A* & *4B*. It is *Table 1 Link List* that stops this data from becoming a bridge too far!

Raw data in *Figures 2* & *3* became transformed into that shown in *Table 2*. *Table 3* is a *Nomogram* showing how scores in the sixth and seventh columns of *Table 2* can be matched. Similarly, *Table 4* is another *Nomogram* showing how data collected from the days of the Original Creation recorded in *Genesis* were further refined in *Tables 5A* & *5B* before becoming scores used in the last column of *Table 2*, the fifth column of *Tables 6A* & *6B* before being plotted on *Figures 4A* & *4B*.

At first sight any attempt to connect the start with the finish of this Frog study may seem difficult. It is like trying to explore how the moving parts seen inside the back of a pocket watch contribute to the dial hands telling the time as they rotate at different speeds between the glass and the clock face!

Apart from relating structures to functions, a subsidiary objective of this Frog study is to attempt to tell the time! That is to test whether the Frog, which is at home in the water and on land, might have been created on Day Five or on Day Six of the time period known as the Original Creation.

5

Obviously the position of entities and their biological functions along a time scale could well be interpreted as denoting priority. In that sense *Genesis* provides entities with the parameter of Priority. The next paragraphs will explain how the direction in which arrows point helps to supply the parameter of Purpose by its overall Contribution Fittingness. Now it is necessary to go into detail how that relative value was calculated for the contribution made by each numbered item shown in *Figure 2*. Items having many arrows pointing away are clearly giving more support to their neighbouring entities than items having many arrows pointing towards them.

An example of the most supportive is Entity No. 2, which is the Tiny Lungs of the Frog having seven outward pointing arrows compared with only one inward pointing arrows. Therefore, in *Table 2* entitled Linkogram Data the sixth column shows it has a Polarity Difference of +6. Thus Entity No. 2 is the most supportive out of the entire set shown in *Figure 2*.

The least supportive is Entity No. 5 representing Identical Vertebrae because it is surrounded by arrows pointing towards it from neighbouring entities giving it a Polarity Difference of -4.

One main objective is to ascribe certain values to items and events that arose at various stages within the creation and may apply to the Frog and its habitat. This study deals with 40 entities. Each one of the 40 entities has been classified as belonging to one or two of the five categories of biological functions as shown in *Figure 3* entitled *Linkogram of Ascribed Functions*.

Data for this Frog study came from two sources: entities supplied x-axis and linkage arrows supplied y-axis plotted as co-ordinates in *Figures 4A & 4B* and checked for statistical significance using the formula on page 26 to calculate *r*.

6

MAKING SENSE OF THE COMMON FROG

ASKING OBVIOUS QUESTIONS.

- Q1. Why does a frog close its eyes when swallowing?
- Q2. How does a frog manage to hear when it lacks any ear-hole?
- Q3. What enables a frog to stick out its tongue so far?
- Q4. Why does a frog balloon out its throat when it croaks?
- Q5. Why does a frog lack a distinctive neck region?
- Q6. Why does a frog have unwebbed fingers?
- Q7. Why does a frog have skin that is slimy?
- Q8. How does a frog recognise a member of the opposite sex?
- Q9. Why does a frog lack a belly button?
- Q10. Why does a frog have a kink along its back?

ASKING MORE TECHNICAL QUESTIONS.

- Q11. How does a frog manage to swallow without a voice box?
- Q12. Why does a frog have no hard palate acting as a roof to its mouth?
- Q13. How does a frog manage to croak without a voice-box?
- Q14. Why does a frog have no windpipe leading to its lungs?
- Q15. Why does a frog have trunk vertebrae that look alike?
- Q16. Why does a frog have lungs that are so relatively tiny?

7

MAKING SENSE OF THE COMMON FROG

ASKING MORE TECHNICAL QUESTIONS (continued)

- Q17. Why does a frog lack a diaphragm?
 Q18. Why does a frog have no shelf to each eye socket to hold its eyeball?
 Q19. Why does a frog lack a proper ribcage?
 Q20. How does a frog protect its heart from injury?
 Q21. How does a frog absorb the shock of landing on hard ground?
 Q22. Why does a frog have only one ventricle in its heart?
 Q23. Why does a male frog have nuptial pads?
 Q24. How do frogs recognise in the dark that another is of the opposite sex?
 Q25. Why does a male frog need to clasp the female during mating?
 Q26. Why is mating necessary when no internal fertilisation is involved?
 Q27. How does frog sperm achieve fertilisation of eggs when it cannot travel through frog spawn jelly layer that forms after one minute of being in the water?
 Q28. Why does frog spawn clump together?
 Q29. What advantage is there for frog spawn to float near the pond surface?
 Q30. Why is the top of each frog spawn unit black?
 Q31. What advantage is there for each newly-hatched tadpole to stick to its frog spawn jelly, which is completely lacking in nutritional value?

8

MAKING SENSE OF THE COMMON FROG

ANSWERING QUESTIONS

Sometime a good idea is to answer a cluster of questions which are inter-related.

For example, questions 1, 11, 12 & 18 are connected.

So, too, are questions 3, 4 and 13.

Likewise, questions 5 and 14.

Also questions 6 and 20.

Furthermore, questions 15 & 17.

Moreover, questions 7, 19 & 22.

Finally, questions 2, 8, 23, 24, 25, 26 & 27.

Of course, the above mentioned clustering does not rule the need for survival of newly-hatched tadpoles as in questions 27, 28, 29, 30 & 31.

HAVING A MOAN!

1. Why is the anterior abdominal vein not named the lower trunk vein?
2. Why do zoologists believe in evolution when they have no fossils recording intermediate stages in frogs?
3. Why is *Rana temporaria* still called the Common Frog when it is nowadays quite rare?

9

FROGS APPEAR TO HAVE LEAP-FROGGED EVOLUTION.

There are problems in trying to link amphibians with their alleged fishy ancestors. In the past, zoological textbooks have wrongly labelled fish skull bones. Frontal bones were misnamed parietals. Then it turned out that bones labelled parietals were really post-parietal bones! Also most amphibians have sperm passing through the kidneys of male individuals. That is reckoned to be more primitive than the condition in certain fish types — a backward step for evolution!

Frogs in particular have a special nerve to speed up their heartbeat which is unknown in fish. It is a brand new device. No species had even a faint suggestion of such a nerve forming. Such an innervation is an innovation! As creationists expected from God, it is — “all or nothing!”

The South American tree frog *Amphignathodon* has a nasty shock to give evolutionists. Whereas all other frogs lack teeth in their lower jaws, that species seems to have redeveloped them. Such an apparent reversal of evolution means that experts cannot properly distinguish ancestor from descendant! So they are uncertain if evolution is coming or going! But the public are shown evolutionary pedigrees called phylogenies without any hint of disagreement among taxonomists who classify animals.

Frogs seem always to have been frogs (when they were not tadpoles). *Vieraella* is essentially a ‘modern’ frog from the so-called Jurassic rocks in South America. Also *Triadobatrachus* is reckoned to be a fossilised tree frog from the so-called Triassic rocks in Madagascar.

Last century zoologists mistook the tadpole stages of certain amphibian as being ancestral or pre-frog adults and named them ‘Branchiosaurs’. Their fossils were found in so-called Carboniferous rocks. They turned out to be larval forms of extinct amphibians belonging to the Suborder Rhachitomi, a group within the Subclass Labyrinthodontia — so named because their teeth showed a pattern resembling a maze!

Instead of searching for fossils to try and prop up Evolution, the approach of searching how body parts interact with each other and with the environment (including members of the opposite sex) is termed Linkology.

10

FROG SPAWN JELLY HAS MANY USES.

The clear jelly layer surrounding each dark coloured egg serves many purposes.

It helps to keep spawn stuck together. Suppose a duck scoops frog spawn into its bill, the weight of the spawn outside the bill will help to pull back into the water the spawn that was in danger of becoming swallowed.

Also the jelly serves to keep the frog spawn on the surface of the pond for the dark fertilised eggs to absorb heat from the sunlight.

The jelly acts like a magnifying glass to bend the rays of light to warm the egg to develop by solar incubation.

At night, when pond-water becomes cool, the jelly acts as insulation against heat loss.

Although the newly-hatched tadpoles have a cement gland to stick to the jelly, they are *not* actually eating the jelly. That gland is on the chin of each tadpole. It allows them to use the weight of the jelly to continue to protect them from being swallowed by ducks scooping plants near to the pond surface. Such jelly has no nutritional value, but to the frog embryos it is worth its own weight in life-saving!

DESIGN LINKAGE IN THE COMMON FROG (*Rana temporaria*)**11**

'... the whole body fitly joined together ...' *Ephesians* chapter 4, verse 16.

THE FROG CAN HEAR UNDERWATER.

We become deaf whenever water enters our ear-holes. But the frog has *no* ear-hole. Its eardrum is just under the surface skin on each side of its head behind its eyes. So then, having *no* external ear-holes allows it to hear underwater.

THE FROG HAS SMALL LUNGS TO ALLOW IT TO DIVE.

If its lungs were larger than they actually are, they would act like internal 'water-wings' to keep them close to the pond surface. Therefore, the frog could not readily dive for cover to avoid a swimming grass snake. Also, during winter-time, it needs to hibernate by staying in the mud on the pond bottom.

THE FROG HAS SLIMY SKIN TO ENABLE IT TO BREATHE.

Having such small lungs means that the frog does *not* obtain enough oxygen when it breathes air into its lungs. So it needs to have a rich blood supply to its skin to supplement its oxygen intake. Therefore, the frog has mucus covering its skin like phlegm exists inside its lungs. That slime helps to stop the body losing water from microscopic pores that let in oxygen and release carbon dioxide gas molecules.

THE FROG HAS A HEART WITH ONLY ONE VENTRICLE.

Because it breathes through its skin as well as through its lungs, the frog's heart has a single ventricle as there is *no* need to keep blood rich in oxygen separate from blood poor in oxygen. Blood from both lungs and skin is equally oxygenated.

THE FROG HAS NO PROPER NECK.

This is owing to there being *no* need to ensure that the tiny lungs receive air through a reinforced windpipe. So having *no* windpipe causes an animal to lack a proper neck. Another knock-on effect is that the frog's backbone has *no* cervical vertebrae. Further repercussions will be dealt with under separate headings.

THE FROG HAS NO VOCAL CORDS.

In having *no* windpipe, it logically follows that the frog has *no* voice box. Because that structure houses the vocal cords, then they are totally absent. That is why the male frog balloons out the floor of its mouth to croak by blowing 'raspberries'. The female remains silent.

FROG HAS NO 'SWALLOWER'.**12**

When we swallow anything, such as saliva, our voice box rises to grip the food item and then falls to guide it into the top of our food tube called the gullet. But having *no* voice box means that the frog *cannot* swallow like us!

THE FROG SHUTS ITS EYES WHEN SWALLOWING.

That is because the two eye-balls act like a pair of thumbs to help push each food item into the top of the gullet. Special muscles lower the eye-balls down the inside of the skull. They travel down like a pair of lifts inside the frog's skull. To succeed, the skull of a frog lacks any bony floor to each eye-socket and also there is *no* hard palate in the roof of its mouth. Either structure (if present) would obstruct the descending eye-balls.

THE FROG HAS A SACRAL HUMP.

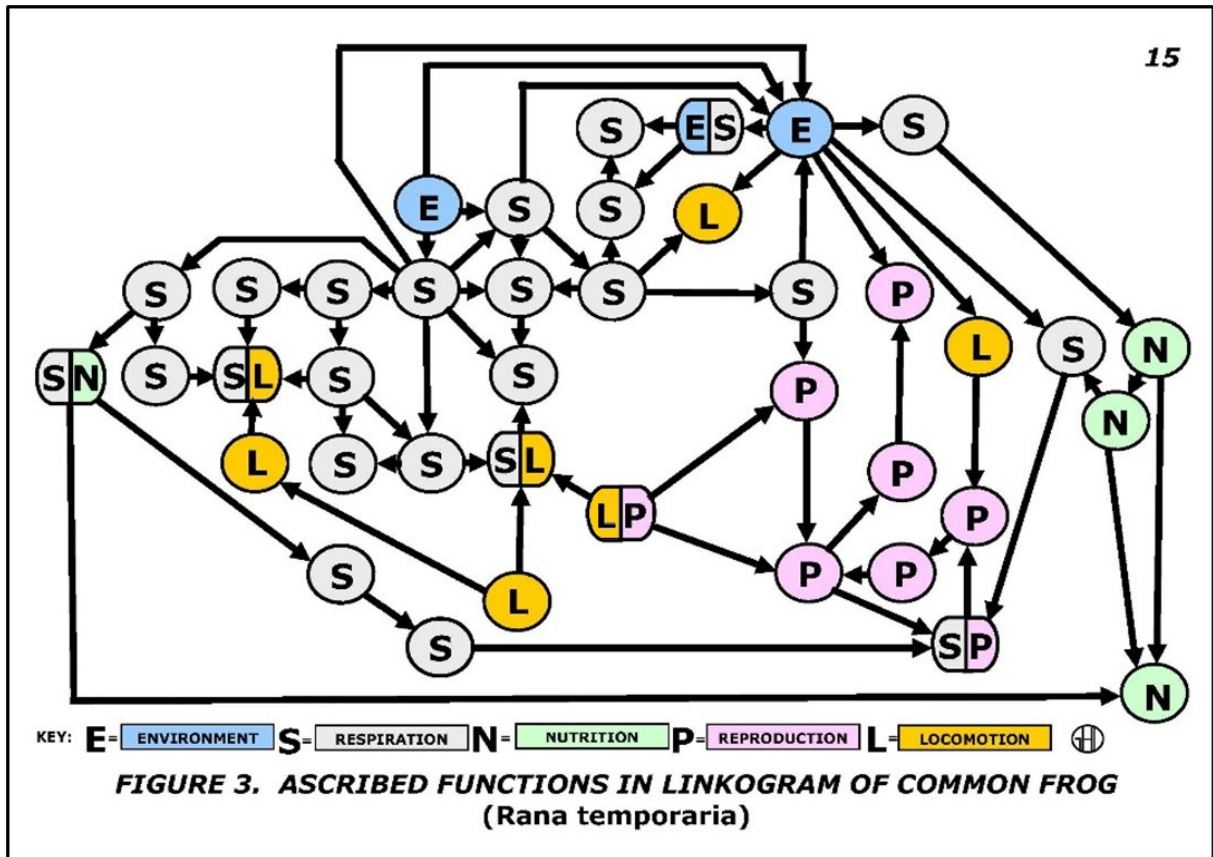
This marks the upper boundary of the pelvic girdle and the base of the backbone. When the hind legs are suddenly straightened the two pelvic girdle bones, helped by the presence of a special bone named the urostyle, jerks the whole frog into the air before alighting on land or in pond-water.

THE FROG'S ELABORATE SHOULDER GIRDLE ABSORBS 'LANDING' SHOCK

Several bones (some not present in the human body) serve to prevent the frog from breaking its collarbones when landing. Although the frog does *not* need any ribs to protect its tiny lungs, it has a well-developed breastbone to shield its heart from becoming impaled upon a thorn.

MALE FROGS HAVE PADS TO STICK TO SLIMY SKIN.

Mating occurs at night on the pond surface. First the male jumps into the pond and croaks to signal he is a male. Females cannot croak. So when another frog jumps into the pond, its splash is heard so the male jumps to where it is. Immediately, he grabs it under the arms using his swollen sticky thumb pads. This embrace is named amplexus. No croak identifies it is a female. So the couple stay together. The male will help squeeze the eggs out of the female's body. Positioning their tail openings called cloacae close together means that the sperm have a good chance to enter each egg by piercing its membrane before it forms jelly. That acts as a sperm barrier and forms within a minute of the egg being laid in water. Only those eggs having a sperm inside them are said to be fertilised. Because sperm meets egg outside the female's body, it is described as being external fertilisation. Unfertilised eggs may develop into tadpoles if their membrane is pierced with a needle. But they will *not* enter the froglet stage.



16

TABLE 1. LINK LIST FOR THE COMMON FROG

FROM	TO	COMMENT
1	2	Air being less denser than water would not allow frog to dive so easily if lungs were large.
1	20	Air diffuses through skin to enter blood capillaries.
1	30	Specific gravity of water is much greater than that of air.
2	3	Tiny lungs are not only too puny to have a reinforced windpipe leading to them, but they are subsidiary to breathing through skin.
2	8	Tiny lungs are too small to warrant a diaphragm to ventilate them.
2	9	Tiny lungs are too small to warrant protection by ribs.
2	18	Blood from tiny lungs is not more oxygenated than blood from skin so there is no need for segregation by the heart having more than one ventricle.
2	19	Atria receive blood equally oxygenated because skin is as efficient a respiratory surface as tiny lungs.
2	20	Tiny lungs need to be supplemented by skin breathing to obtain enough oxygen intake.
2	30	The much greater density of water compared with air prevents frog from carrying large 'lungfuls' of air from pond surface to pond bottom.
3	4	No point in having a neck if no windpipe is present. The eye-balls on top of head have good all-round vision so do not suffer by having no neck to turn head this way and that.
3	14	No need to have voice box as an elaborate entrance to the lungs if there is no windpipe present.
4	5	No neck so no cervical vertebrae differentiation in upper trunk region of backbone.
6	5	No thorax so no thoracic vertebrae differentiation in upper mid-region of backbone.
6	9	No thorax (and no thoracic vertebrae) so no ribs.
6	11	No need for intercostal muscles to ventilate chest cavity if no chest and no ribs.
7	5	No belly so no lumbar vertebrae differentiation in lower mid-region of vertebral column.
8	6	No diaphragm so no boundary in trunk to separate chest from belly. Therefore, no chest.

17

TABLE 1. LINK LIST FOR THE COMMON FROG (continued)

FROM	TO	COMMENT
8	7	No diaphragm so <i>no</i> boundary in trunk to separate chest from belly. Therefore, <i>no</i> belly.
9	10	No ribs to protect heart so shoulder girdle and breastbone alone give firm protection.
9	11	No ribs present so <i>no</i> need for muscles to move non-existent bones.
10	18	Shoulder girdle and breastbone protect heart.
12	5	Force of leap is transmitted via urostyle to series of identical vertebrae.
13	10	After jumping with hind-limbs, shoulder girdle absorbs shock of landing on hard ground.
13	12	Hind-limbs transmit thrust to urostyle during leaping.
14	15	No proper voice box means that vocal cords are reduced to glottal epithelial flaps.
14	40	No voice box means that swallowing must therefore be performed by muscles pulling eye-balls into head to push food into gullet.
15	16	Having only tiny glottal epithelial flaps means that vocal pouch is needed to generate or resonate croak.
16	17	Vocal pouch helps to transmit sound of a male croak over a fair distance.
17	35	Frog needs to hear croaks of other male frogs so it needs ear-drums.
19	18	Owing to atria receiving equally oxygenated blood from skin and tiny lungs, they need not pass blood on to two heart ventricles as it does not require segregation.
20	19	Skin respiration causes blood leaving skin to be as well oxygenated as blood leaving tiny lungs.
20	23	Skin is highly vascular because it acts as a respiratory surface for the exchange of gases.
20	30	Oxygen dissolved in water can diffuse into skin both when frog is in the pond and when frog is on dry land provided that its skin remains moist.
21	17	If a male is grabbed by another male by mistake, the caught partner will emit a croak by the pressure of the grip upon its trunk.

18

TABLE 1. LINK LIST FOR THE COMMON FROG (continued)

FROM	TO	COMMENT
21	32	Squeezing trunk of caught partner helps both mating frogs to synchronise the shedding of their sex cells.
22	10	Fore-limbs transmit shock waves to shoulder girdle upon landing on ground.
22	21	Fore-limbs grip partner during mating.
22	25	Nuptial pads on male prevent slipping whilst gripping slimy skin of mate.
23	19	Rich blood supply to skin ensures that oxygen diffuses into frog.
23	24	Slime on skin acts like phlegm to prevent copious water loss and enhance oxygen intake through moist surface.
23	26	Having rich blood supply to skin means that in cold weather the frog suffers from hypothermia.
23	29	Webbed feet enable frog in water to have increased surface area for oxygen intake.
24	25	Slimy skin necessitates males gripping females by means of nuptial pads to avoid slipping from their grip.
24	30	Slime traps water as it diffuses out of skin through the same pores that oxygen diffuses inwards and carbon dioxide diffuses outwards.
25	21	Males develop nuptial pads in breeding season for gripping partners during mating.
26	27	Being cold-blooded the frog suffers a fall in its metabolic rate and so needs to go into hibernation.
28	26	Richly vascular skin which is also moist results in rapid heat loss to cold surroundings so frog is forced to be cold-blooded (poikilothermic) rather than warm-blooded (homoiothermic).
28	27	Metabolic rate is greatly reduced in very cold weather so frog is forced to hibernate or die.
30	28	Water, when it evaporates, takes a lot of heat from surface of frog's skin.
30	29	Webbed skin between toes of hind-limbs helps frog to have efficient propulsion in water.

19

TABLE 1. LINK LIST FOR THE COMMON FROG (continued)

FROM	TO	COMMENT
30	31	Water is the external medium in which sperms meet eggs.
30	34	Frogs would become deaf if water entered their ear-holes so they have no ear-holes on the outside of their head.
30	36	When a frog catches food under water there is <i>no</i> air to take into its body when opening its mouth and nostrils.
30	38	When not eating, nostril valves keep water out of mouth during a dive.
32	31	Sex cells must be shed before external fertilisation is possible.
33	21	Croak of male attracts female to him, but accidentally squeezing another male in the dark produces another croak from the frog being squeezed.
34	35	Ear-drums lying next to skin of head avoid the need to have ear-holes.
35	33	A frog can recognise a male frog by its croak.
36	37	As there is <i>no</i> air below pond surface when frog feeds in water, then there is <i>no</i> need for a secondary palate.
37	39	Vomerine teeth may catch on to struggling prey and this is possible because there is <i>no</i> secondary palate.
37	40	Having <i>no</i> eye-socket bones and <i>no</i> secondary palate allows eye-balls to be retracted by muscles and so help to push food into gullet.
38	17	Valves in nostrils help frog to develop buccal pressure for croak (at least in males).
39	38	Any live prey trying to escape via nostril valves will probably become caught by vomerine teeth.
39	40	Eye-balls pushed by muscles cause food items to enter the gullet.
TOTAL = 65 LINKS		

20

TABLE 2. COMMON FROG LINKOGRAM DATA

ENTITY No.	DESCRIPTION OF ENTITY	VALENCY	IN -	OUT +	P.D.	Q.V.	ASCRIBED FUNCTION	Q.V. PORTIONS	HEXA-HEMERON UNITS
1	AIR	3	0	3	+3	8	E	8	3.69
2	TINY LUNGS	8	1	7	+6	11	S	11	1.5
3	NO WINDPIPE	3	1	2	+1	6	S	6	1.5
4	NO NECK	2	1	1	0	5	S	5	1.5
5	IDENTICAL VERTEBRAE	4	4	0	-4	1	S L	½ ½	1.5 3.78
6	NO CHEST	4	1	3	+2	7	S	7	1.5
7	NO BELLY	2	1	1	0	5	S	5	1.5
8	NO DIAPHRAGM	3	1	2	+1	6	S	6	1.5
9	NO RIBS	4	2	2	0	5	S	5	1.5
10	SHOULDER GIRDLE	4	3	1	-2	3	S L	1½ 1½	1.5 3.78
11	NO RIB MUSCLES	2	2	0	-2	3	S	3	1.5
12	UROSTYLE	2	1	1	0	5	L	5	3.78
13	LEAPING LEGS	2	0	2	+2	7	L	7	3.78
14	NO VOICE BOX	3	1	2	+1	6	S N	3 3	1.5 4.23
15	GLOTTAL FLAPS	2	1	1	0	5	S	5	1.5
16	BALLOONING THROAT	2	1	1	0	5	S	5	1.5
17	CROAK	4	3	1	-2	3	S P	1½ 1½	1.5 3.78
18	SINGLE VENTRICLE	3	3	0	-3	2	S	2	1.5
19	OXYGENATED ATRIA	4	3	1	-2	3	S	3	1.5
20	SKIN BREATHING	5	2	3	+1	6	S	6	1.5

21

TABLE 2. COMMON FROG LINKOGRAM DATA (continued)										
ENTITY No.	DESCRIPTION OF ENTITY	VALENCY	IN -	OUT +	P.D.	Q.V.	ASCRIBED FUNCTION	Q.V. PORTIONS	HEXAHEMERON UNITS	
21	MATING CLASP	5	3	2	-1	4	P	4	3.78	
22	ARMS	3	0	3	+3	8	L P	4 4	3.78	3.78
23	VASCULAR SKIN	5	1	4	+3	8	S	8	1.5	
24	SLIMY SKIN	3	1	2	+1	6	S	6	1.5	
25	MALE NUPTIAL PADS	3	2	1	-1	4	P	4	3.78	
26	COLD BLOODEDNESS	3	2	1	-1	4	S	4	1.5	
27	HIBERNATION	2	2	0	-2	3	S	3	1.5	
28	COLD WEATHER RESP.	3	1	2	+1	6	E S	3 3	3.69	1.5
29	WEBBED FEET	2	2	0	-2	3	L	3	3.78	
30	POND WATER	10	4	6	+2	7	E	7	3.69	
31	EXTERNAL FERTILIZATION	2	2	0	-2	3	P	3	3.78	
32	SEX CELLS SHED	2	1	1	0	5	P	5	3.78	
33	OPPOSITE SEX IDENTIFIED	2	1	1	0	5	P	5	3.78	
34	NO EXT. EAR-HOLES	2	1	1	0	5	L	5	3.78	
35	EAR DRUM ON HEAD SKIN	3	2	1	-1	4	P	4	3.78	
36	NO AIR UNDERWATER	2	1	1	0	5	S	5	1.5	
37	NO NEED FOR HARD PALATE	3	1	2	+1	6	N	6	4.23	
38	NOSTRILS CLOSABLE	3	2	1	-1	4	S	4	1.5	
39	VOMERINE TEETH	3	1	2	+1	6	N	6	4.23	
40	EYEBALLS SINK TO SWALLOW	3	3	0	-3	2	N	2	4.23	
40	TOTALS	130	65	65	0	200				

22

TABLE 3. NOMOGRAM FOR CONVERTING COMMON FROG Y-AXIS LINKOGRAM CATEGORY PARAMETER FOR PURPOSE.	
POLARITY DIFFERENCE	CONTRIBUTION FITTINGNESS IN QUANTICITY VALUES
+6	11
+5	10
+4	9
+3	8
+2	7
+1	6
0 [#]	5 [#]
-1	4
-2	3
-3	2
-4	1

[#]Interestingly, whatever rating that zero Polarity Difference is given for Contribution Fittingness, when multiplied by the Total Number of Entities in a Linkogram will always tally with the Total Contribution Fittingness.

23

TABLE 4. GENESIS NOMOGRAM FOR CALIBRATING PRIORITIES of THE COMMON FROG on X-AXIS LINKOGRAM PARAMETER in the ORIGINAL CREATION

CREATION DAY	PRIORITY VALUE	ITEM/ENTITY
1	0.000	Darkness
	0.200	Water/anteprepanthalassa Ocean
	0.400	Speech (=God said)/Light
	0.600	Sight (=God saw)
	0.800	Planetary rotation/Force
2	1.500	Atmosphere/Troposphere/Air Prepanthalassa Ocean/Canopy
3	2.333	(Dry) Land (Terrasiccus)/Pangaea/Springs/ Freshwater/Panthalassa Ocean
	2.667	Plants/Trees/Fruit/Seeds
4	3.250	Sunlight
	3.500	Moonlight
	3.750	Starlight
5	4.333	Aquatic animals/Aerial animals
	4.667	Reproduction of non-terrestrial animals & birds
6	5.200	Terrestrial animals
	5.400	<i>Homo sapiens</i>
	5.600	Reproduction of terrestrial animals (except birds)
	5.800	Feeding ordained
	6.000	Completion/Perfection/Inactivity

24

TABLE 5A. HOW COMMON FROG PRIORITIES WERE CALCULATED FOR X-AXIS PARAMETER FOR CREATION ON DAY FIVE

FUNCTIONAL CATEGORIES	PRIORITY VALUE	ITEM/ENTITY
ENVIRONMENT (E)	2.333	Freshwater
	2.333	Land
	2.667	Plants for food
	4.333	Another frog
	4.667	Blessed to breed
	5.800	Eating ordained
Subtotal Average	$22.133 \div 6 = 3.689$	
RESPIRATION (S)	1.500	Air
REPRODUCTION (P)	2.333	Freshwater
	4.333	Another frog
	4.667	Blessed to breed
Subtotal Average	$11.333 \div 3 = 3.778$	
NUTRITION (N)	2.667	Plants for food
	5.800	Feeding ordained
Subtotal Average	$8.467 \div 2 = 4.233$	
LOCOMOTION (L)	2.333	Swimming in freshwater
	2.333	Hopping on land
	4.667	Dispersal and colonisation
	5.800	Searching for food
Subtotal Average	$15.133 \div 4 = 3.783$	

25

TABLE 6A. COMMON FROG LINKOGRAM DATA ANALYSIS FOR CREATION ON DAY FIVE

BIOLOGICAL FUNCTIONS	X-axis data Prioritisation from <i>Genesis</i> Chapter 1.	Y-axis data Total Contribution Fittingness
ENVIRONMENT (E)	3.689	18.00
RESPIRATION (S)	1.500	108.50
REPRODUCTION (P)	3.778	30.50
NUTRITION (N)	4.233	17.00
LOCOMOTION (L)	3.783	26.00
TOTALS	16.983	200.00

If Frogs were created on Day 5, then X-axis:Y-axis correlation coefficient $r = -0.98341$ with 3 degrees of freedom gives over 99% allowing Frog to be rated at 4.333 because of *Table 4* used to produce *Table 5A* data. Co-ordinates plotted on *Figure 4A Scatter Diagram* have the regression line from 159.554 on the y-axis to 4.530 on the x-axis.

26

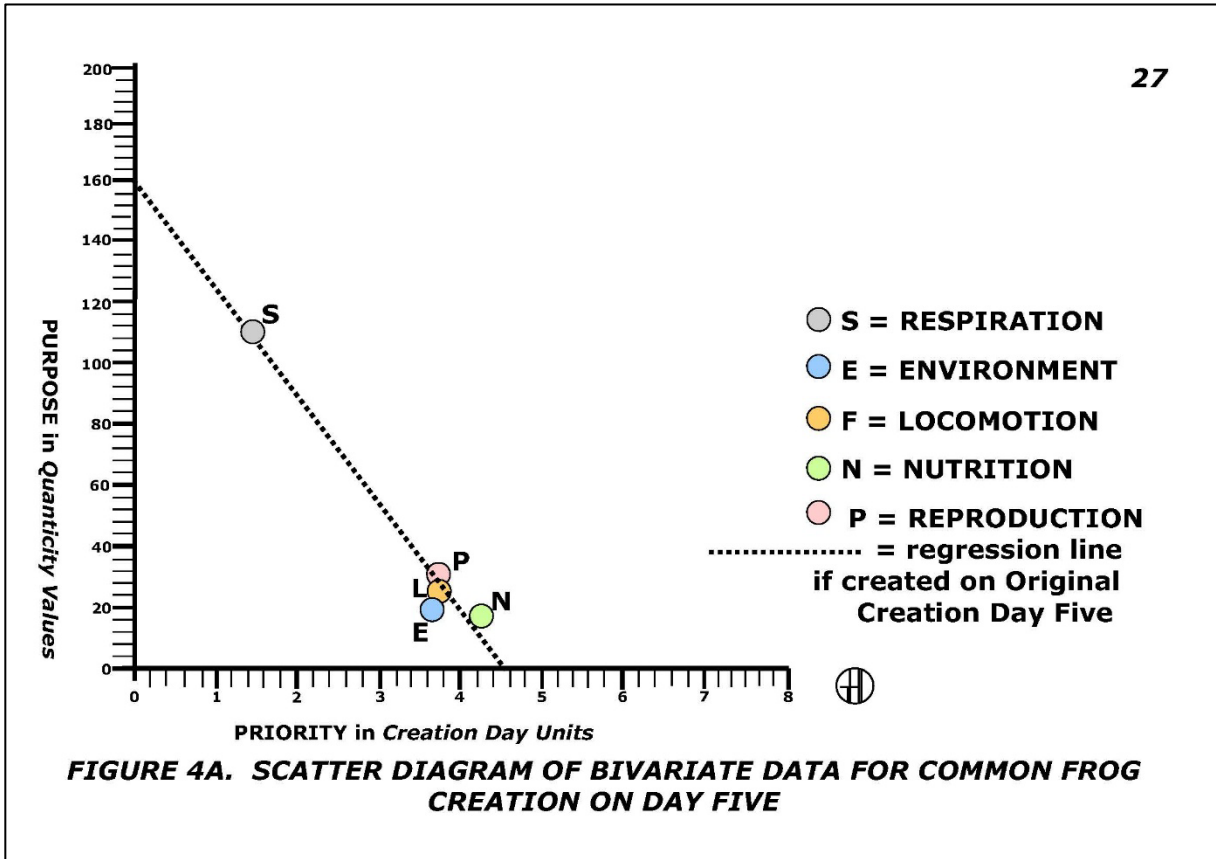
THE KARL PEARSON FORMULA

The **Product-Moment Correlation Coefficient** r was calculated using a hand held electronic calculator Model TI-56 manufactured by **Texas Instruments**,

where $r =$ **Product-Moment Correlation Coefficient**;
 $y =$ **Average Contribution Fittingness**;
 $X =$ **creational priorities**;
 $\Sigma =$ **summation (adding up to get a total)** and
 $n =$ **number in sample studied.**

$$\frac{\left(\Sigma x_i y_i - \left(\frac{\Sigma x_i y_i}{n} \right) \right)}{\sqrt{\left(\left(\Sigma x_i^2 - \frac{\Sigma x_i^2}{n} \right) \left(\Sigma y_i^2 - \frac{\Sigma y_i^2}{n} \right) \right)}}$$

The formula shown above was refined by Karl Pearson who was taught by Francis Galton a cousin of Charles Darwin. Pearson gave Mathematics the concept of **standard deviation** and devised the **chi-squared goodness-of-fit test**. He abolished Christianity from being a component of British University entrance examinations.



28

TABLE 5B. HOW COMMON FROG PRIORITIES WERE CALCULATED FOR X-AXIS PARAMETER FOR CREATION ON DAY SIX

FUNCTIONAL CATEGORIES	PRIORITY VALUE	ITEM/ENTITY
ENVIRONMENT (E)	2.333	Freshwater
	2.333	Land
	2.667	Plants for food
	5.200	Another frog
	5.600	Blessed to breed
	5.800	Eating ordained
Subtotal Average	$23.933 \div 6 = 3.989$	
RESPIRATION (S)	1.500	Air
REPRODUCTION (P)	2.333	Freshwater
	5.200	Another frog
	5.600	Blessed to breed
Subtotal Average	$13.133 \div 3 = 4.377$	
NUTRITION (N)	2.667	Plants for food
	5.800	Feeding ordained
Subtotal Average	$8.467 \div 2 = 4.233$	
LOCOMOTION (L)	2.333	Swimming in freshwater
	2.333	Hopping on land
	5.600	Dispersal and colonisation
	5.800	Searching for food
Subtotal Average	$16.066 \div 4 = 4.016$	

TABLE 6B. COMMON FROG LINKOGRAM DATA ANALYSIS FOR CREATION ON DAY SIX

BIOLOGICAL FUNCTIONS	x-axis data Prioritisation from <i>Genesis</i> Chapter 1. (g)	y-axis data Total Contribution Fittingness (c)
ENVIRONMENTAL (E)	3.989	18.0
RESPIRATION (S)	1.500	108.5
REPRODUCTION (P)	4.377	30.5
NUTRITION (N)	4.233	17.0
LOCOMOTION (L)	4.016	26.0
TOTALS	18.115	200.0

If Frogs were created on Day Six, then x-axis:y-axis correlation coefficient $r = -0.9718751$ with 3 degrees of freedom gives over 99% allowing Frog to be rated at 5.600 because of Table 4 used to produce Table 5B data. Co-ordinates plotted on Figure 4B Scatter Diagram have the regression line from 153.798 on the y-axis to 4.896 on the x-axis.

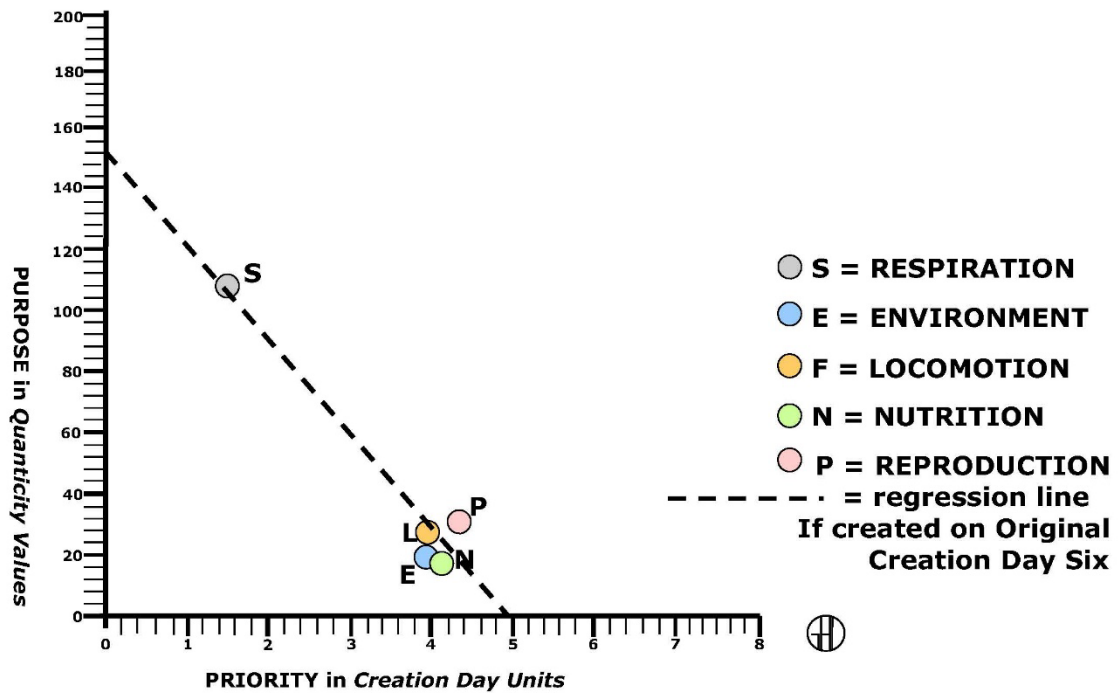
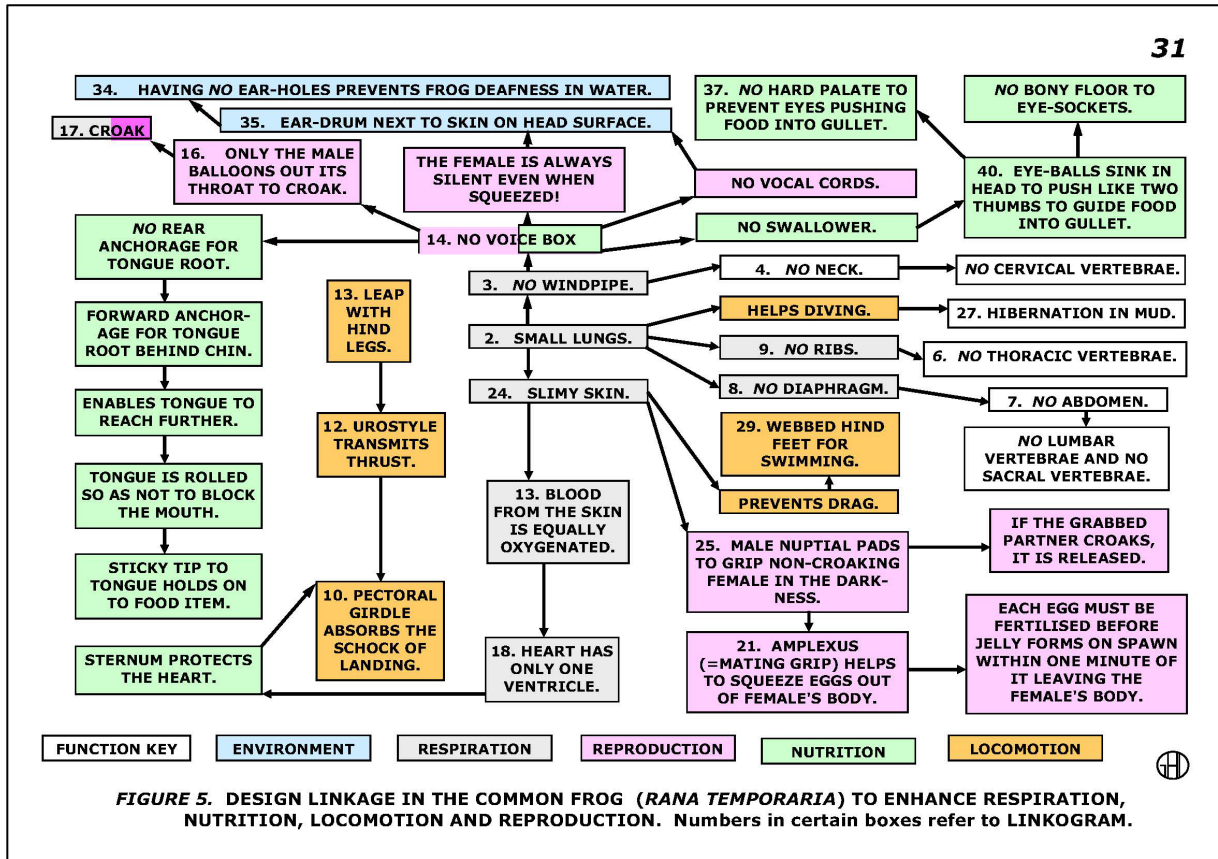


FIGURE 4B. SCATTER DIAGRAM OF BIVARIATE DATA FOR COMMON FROG CREATION ON DAY SIX



DISCUSSION OF RESULTS *Rana temporaria*

The results included in this study of the Common Frog and culminating in *Tables 6A & 6B* as well as *Figures 4A & 4B* came from raw data derived from two chief sources. One was the *Book of Genesis* and the other one was the *Link List* shown in *Table 1*, giving an explanation for each of the 65 links between the 40 entities plotted in *Figures 2 & 3*. The co-ordinates of data derived from both entities and their links plotted in *Figures 4A & 4B Scatter Diagrams* actually stand or fall according to the soundness or otherwise of the two sources mentioned above.

It was mentioned on page 4 that the *Link List* presented in *Table 1* plays an essential role in this linkological study of the Common Frog. Of equal importance were references to where biological categories allow the various entities and ascribed functions to be calibrated from the *Book of Genesis* by dividing each Creation Day by the number of recorded events in *Table 4* and adjusted as shown in *Tables 5A & 5B*.

Naturally, other studies could be made to include any key features omitted from this one. Maybe fuller studies could undermine the conclusions reached outlined on the next page.

There are **two types of Contribution Fittingness** for the parameter of Purpose. In this study of the Common Frog, Purpose was represented by **Total Contribution Fittingness** also known as the **Contribution Fittingness Quota**.

When studying the Duck-billed Platypus, Purpose was represented by the **Average Contribution Fittingness** per ascribed function. That involved dividing the score for each ascribed function by the number of entities belonging to the same function. It is also known as the **Contribution Fittingness Quotient**.

CONCLUSIONS *Rana temporaria*

1. The high statistical significance achieved in this study would seem to show that there is a strong relationship between parameters of Priority and Purpose, which were developed in this study.
2. As a corollary of the above, it also appears to indicate a strong connection between this study and the sequence in which the Original Creation occurred as revealed in the *Book of Genesis*.
3. Another corollary of the first conclusion would tend to show that there is some scope for examining the ways in which a Common Frog individual has entities that relate to other entities both inside and outside its own body.
4. The fact that using the Karl Pearson Formula for the value given to the Product-Moment Correlation Coefficient r is negative affects the slope of the regression line across *Figure 4A & Figure 4B Scatter Diagram*.
5. It seems to bear out the idea that the arrangement of entities resulted in useful linkages rather than having arisen by "blind chance" in a haphazard manner.
6. Owing to Priority being time dependent and, therefore, being shown along the x-axis of graphs, it is of no consequence which of the two types of Contribution-Fittingness is involved in any statistical study into seeking a mathematical basis for the creation of any amphibious animal such as the Common Frog on Day Five or Day Six.
7. The discovered linkological inter-relationships are shown in the right hand panel of page 36.

FURTHER WORK *Rana temporaria*

Substituting the *Genesis* value for the Common Frog *Rana temporaria* which is 4.333 for the environmental value of 3.6888 obtained from data collected for Original Creation Day Five, then $r = -0.9956335$ gives over 99.9% significance! That of 5.6 for frog creation on Day Six resulted in $r = -0.9289456$ gives only over 95% but less than 99% significance! Correlation coefficient measures association that could turn out to be non-causative, which is like plotting the rise in divorce against the increase in potato consumption. The one was not causing the other!

It would be interesting to see if more studies involving more entities and, therefore, having extra links would produce a *Link List* that could result in a level of statistical significance that is considerably different from those achieved in this one.

Anyone contemplating adding further entities and links should bear in mind that in all my linkological studies I have avoided letting links cross over other ones in the Linkogram diagrams. Naturally, three dimensional models could be constructed with certain links passing over others like railway tracks have flyovers and road traffic have underpasses.

It is very easy to produce data that shows very low statistical significance. The vital ingredient is to persevere and perfect representations until they appear to do justice to a linkological understanding of natural history anatomical, functional and ecological relationships. Future workers may even decide to undertake studying the life cycle of flying insects that span an aqueous way of life as well as adulthood when flying in air over land as well as water. Would the data from such studies settle the question that in the Original Creation, all such insects were created as adults ready for breeding on Creation Day Six rather than on Creation Day Five?

ACKNOWLEDGEMENTS

I wish to record my gratitude to my wife Phyllis, who encouraged me in my academic and linkological studies.

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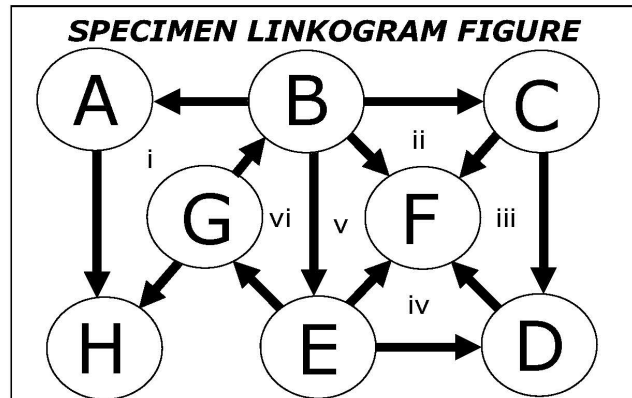
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APPENDIX



LINKOLOGICAL RELATIONSHIPS

Everything in time and space that consists of entities linked with other entities belonging to the same group will have the same **linkological relationships** as in the SPECIMEN LINKOGRAM FIGURE shown alongside:

No. of links = **L**. e.g. 13.
 No. of entities = **E**. e.g. 8.
 No. of enclosed spaces = **S**. e.g. 6.
 No. of overall groups = **G**. e.g. 1.

LINKOGRAM DATA ANALYSIS TABLE

ENTITY No of circles	VALENCY No. of arrows	ARROWS OUT = +	ARROWS IN = -	POLARITY DIFFERENCE	CONTRI- BUTION
A	2	1	1	0 [#]	5 [#]
B	5	4	1	+3	8
C	3	2	1	+1	6
D	3	1	2	-1	4
E	4	3	1	+2	7
F	4	0	4	-4	1
G	3	2	1	+1	6
H	2	0	2	-2	3
TOTAL=8	26	13	13	0	40

L = E + S - G

LINKS = 8 + 6 - 1 = 13

E = L + G - S

ENTITIES = 13 + 1 - 6 = 8

S = L + G - E

SPACES = 13 + 1 - 8 = 6

G = E + S - L

GROUP = 8 + 6 - 13 = 1

APPENDIX**37**

NOMOGRAM FOR CALCULATING THE CONTRIBUTORY FITTINGNESS OF EACH ENTITY	
POLARITY DIFFERENCE	CONTRIBUTORY FITTINGNESS
+3	8
+2	7
+1	6
0*	5*
-1	4
-2	3
-3	2
-4	1

The fifth and sixth columns of the *Table 2 LINKOGRAM DATA* shown on pages 20-21 were filled in using the *Table 3 NOMOGRAM TABLE* before being used in *Tables 6A & 6B DATA ANALYSIS* on pages 25 & 29 like this one shown on this page to sort out the *SPECIMEN LINKOGRAM FIGURE* on page 36.

*Interestingly, whatever rating zero Polarity Difference is given for Contribution Fittingness, when multiplied by the Total No. of Entities in a Linkogram, the resulting product will always tally with the Total Contribution Fittingness.

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Appendices

Contents

International Education Awards for Science Teachers in Service

The Science Teacher & The Guinness Science Awards for Science Teachers Gerald Duffett 1964/5

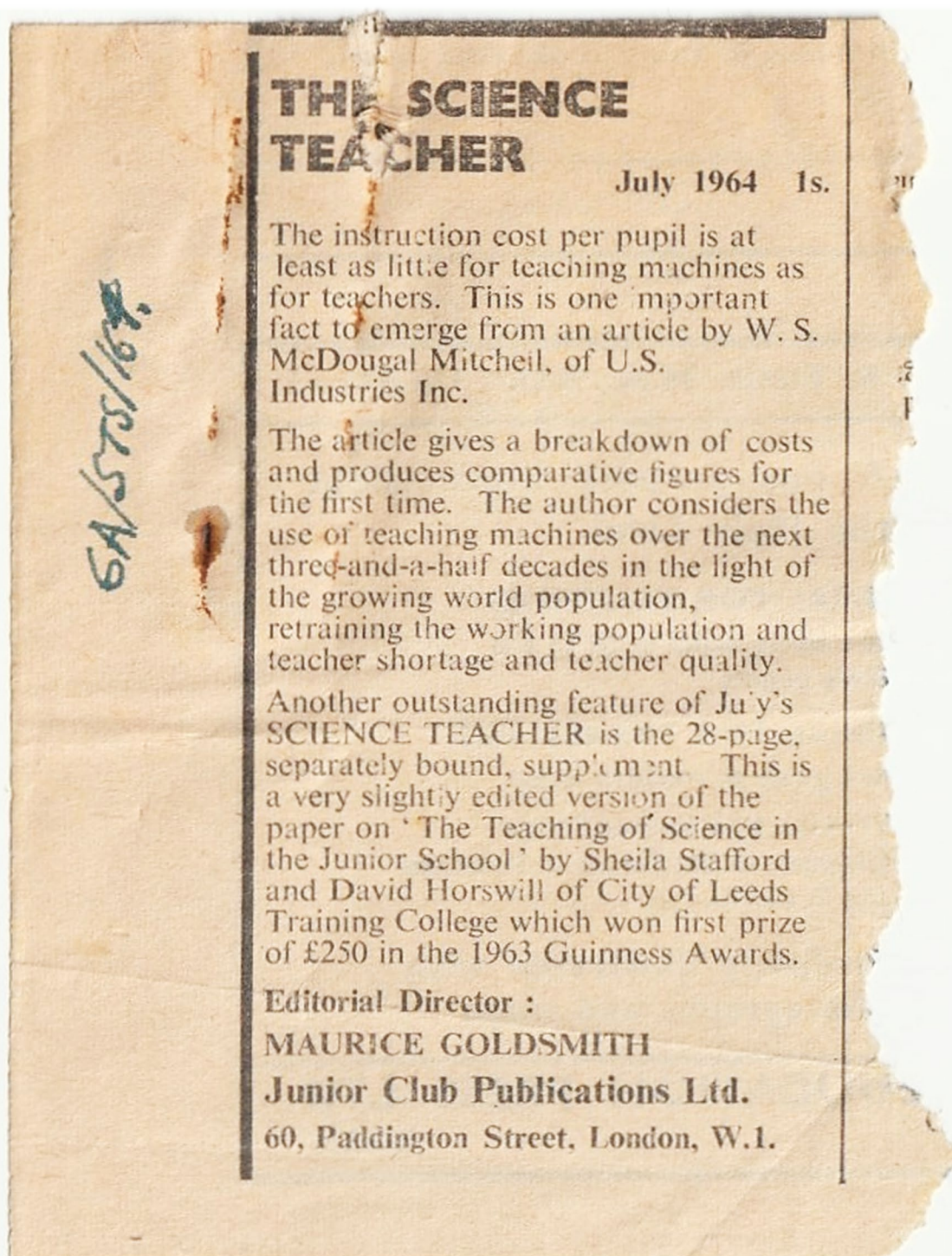
- | | | |
|----|---|-----|
| 1. | Advert in Scholarly Journal inviting applications
Original clipping from: <i>The Science Teacher</i> [Journal] July 1964. | 340 |
| 2. | Initial Information Pack <ul style="list-style-type: none"> ➤ The Guinness Science Awards for Science Teachers 1964 Teachers in Service. ➤ Administered by The Science Teacher (Journal) ➤ Purpose, Awards, Judges, Entrants, Topics, Forms and Dates | 341 |
| 3. | Formal Acknowledgement of Submission
The Guinness Science Awards for Science Teachers 1964/5 | 346 |
| 4. | The Final Submission
<i>Organising Pupils for Participation in Topics of Research</i> (Duffett, 1964) <ul style="list-style-type: none"> ➤ Abstract (and entry sheet) ➤ The Scope of Research <i>By</i> Pupils ➤ Method of Research Performed <i>With</i> Pupils ➤ Topics of Research Suitable <i>For</i> Pupils ➤ Benefits of Research <i>To</i> Pupils | 347 |
| 5. | Supporting Document to Guinness Awards Submission
<i>Project Work for Group Work on Twigs and Outgrowths</i> (Duffett, 1964 ^a) <ul style="list-style-type: none"> ➤ Field Biology: Twigs and Outgrowths ➤ Teaching instructions and field observation guide (page 1) ➤ Research which you can do on Twigs ➤ Lines of Investigation (page 2) | 360 |
| 6. | The School Cloakroom: A Paradigm for Ecological Studies
Original Manuscript: (Duffett, 1964 ^b)
Teaching observation and investigation skills in a common environment | 363 |
| 7. | Biological Field Work Study
Original Manuscript: (Duffett, 1964 ^c)
Science Teaching Resource at Buckingham County Secondary School. | 369 |
| 8. | Program For How To Clean Your Teeth
A new observational analysis of ‘actions’ and ‘subsidiaries’ as the basis for a new linkological study (Project 3, PhD by Portfolio, Duffett, 2026) | 376 |

1. Advert in Scholarly Journal inviting applications

Original clipping from: **The Science Teacher [Journal] July 1964**

ISSN 0036-8555. Coverage: 1940-2022

Advert alerting GHD that such an award was available to apply for to promote learning about science in secondary schools. GA/STS/164 became the reference number for the GHD submission for this award.



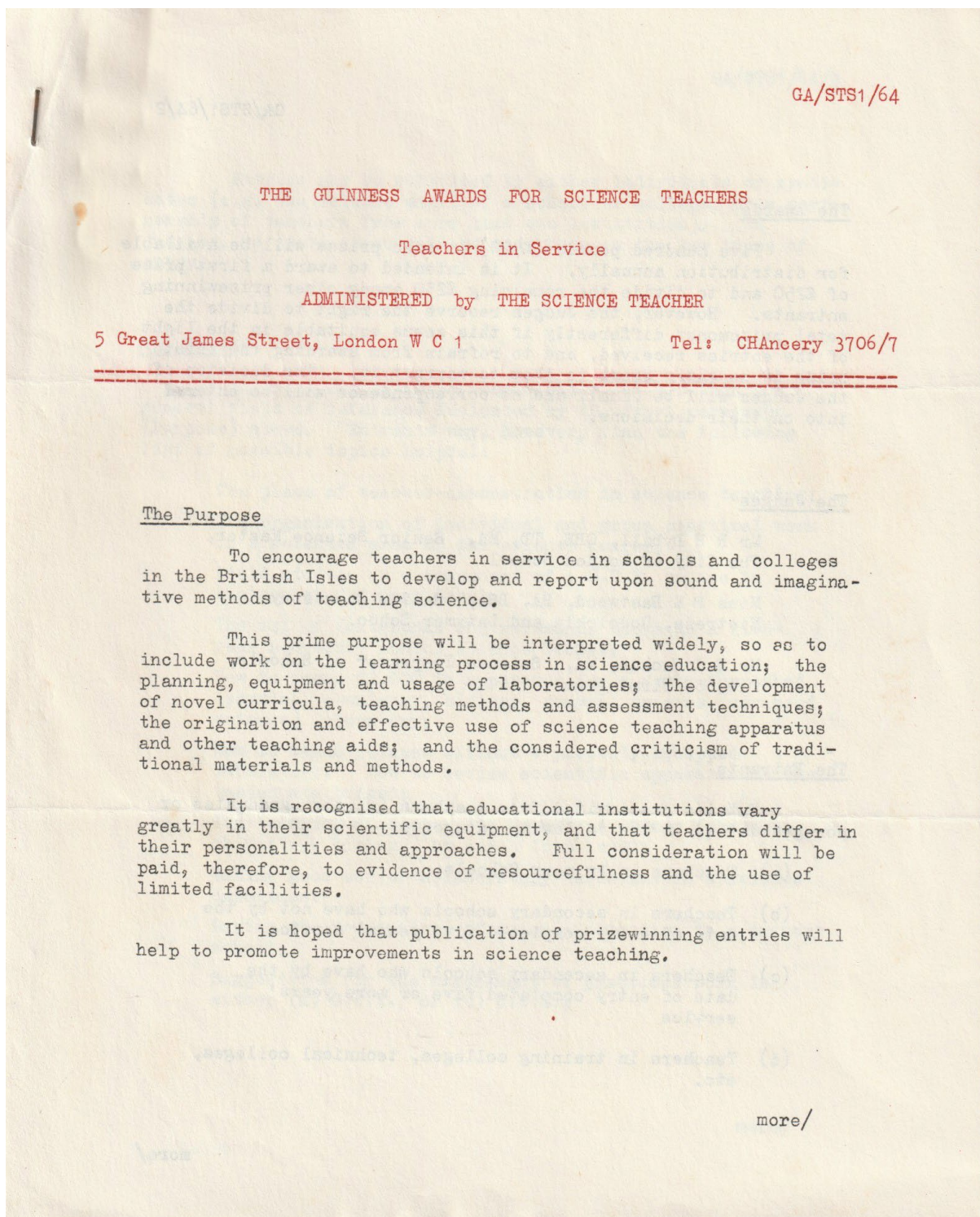
2. Initial Information Pack (i)

The Guinness Science Awards for Science Teachers 1964

Teachers in Service.

Administered by The Science Teacher (Journal)

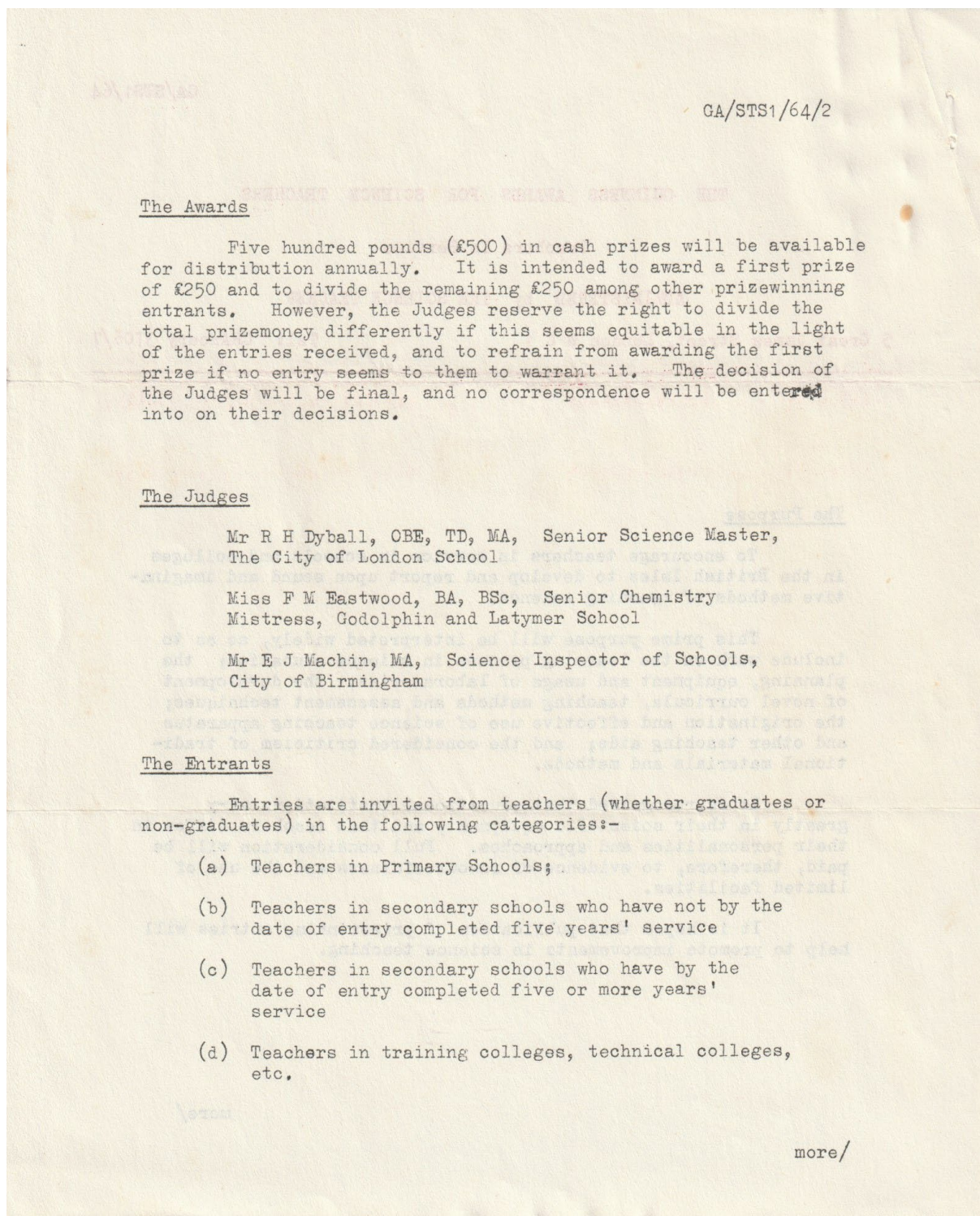
➤ The Purpose



Initial Information Pack (ii)

The Guinness Science Awards for Science Teachers 1964

- The Awards
- The Judges
- The Entrants



Initial Information Pack (iii)

The Guinness Science Awards for Science Teachers 1964

➤ The Topics

GA/STS1/64/3

Entries may be submitted by either individuals or syndicates (e.g. the science staff of a school or college, or a partnership of teachers from more than one institution). In judging, no distinction will be made between the two types of entry.

The Topics

An entry may be on any topic which falls within the general field of reference indicated by the first paragraph (Purpose) above. Entrants may, however, find the following list of possible topics helpful:

The place of teacher-demonstration in science teaching;

The organisation of individual and group practical work in a selected area of the science course;

Field studies as a component of a G.C.E. course in biology at Ordinary Level;

The use of text-books and reference books in a five-year secondary school science course;

How to spend £2,000 in apparatus for a newly-furnished (physics, chemistry, biology, general science, advanced science) laboratory;

How to teach science without a properly equipped laboratory. How to devise scientific apparatus on our inadequate budget;

The teaching of a specific aspect of modern (physics, chemistry, biology) at sixth form level;

Making good use of a laboratory assistant in a science department;

Laying the foundations of science education in a primary school;

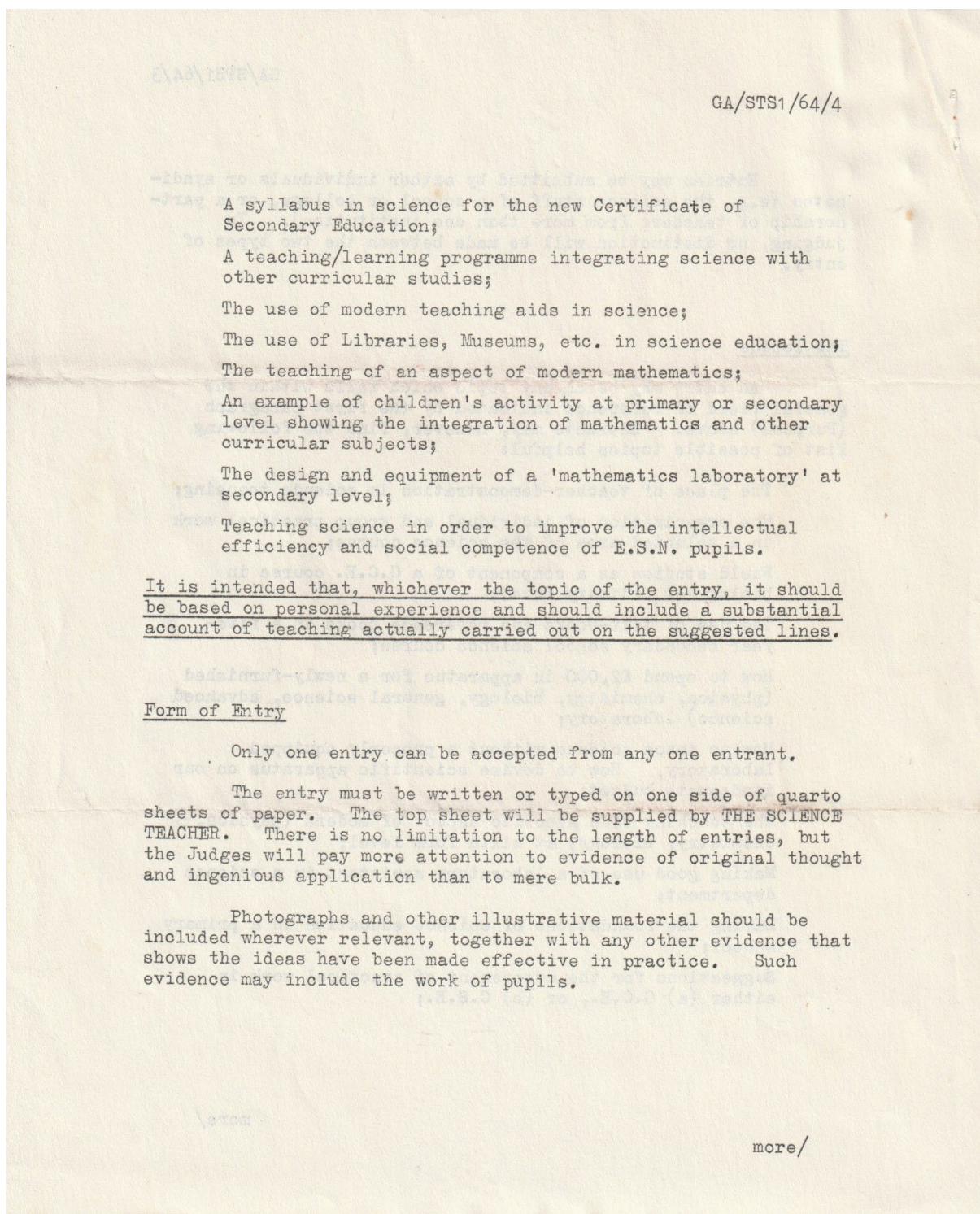
Suggestions for the assessment of practical work in either (a) G.C.E., or (b) C.S.E.;

more/

Initial Information Pack (iv)

The Guinness Science Awards for Science Teachers 1964

➤ Form of Entry



Initial Information Pack (v)

The Guinness Science Awards for Science Teachers 1964

➤ Dates and Application Forms

GA/STS1/64/5

Reference should be made to the source of information or of original experiments wherever this is necessary to a proper assessment of proposed modifications. If any substantial part of an entry is being published or submitted as a thesis, this should be mentioned on the top sheet of the entry.

Dates

The final date for receipt of registrations is 1 January, 1964, and the final date for receipt of entries is 31 December, 1964. The Awards are to be announced by 30 April, 1965.

Application Forms

Application forms must be obtained from

The Guinness Awards for Science Teachers
C/o The Science Teacher

Street

CHANGE OF ADDRESS TO
60. Paddington Street,
London, W.1.
WELbeck 6462

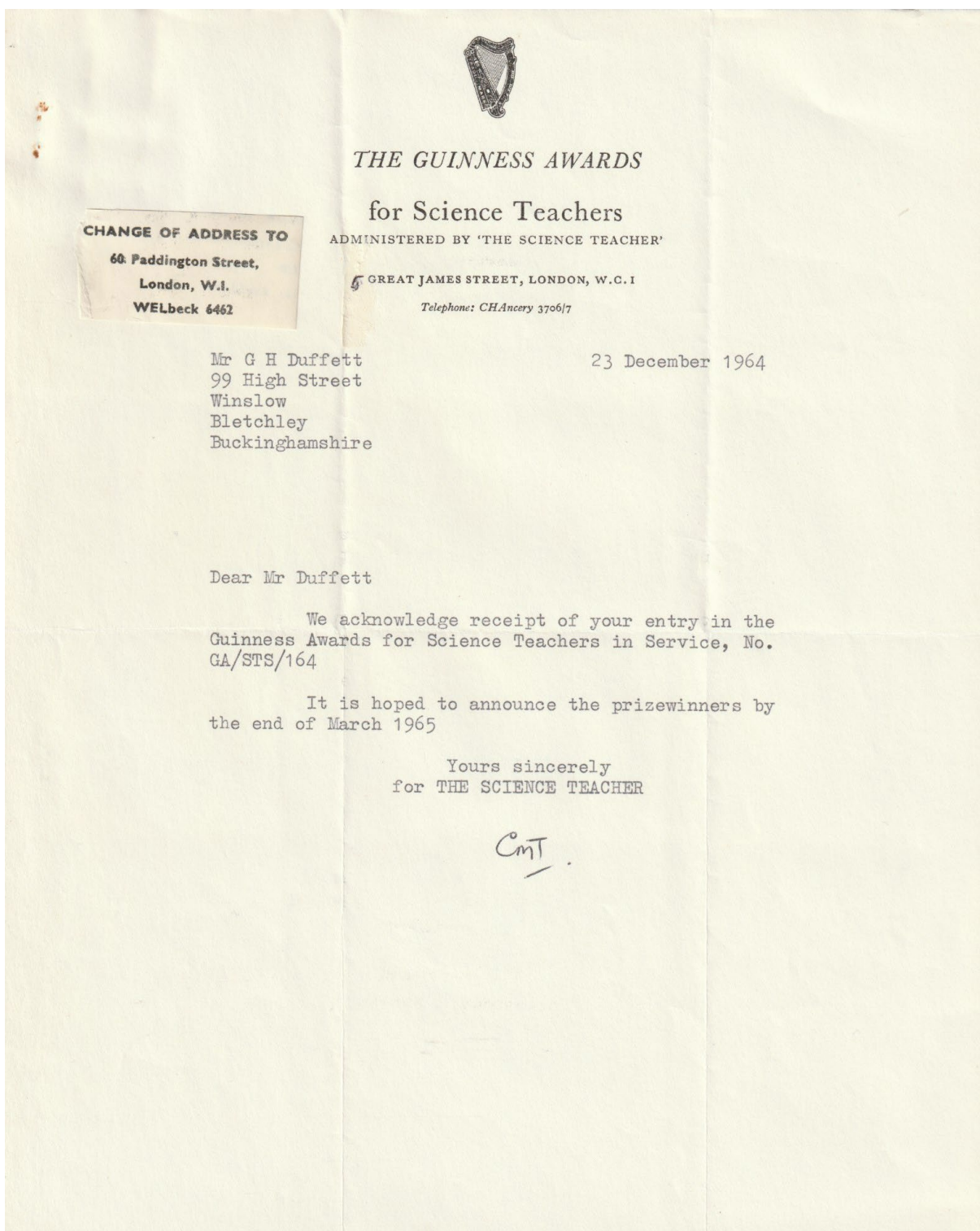
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3. Formal Acknowledgement of Submission:

The Guinness Science Awards for Science Teachers 1964/5

To Mr. G.H. Duffett, Bletchley, Buckinghamshire.

23rd December 1964



4. The Final Submission:

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

The Guinness Science Awards for Science Teachers in Service 1964/5

Abstract and Entry Sheet

THE GUINNESS AWARDS for
SCIENCE TEACHERS IN SERVICE

REGISTRATION NO.
GA/STS/164

Please use this form as the Top Sheet for your entry

1. TITLE OF YOUR ENTRY .."ORGANIZING PUPILS FOR PARTICIPATION....
IN TOPICS OF RESEARCH"
.....

2. LIST OF ENCLOSURES OR SEPARATE PIECES SUCH AS PHOTOGRAPHS OR
DIAGRAMS ..A red biro letter indicates what part of essay enclosure
is intended to support. A=floral key;B=Natural History Topics;
.....
C=tabulated notes of twin girls; D=xerographed drawings;E=micro-
photograph.

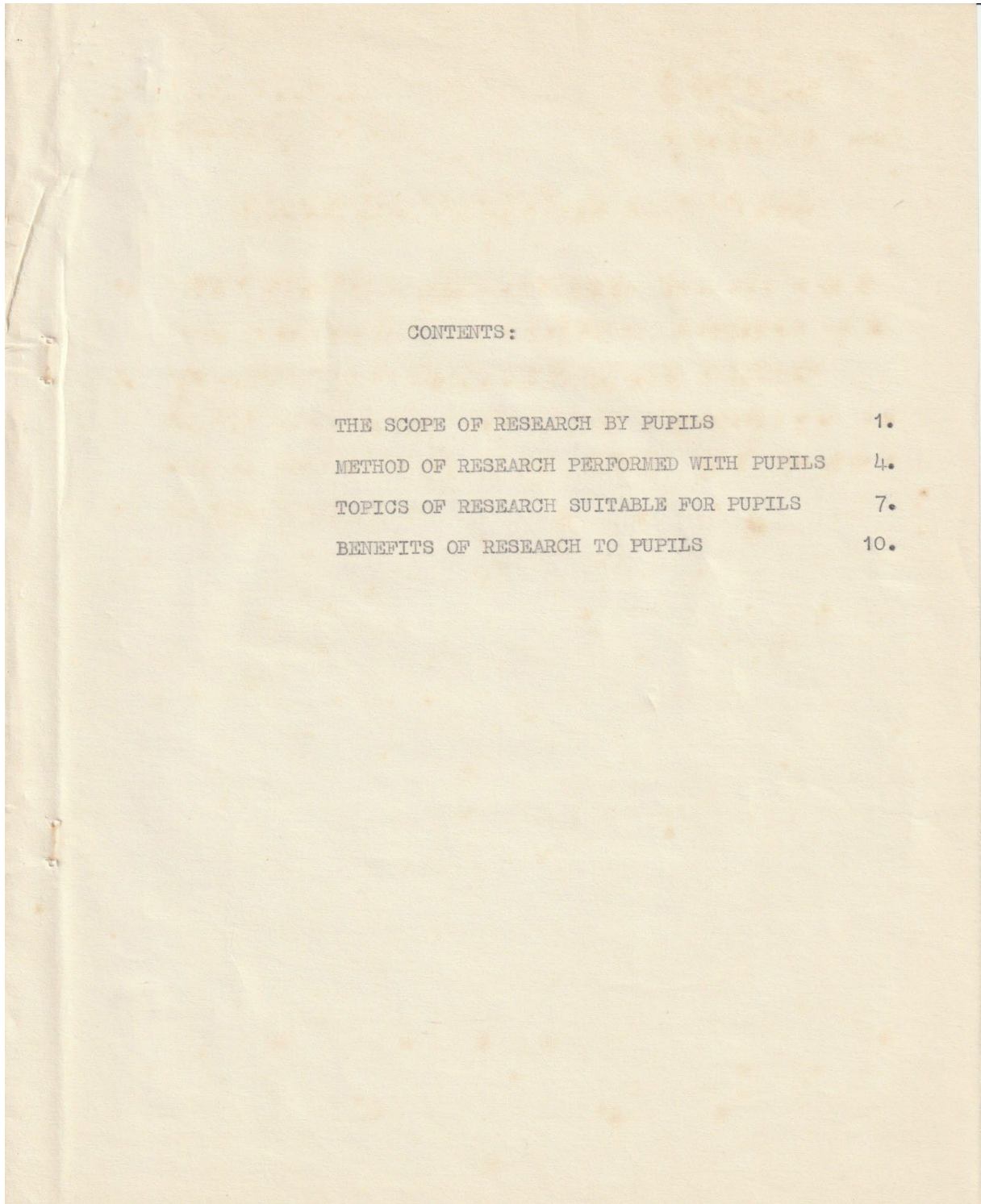
3. ABSTRACT OF YOUR ENTRY: P=specimen of preparation schedule;
R=report on oak marble gall
occupants.

Schools have vast untapped resources of both observers and
situations to be studied. Simple techniques can be mastered by
pupils working in groups as a team practicing scientific methods
with preparation from the teacher. It is recommended that liaison
with another central body would assist co-ordination and give
incentive for recognition of pupils' work. Advantages of the
proposals and benefits to pupils are enumerated.

NOTE: Your entry must be sealed in a plain envelope, with nothing on
the envelope except the title of your entry in BLOCK CAPITALS and your
Registration Number as above. Any illustrative material must be inside
the envelope.

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Contents Page



CONTENTS:

THE SCOPE OF RESEARCH BY PUPILS	1.
METHOD OF RESEARCH PERFORMED WITH PUPILS	4.
TOPICS OF RESEARCH SUITABLE FOR PUPILS	7.
BENEFITS OF RESEARCH TO PUPILS	10.

Organising Pupils for Participation in

Topics of Research (Duffett, 1964)

Page 1

The Scope of Research By Pupils

1

THE SCOPE OF RESEARCH BY PUPILS.

It is untenable that anyone who has taught science should have cause to remain unimpressed by the powers of observation which pupils possess - whatever their record cards would lead one to believe to the contrary.

Following up a lesson in which pupils were gaining confidence in using a ^A key, sprigs of **S**nowberry were distributed amongst them for identification. As confirmation of its name, facts were read out to them from the second edition of Clapham, Tutin and Warburg's 'Flora of the British Isles' which states on page 789 that leaves of the twigs are between 2-4 cm. in length. No-one doubted that fact until a girl exclaimed that all the leaves on her sprig were at least 5 cm. long. That was how some pupils began to realize that amendments to previous knowledge could be made by merely checking textbook descriptions with observation of actual specimens.

Another class of boys were divided into groups and each was told to 'experiment' with two test tubes and water in a pneumatic trough. Despite the fact that these boys were first year pupils recently arrived from various primary schools, they discovered for themselves - among other things - that the test tubes could remain at various depths partially submerged and could function like a chicken drinker. Naturally, if they had discovered how to make a submarine or the principle on which hydrometers operate, it would not have been a new discovery to any but themselves. Probably a knowledge of physics or chemistry to above the standard of advanced level in the General Certificate of Education as well as a good knowledge of mathematics is the minimum qualification for anyone participating in research in

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 2

2

a scientific subject, except biology.

The natural history aspect of biology is the most suitable realm for pupil research because whilst young persons have been acquainted with the subject from infancy under the title of 'nature study', although it forms a part of even the town child's environment, it is still riddled with gaps which could be filled in by observation of living things. Furthermore, natural history has few competitors from other school subjects as a leisure pursuit and a visit to a library would probably be useful should one wish to locate the nearest natural history society. Several are listed in the 'Directory of Natural History and Other Field Study Societies in Great Britain' which is published for the British Association for the Advancement of Science.

Before leaving school, the pupil could make original observations to qualify for passing the natural history section of the Duke of Edinburgh's Award. Also included in this scheme is a section devoted to bird watching. Similarly, after leaving school, any member of the public is eligible to apply to the University of London for enrolment on a course leading to the gaining of the Certificate of Proficiency in Natural History. An integral part of this certificate is first hand study of a topic with guidance from an adviser appointed by the university.

The inception of new syllabi in biology for the Certificate of Secondary Education gives emphasis to course work which is bound to result in the pursuit of prolonged investigations which could be continued by a succession of pupils over a number of years - particularly ecological techniques in a habitat study.

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 3

3

Opportunities exist for science teachers who have their projects accepted by the Scientific Research in Schools Committee established by the Council of the Royal Society. The Society can link any science teacher (graduate or non-graduate) with an adviser who may recommend that assistance be provided for apparatus and chemicals to be made available, if they would not normally be held on the stockbooks of the school. Indirectly, in about eighty schools and colleges, pupils are benefiting from participating with teachers who are practising methods of research. Of these establishments, about fifty percent are following biological topics.

Like branches of the post office, schools are found in most parts of the United Kingdom. Nowhere else could such a variety of natural phenomena be near at hand for observation and, as all normal healthy members of the population must attend school when young, no other organization has such vast resources of observers supervised by trained staff, who unless they are given incentive to undertake research in schools may consider pursuing it in any industry which offers scope and equipment.

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 4

Method of Research Performed With Pupils

4

METHOD OF RESEARCH PERFORMED WITH PUPILS.

Techniques listed below are those which have been found within the ~~capacity limit~~ ^{ability range} of most pupils attending a non-selective secondary school:

- the use of a compound microscope with low power objective;
- mounting a small organism on to a microscope slide as a permanent preparation;
- making a section of a plant organ using a screw microtome and a razor blade;
- measuring in millimetres using a pair of dividers and a ruler;
- determining the hydrogen ion concentration of a solution by means of a pH capillator set as supplied by British Drug House;
- labelling specimens both in specimen tubes and mounted on pins;
- the use of a control wherever feasible to validate evidence.

In addition to the above methods, it has been found essential to show pupils how to use a science book as many never think of consulting the index as a guide to the book containing information which might be relevant to the topic under study. Observer and The New Naturalist series of books are ample for the identification of most specimens, but less able pupils will appreciate a key device such as this for plantains:-

- | | | |
|---|-------|------------------|
| 1. Furrowed flower stalk | | Ribwort Plantain |
| Not as above | | See 2. |
| 2. Leaves under 2 $\frac{1}{4}$ " long | | See 3. |
| Not as above | | See 4. |
| 3. More than five ^{four} veins per leaf | | Hoary Plantain |
| Not as above | | See 4. |

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 5

5

- | | | |
|--------------------------------|-------|-------------------|
| 4. Leaf stalk as long as blade | | Ratstail Plantain |
| Not as above | | Sea Plantain |

It is necessary for pupils to realise the importance of recording every observation connected with the investigation - not least the date, time and even a note about the weather. To ensure continuity of work, it is preferable to organize pupils into groups. Division of labour can be effected in each group by one being responsible for drawing and another to keep a log of the proceedings. ~~Perhaps a third has a sister who can type out the group's report and~~ All should be aware of how to project and focus an image from a micro-projector onto paper and so draw directly even though the 'artist' member of the group may be absent.

A scarcity of microscopes makes the use of pocket microscopes up to X 25 magnification valuable, provided those who use them are aware of the total inversion of the image obtained. Also the proper way of referring to species by scientific names underlined when not written in italic letters, obviates amendment when the report has been finalized.

A little success in the early stages of a project, although dependent upon preparation by the teacher, does ensure that the group is not left entirely to its own devices and results in enthusiasm which is rarely matched by adults. Once dependency has been removed, pupils will quite cheerfully do repetitive work without considering that it is boring. For example, once I showed a group that the way to differentiate between a pregnant and an unfertilized female millipede was that the former scurries ahead when prodded in the posterior with a pencil point: whereas the latter remains still ready for mating,

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 6

6

a group spent many hours analysing the constituent materials of nests of many species of birds in order to catch the invertebrate occupants with the sole aim of correlating the livestock with nest material if their findings made it at all possible.

In carrying out group work, it sometimes happens that the members of a group discover the need for mastering new techniques or need to be shown how to consult a reference book. This ensures that knowledge is learnt at the pace of the pupil - not at the pace of the teacher which could otherwise be the case. Furthermore, pupil participation makes it certain that the steps taken are not too big, and as soon *as* the new method is applied, the success helps to reinforce the knowledge as a reward for effort. As groups are working on different topics or at their own rate on the same one, it is likely that the teacher is able to assess the progress or problem of each group separately and so a feed-back of work from pupil to teacher is possible which the advocates of teaching machines rate as worthy of high esteem.

For pupils to learn the grand subject 'How to Think', it is vital for them to see the problem and themselves suggest ways of solving it. If the teacher suggests methods, pupils should be encouraged to see possible snags or reason what result must be reached in order to prove or disprove a proposition or hypothesis. Only in this way can a transfer of what they learn be carried over into other experiences of life and remain with them as a guide to future action.

**Organising Pupils for Participation in
Topics of Research (Duffett, 1964)**

Page 7

Topics of Research Suitable For Pupils

7

TOPICS OF RESEARCH SUITABLE FOR PUPILS.

At first, it may seem difficult to decide upon a topic within the scope of the pupils, but after reading 'Life of the Wayside and Woodland' by T. R. E. Southwood, the problem is one of limiting the topics by choosing only those which the environment of the school's location makes most likely to succeed. Naturally not every school is near to chalk^{-land} in order to investigate why self-pollinating Bee Orchids number several thousands one year; then only about ten in the following year. All schools would qualify for a seasonal investigation into places used by House-flies for hibernation and most would be in a position to take part in a survey to investigate why and how toads frequent certain 'toad' ponds, whereas frogs breed in perhaps any pond.

A total of forty-seven^B topics worth probing are given in Dr. Southwood's book. However, probably no teacher would choose two of these topics dealing with problems of plant distribution on a cliff; and whether or not individual male adders have definite territories like robins, but measuring the rate of spread of fairy rings would appeal to girls; whilst the distance individual snails travel and their length of life would fascinate many boys.

One class divided into groups concomitantly endeavoured to assist the teacher by collecting and dissecting oak marble galls with the view to finding what invertebrates occupied them and, if possible, what relationships^R occurred between one species and the next. Twin girls browsed through 'Pocket Guide to Nests and Eggs' by R.S.R. Fitter in order to discover if egg shape could be correlated with number laid in a clutch. They concluded that although pointed eggs

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 8

8

often numbered four per nest and round eggs about two, oval eggs have a more variable clutch size. When asked to test the general rule which states that the length of the incubation period is directly proportional to the size of the mother's body, they discovered from their tabulated notes that water birds are a notable exception for the eggs of the larger birds hatch sooner than those of birds under medium size.

Although ~~strange~~ initially unfamiliar to them, 'backward' pupils have shown delight in counting the number of seeds per Lupin legume and recorded their scores in histogram form; whilst those with good eyesight and ability to count up to two-hundred, assisted in helping to discover if the number of ray-florets or the number of bracts could be a taxonomic criterion for the subdivision of the Common Dandelion species into at least a hundred forms.

So far, little study has been undertaken on the internal anatomy of the petioles of even common plants and thus, anyone with facility in sectioning and an elementary knowledge of staining, would be in a position to produce a set of drawings which has not ^a counterpart in any British University. Similarly, no flora in common use gives any information of the arrangement and folding of leaves within the bud of any species - yet many indicate the chromosome number!

In zoology, scope exists for research on readily available material. For example, immature spiders are sometimes very difficult to identify although they make good slide subjects and so some pupils are currently investigating the possibility that the arrangement of chaetae on chelicerae might be a diagnostic feature. This was triggered by the inability of the Natural History Museum to identify one

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 9

9

particular specimen and the discovery from an entomological reference work that chaetotaxy is diagnostic for identifying certain species of very similar flies.

The setting up of a central organization or even the adoption of certain schools by university departments might be of value to some teachers who could obtain their research topic from an authoritative body. In this way they would have satisfaction in knowing that another school may also be allocated the same topic and so a comparison of methods and results for 'control' purposes would be welcomed.

Organising Pupils for Participation in Topics of Research (Duffett, 1964)

Page 10

Benefits of Research To Pupils

10

BENEFITS OF RESEARCH TO PUPILS.

However much teachers are fascinated by new data and contribution to 'pure' science, as educationists they will be equally pleased with the effects upon the pupils themselves who participate in research. The pupils feel a sense of achievement which is derived from satisfaction over their work.

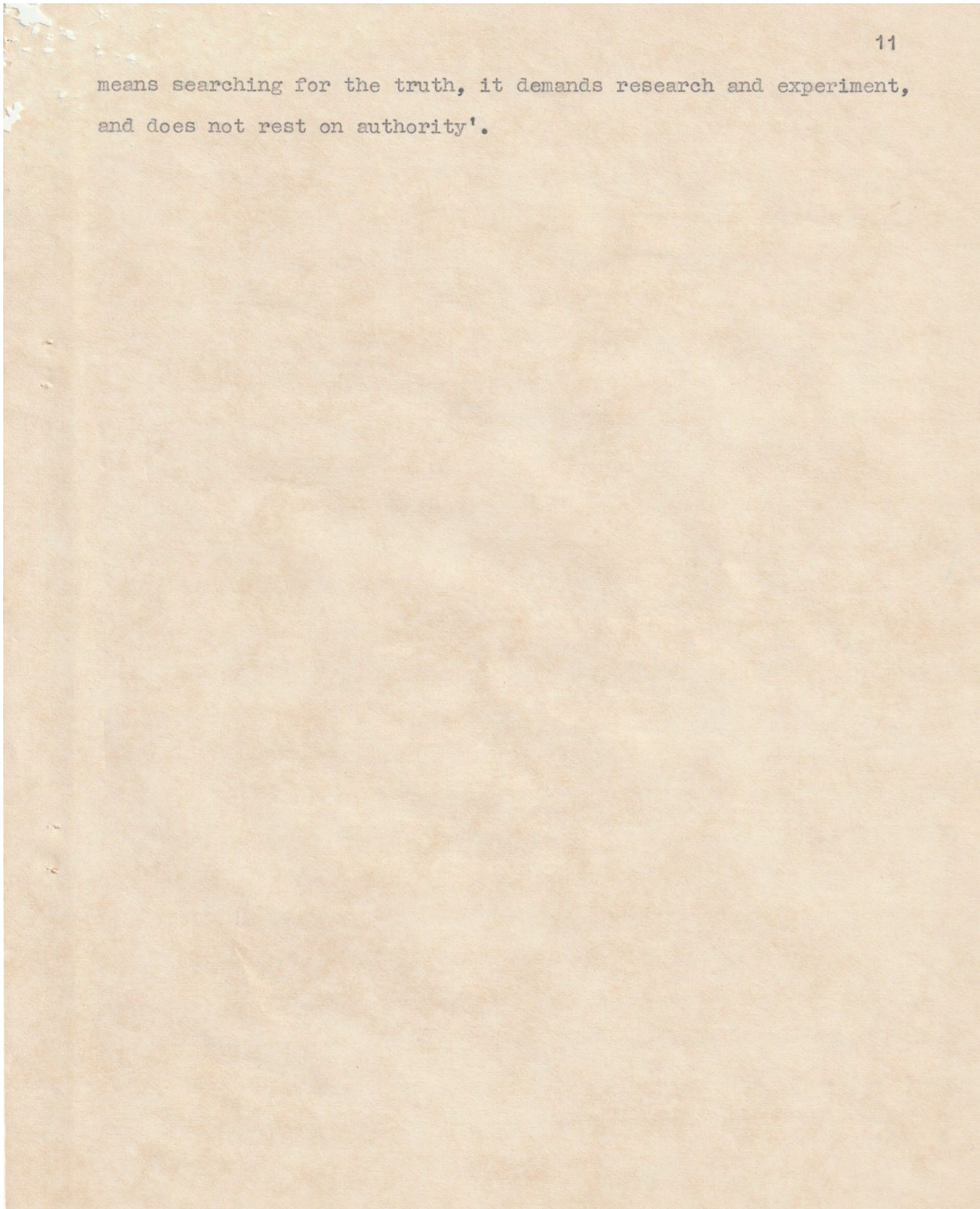
Self-respect in young people is increased if anyone known to the group can use a typewriter. An even greater boost is the placing of their drawings into a photographing machine which along with stencil lettering makes their work look 'professional'.

Up to the present time, each group has been allowed to take home their report and there it has remained since they have left school, but it would have been advantageous to other pupils if a copy of those reports had been kept in a cupboard for reference and pupil prestige purposes.

Perhaps the inauguration of a central register where school pupil theses could be entered would give pupils a sense of recognition even if their abilities or circumstances preclude them from post-graduate studies. Indeed I am not at all complacent that physics and chemistry would contain unsuitable topics for research at pupil level, for my colleague, laboratory assistant and a class of boys are still wondering why gas still evolved from the anode of apparatus for the electrolysis of water after it was disconnected from the electricity supply. If it were due to acid attacking platinum foil, why were not both electrodes behaving in this way? How right H. G. Wells was in 'The Story of a Great Schoolmaster' when he wrote - 'Science is essentially creative and co-operative, its outlook is onward towards change, it

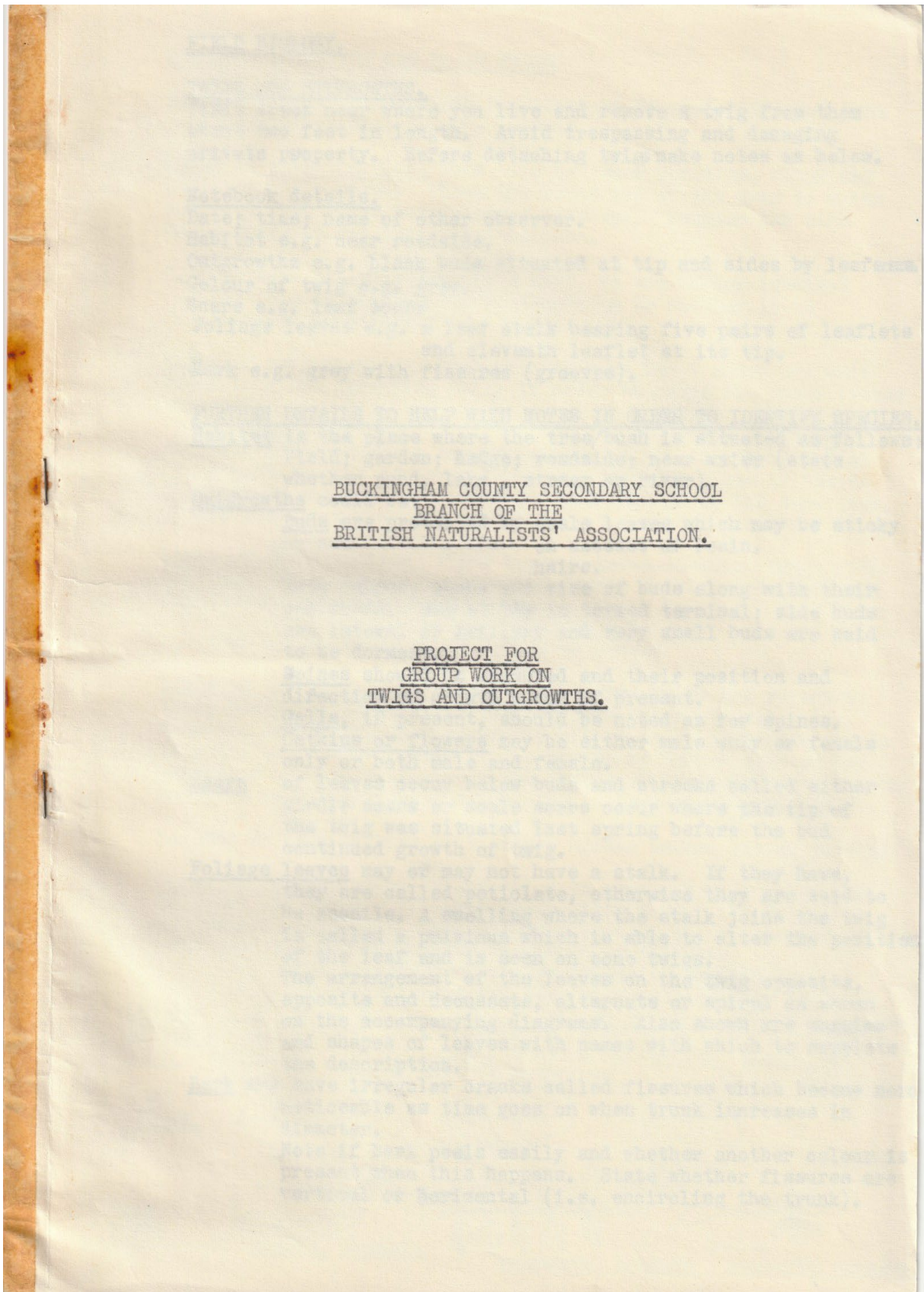
**Organising Pupils for Participation in
Topics of Research (Duffett, 1964)**

Page 11



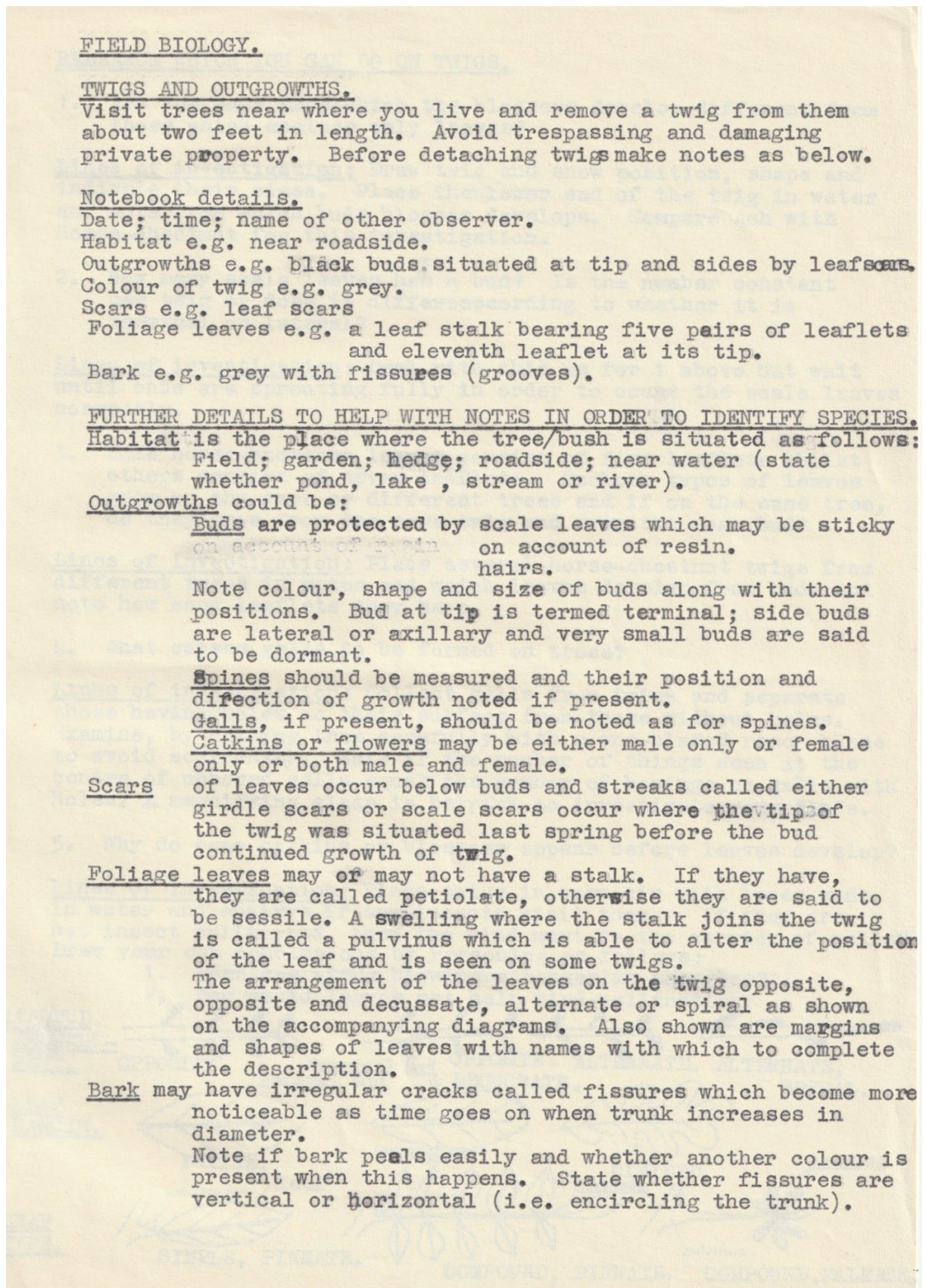
5. Supporting Document to Guinness Awards Submission

Project Work for Group Work on Twigs and Outgrowths (Duffett, 1964^a)



Field Biology: Twigs and Outgrowths

Teaching instructions and field observation guide (page 1)



Research which you can do on Twigs

Lines of Investigation (page 2)

RESEARCH WHICH YOU CAN DO ON TWIGS.

1. Are the buds from which the blossoms develop different from those which enclose only leaves?

Lines of investigation: Draw twig and show position, shape and indicate their sizes. Place the lower end of the twig in water and note from which buds blossom develops. Compare Ash with Horse-chestnut for this investigation.

2. How many scale leaves has a bud? Is the number constant per twig or does it differ according to whether it is terminal or lateral?

Lines of investigation: Deal with this as for 1 above but wait until buds are sprouting fully in order to count the scale leaves correctly.

3. Some horse-chestnut leaves consist of five leaflets whilst others consist of seven leaflets. Do both types of leaves grow on the same or different trees and if on the same tree, do they grow from the same twig and even the same bud?

Lines of investigation: Place several horse-chestnut twigs from different trees in water and watch leaves develop from buds and note how many leaflets they have.

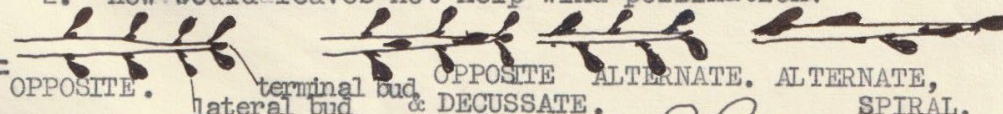
4. What causes galls to be formed on trees?


Lines of investigation: Collect galls from twigs and separate those having holes on their surface from those without holes. Examine, by cutting them carefully (with a one-bladed razor blade to avoid accidents). Note if the number of things seen at the centre of unbored galls equals the number of borings on galls with holes. A magnifying glass is helpful to investigate your finds.


5. Why do some catkins or blossoms appear before leaves develop?

Lines of investigation: Place twigs in open air with lower ends in water and observe if any insects visit them. If they are not insect pollinated, then the wind must be the carrier of pollen. Draw your own conclusions by reasoning as follows:

1. When are winds blowing stronger in the year?
2. How would leaves not help wind-pollination?

LEAF/BUD ARRANGEMENT. 

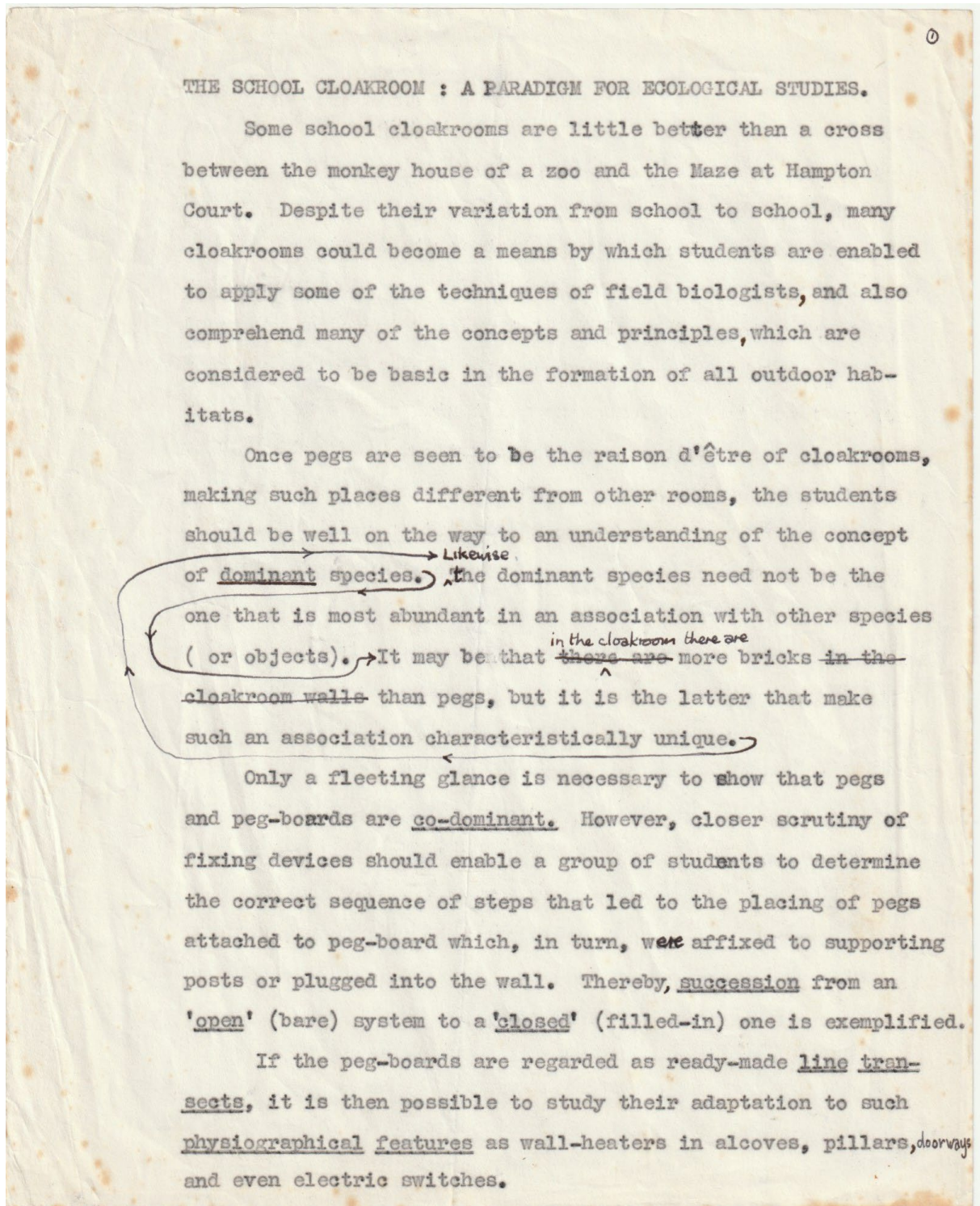
LEAF MARGIN. 

LEAF TYPE. 

6. The School Cloakroom: A Paradigm for Ecological Studies

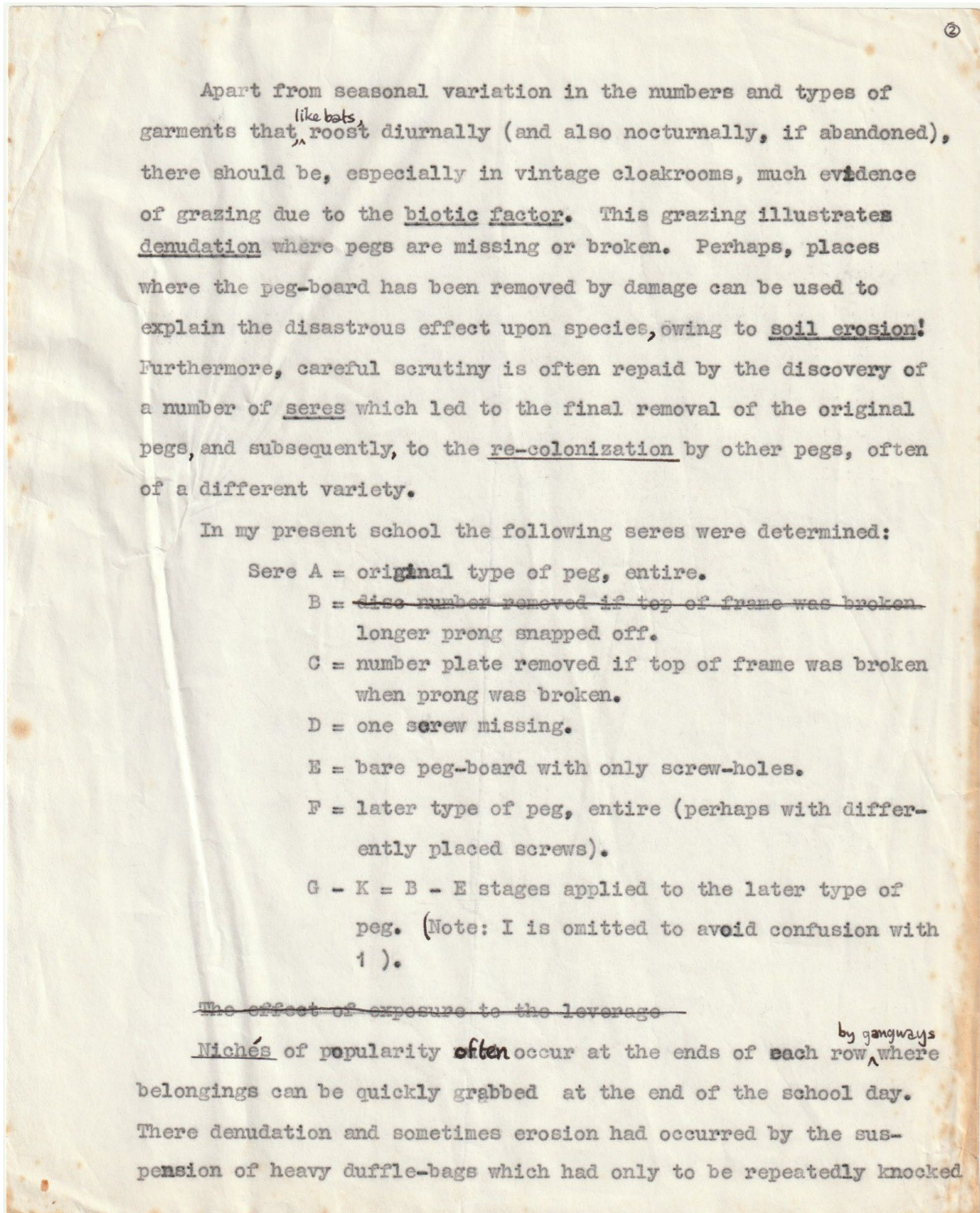
Original Manuscript (page 1). Gerald Duffett (1964b)

Teaching observation and questioning skills with investigation techniques in an environment common to pupils – the cloakroom - an often taken for granted place, but worth a closer look from a new viewpoint of 'biological investigation'.



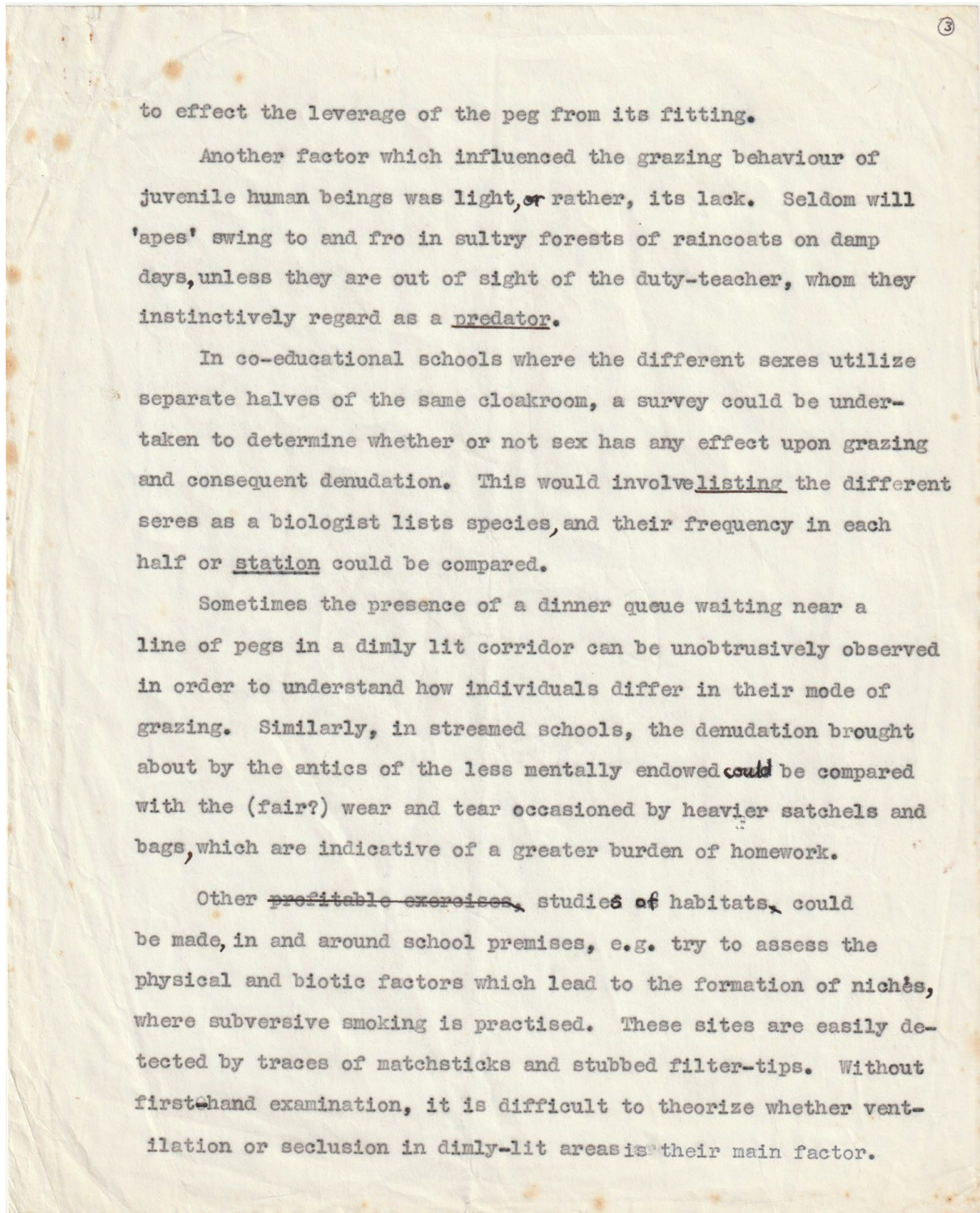
The School Cloakroom: A Paradigm for Ecological Studies (Duffett 1964^b, page 2)

NB: "Sere" in biological investigation refers primarily to the sequence of developmental stages in ecological succession, representing the various communities that succeed one another in a given area over time. It encompasses the entire process from an initial, pioneer community to a stable climax community (Grzesik-Pietrasiewicz, Łach, Brożyna, Przednowek and Podgórski, 2025).



The School Cloakroom: A Paradigm for Ecological Studies (Duffett 1964^b, page 3)**Key points and further work:**

'habitats', 'predators', 'observing' and 'recording' seres, and, ... noticing 'physical and biotic factors' in the environment when discovering niches where subversive smoking is practiced.



The School Cloakroom: A Paradigm For Ecological Studies

Teaching observation and investigation skills in a common environment

Science Teaching Resource: Buckingham County Secondary School, UK.

Original Manuscript: (Duffett, 1964^b)

[retyped with GHD edits actioned: by Clive Palmer, May 2026]

Some school cloakrooms are little better than a cross between the monkey house of a zoo and the Maze at Hampton Court. Despite their variation from school to school, many cloakrooms could become a means by which students are enabled to apply some of the techniques of field biologists, and also comprehend many of the concepts and principles, which are considered to be basic in the formation of all outdoor habitats.

Once pegs are seen to be the *raison d'être* of cloakrooms, making such place a different from other rooms, the students should be well on their way to understanding of the concept of **dominant** species. It may be that in the cloakroom there are more bricks (in the cloakroom walls) than pegs, but it is the latter that make such an association characteristically unique. Likewise, the dominant species need not be the one that is most abundant in an association with other species (or objects).

Only a fleeting glance is necessary to show that pegs and peg-boards are **co- dominant**. However, closer scrutiny of fixing devices should enable a group students to determine the correct sequence of steps that led to the placing of pegs attached to peg-board which, in turn, were affixed to supporting posts or [plugged/screwed] into the wall. Thereby, succession from an 'open' (bare) system to a 'closed' (filled- in) one is exemplified.

If the peg-boars are regarded as ready-made **line transects**, it is then possible to study their adaptation to such **physiographical features** as wall-heaters in alcoves, pillars, doorways and even electric switches.

(-1-)

The School Cloakroom: A Paradigm For Ecological Studies

(Duffett, 1964^b - continued)

Apart from seasonal variation in the numbers and types of garments that, like bats, roost diurnally (and also nocturnally, if abandoned), there should be, especially in vintage cloakrooms, much evidence of grazing due to the biotic factor. This grazing illustrates denudation where pegs are missing or broken. Perhaps, places where the peg-board has been removed by damage can be used to explain the disastrous effect upon species, owing to soil erosion!

Furthermore, careful scrutiny is often repaid by the discovery of a number of seres (observable factors) which led to the final removal of the original pegs, and subsequently, to the re-colonization by other pegs, often of a different variety.

In my present school the following seres were determined:

Sere:A = original type of peg, entire.

B = longer prong snapped off.

C = number plate removed if top of frame was broken
when prong was broken.

D = one screw missing.

E = bare peg-board with only screw-holes.

F = later type of peg, entire (perhaps with differently placed screws).

G - K = B - E stages applied to the later type of peg.

Note: I is omitted to avoid confusion with 1).

Niches of polarity often occur at the ends of each row, by gangways where belongings can be quickly grabbed at the end of the school day. There, denudation and sometimes erosion had occurred by the suspension of heavy duffle-bags, which had only to be repeatedly knocked to effect the leverage of the peg from its fitting.

The School Cloakroom: A Paradigm For Ecological Studies

(Duffett, 1964^b - continued)

Another factor which influenced the grazing behaviour of juvenile human beings was light, rather, its lack. Seldom will 'apes' swing to and fro in sultry forests of raincoats on damp days, unless they are out of sight of the duty-teacher, whom they instinctively regard as a predator.

In co-educational schools where the different sexes utilize separate halves of the same cloakroom, a survey could be undertaken to determine whether or not sex has any effect upon grazing and consequent denudation. This would involve listing the different seres as a biologist lists species, and their frequency in each half or station could be compared.

Sometimes the presence of a dinner queue waiting near a line of pegs in a dimly lit corridor can be unobtrusively observed in order to understand how individuals differ in their mode of grazing. Similarly, in streamed schools, the denudation brought about by the antics of the less mentally endowed could be compared with the (fair?) wear and tear occasioned by heavier satchels and bags, which are indicative of a greater burden of homework.

Other studies of habitats could be made, in and around school premises, e.g. try to assess the physical and biotic factors which lead to the formation of niches, where subversive smoking is practised. These sites are easily detected by traces of matchsticks and stubbed filter-tips. Without first-hand examination, it is difficult to theorize whether ventilation or seclusion in dimly-lit areas is their main factor.

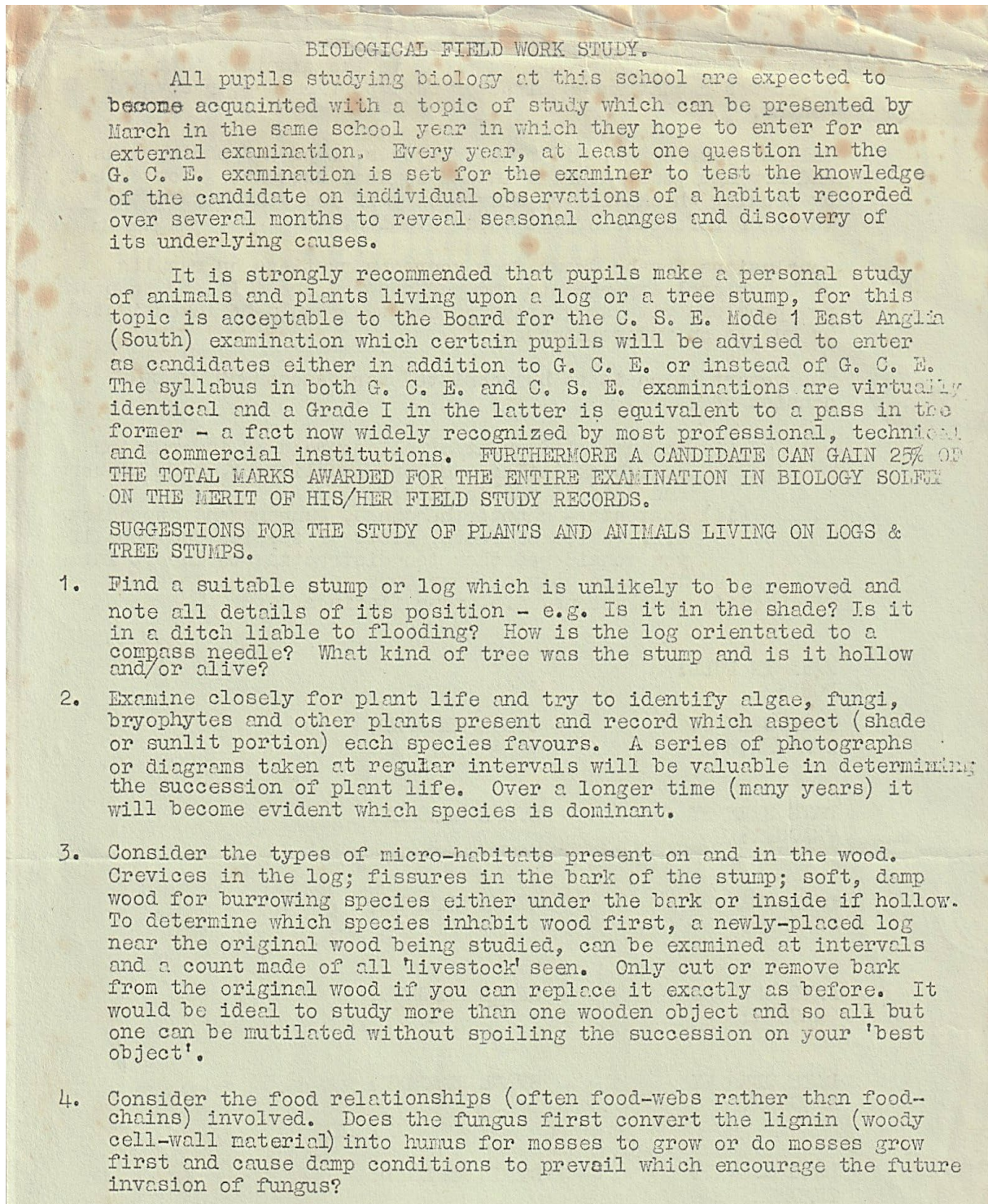
(-3-)

7. Biological Field Work Study

Original Manuscript: (Duffett, 1964^c)

Science Teaching Resource at Buckingham County Secondary School.

Page 1: Teaching instruction: 'Suggestions for the study of plants and animals living on logs and tree stumps'.

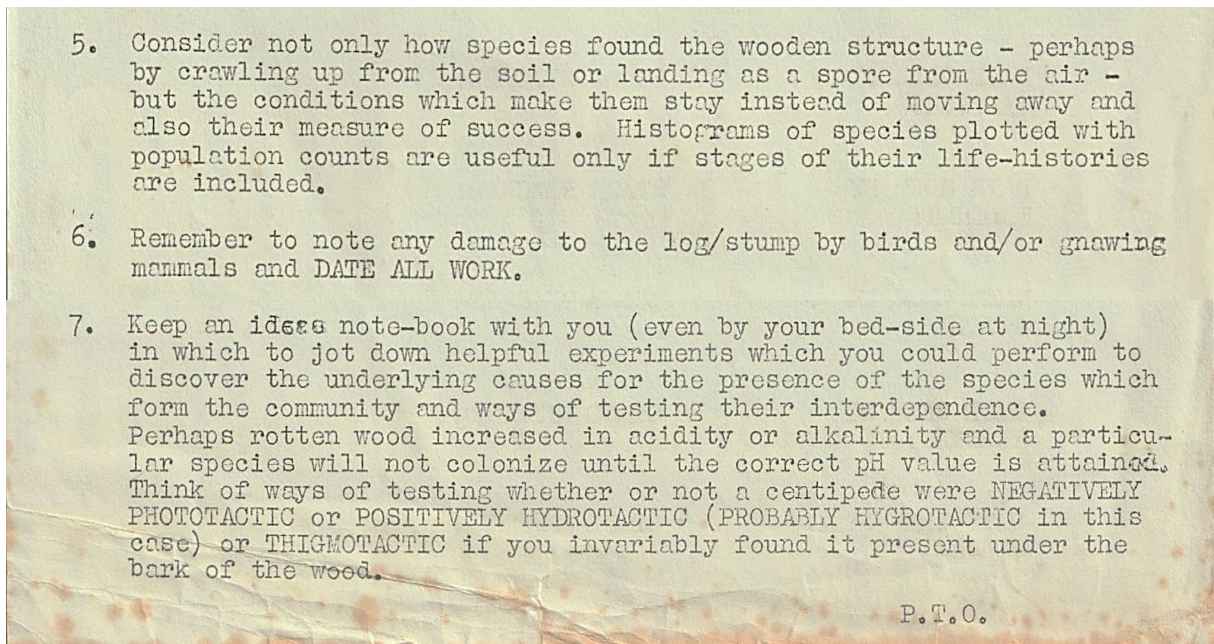


Biological Field Work Study

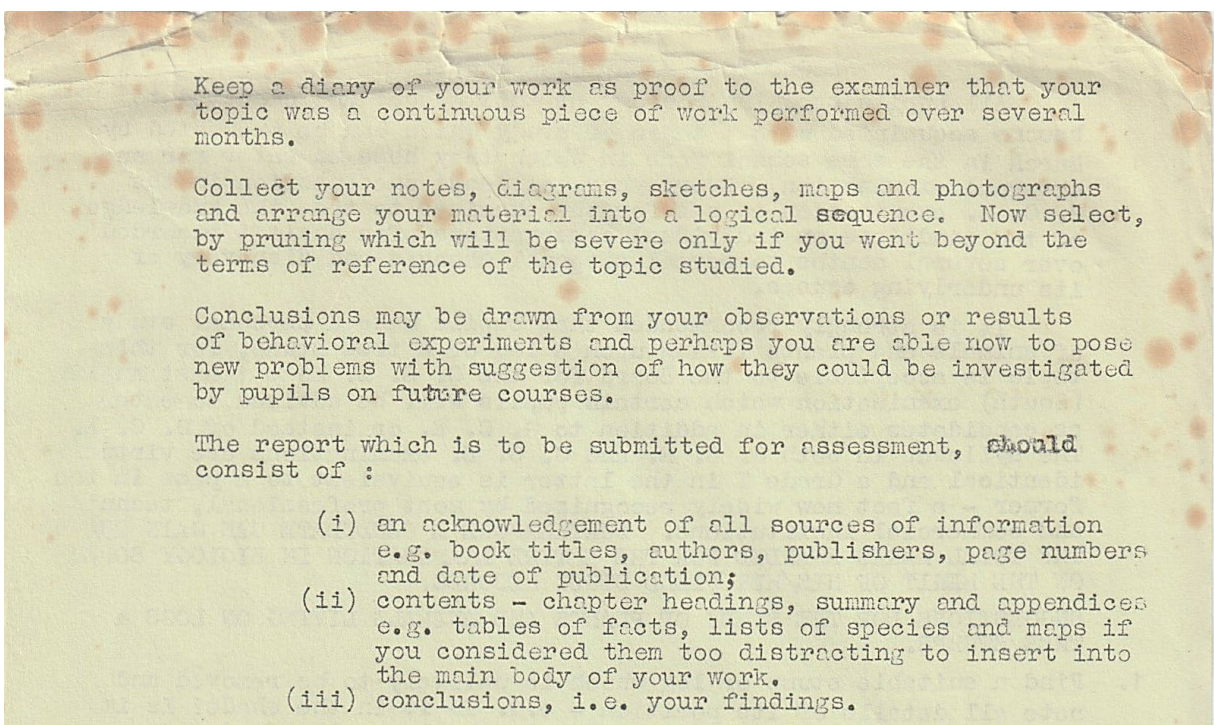
Original Manuscript: (Duffett, 1964^c)

Science Teaching Resource at Buckingham County Secondary School.

Page 2: Teaching instructions continued, followed by recording – lists of observations and keeping a diary. Drawing conclusions from observations and then reporting.



Page 2: Diary, recording, drawing conclusions and reporting.



Biological Field Work Study (Duffett, 1964^c)

[retyped from GHD original manuscript by Clive Palmer, May 2026]

BIOLOGY FIELD WORK STUDY

All pupils studying biology at this school are expected to become acquainted with a topic of study which can be presented by March in the same school year in which they hope to enter for an external examination. Every year, at least one question in the G.C.E. examination is one question in the examiner to test the knowledge of the candidate on individual observations of a habitat recorded over several months reveal seasonal changes and discovery of its underlying causes.

It is strongly recommended that pupils make a personal study of animals and plants living upon a log or tree stump, for this topic is acceptable to the Board for the C.S.E. Mode 1 East Anglia (South) examination which certain pupils will be advised to enter as candidates either in addition to G.C.E. or instead of G.C.E. The syllabus in both G.C.E. and C.S.E. examinations are virtually identical and a grade 1 in the latter is equivalent to a pass in the former - a fact now widely recognised by most professional, technical and commercial institutions. FURTHERMORE A CANDIDATE CAN GAIN 25% OF THE TOTAL MARKS AWARDED FOR THE ENTIRE EXAMINATION IN BIOLOGY SOLELY ON THE MERIT OF HIS/HER FIELD STUDY RECORDS.

SUGGESTIONS FOR THE STUDY OF PLANTS AND ANIMALS LIVING ON LOGS & TREE STUMPS.

1. Find a suitable stump or log which is unlikely to be removed and note all the details of its position - e.g. Is it in the shade? Is it in a ditch liable to flooding? How is the orientated to a compass needle? What kind of tree was the stump and it hollow and or alive?

2. Examine closely for plant life and try to identify algae, fungi, bryophytes and other plants present and record which aspect (shade or sunlit portion) each species favours. A series of photographs or diagrams taken at regular intervals will be valuable in determining the succession of plant life. Over a longer time (many years) it will become evident which species is dominant.

3. Consider the types of micro-habitats present on and in the wood. Crevices in the log; fissures in the bark of the stump; soft, damp wood for burrowing species either under the bark or inside if hollow. To determine which species inhabit wood first, a newly-placed log near the original wood being studied, can be examined at intervals and a count made of all new 'livestock' seen. Only cut or remove bark from the original wood if you can replace it exactly as before. It would be ideal to study more than one wooden object and so all but one can be mutilated without spoiling the succession of your 'best object'.

4. Consider the food relationships (often food-webs rather than food chains) involved. Does the fungus first convert the lignin (woody cell-wall material) into humus for mosses to grow or do mosses grow first and cause damp conditions to prevail which encourage the future invasion of fungus?

5. Consider not only how species found the wooden structure - perhaps by crawling up from the soil or landing as a spore from the air - but the conditions which make them instead of moving away and also their measure of success. Histograms of species plotted with population counts are useful only if stages of their life-histories are included.

6. Remember to note any damage to the log / stump by birds and / or gnawing mammals and **DATE ALL WORK.**

7. Keep an ideas note-book with you (even by your bed-side at night) in which to jot down helpful experiments which you

could perform to discover the underlying causes for the presence of the species which form the community and ways of testing their interdependence. Perhaps rotten wood increased in acidity or alkalinity and a particular species will not colonize until the correct pH value is attained. Think of ways of testing whether or not a centipede were NEGATIVELY PHOTOTACTIC or POSITIVELY HYDROTACTIC (PROBABLY HYGROTACTIC in this case) or THIGMOTACTIC if you invariably found it present under the bark of the wood.

P.T.O.

Recording: Keep a diary of your work as proof to the examiner that your topic was a continuous piece of work performed over several months.

Present your Evidence: Collect your notes, diagrams, sketches, maps and photographs and arrange your material into a logical sequence. Now select, by pruning which will be severe only if you went beyond the terms of reference of the topic studied.

Conclusions may be drawn from your observations or results of behavioural experiments and perhaps you are able now to pose new problems with suggestion of how they could be investigated by pupils on future courses.

The report, which is to be submitted for assessment, should consist of:

(i) An acknowledgment of all sources of information e.g. book titles, authors, publishers, page numbers and date of publication.

(ii) Contents - chapter headings, summary and appendices e.g. tables of facts, lists of species and maps if you considered them too distracting to insert into the main body of the work.

(iii) Conclusions, i.e. your findings.

NAME IN FULL:

FORM:

DATE SEEN BY TEACHER:	STAGE REACHED:
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	(DUFFETT) .

8. Program For How To Clean Your Teeth

A new observational analysis of 'actions' and 'subsidiaries' as the basis for a new linkological study (Project 3, Ph.D. by Portfolio, Duffett, 2026)

Research site: at home – New Hedges, Tenby, Pembrokeshire.

PROGRAM FOR HOW TO CLEAN YOUR TEETH		
Nº	DESCRIPTION OF EACH ACTION	SUBSIDIARIES
1	Open the bathroom door: reach for door handle.	Touch. Grasp. Turn. Push.
2	Enter room to switch on light (if necessary).	Walk. Touch. Pull.
3	Close door: with one hand behind you.	Touch. Hold. Push.
4	Walk towards the wash basin.	Sight. Walk.
5	Stop when you reach the basin.	Stand still.
6	Lean over the basin.	Bend back. Look down.
7	Pick up toothpaste.	Sight. Touch. Grasp. Raise.
8	Undo top of toothpaste.	Flick or unscrew anticlockwise
9	Hold toothpaste by its base and squeeze gently.	Touch. Grasp.
10	Pick up toothbrush in other hand with bristles towards protruding toothpaste.	Touch. Grasp. Rotate.
11	Bring toothbrush to contact toothpaste or vice versa.	Touch. Guide. Make contact.
12	Squeeze a small amount of toothpaste on to bristles.	Press.

13	Close toothpaste and replace it.	Unflick or screw clockwise.
14	Recognize cold water tap.	Look and identify using memory.
15	Turn tap on and let water flow.	Touch. Manipulate.
16	Lower toothbrush to collect water.	Straighten arm at elbow.
17	Turn tap off.	Touch. Manipulate.
18	Open mouth.	Muscles contract to expose teeth.
19	Raise toothbrush to mouth.	Bend arm at elbow.
20	Open gap between upper and lower teeth.	Relax lower jaw muscles.
21	Start rubbing brush all over teeth surfaces.	Manipulate. Wrist muscles used.
22	Spit excess toothpaste and water.	Muscles used to expectorate.
23	Remove toothbrush from mouth.	Lower hand. Straighten arm at elbow.
24	Replace toothbrush on stand.	Sight. Touch.
25	Turn tap on to leave wash basin clean.	Sight. Touch. Manipulate.
26	Turn tap off.	Touch. Manipulate.
27	Turn around.	Sight. Move feet.
28	Walk towards door.	Sight. Walk.
29	Switch off light (if necessary)	Sight. Touch. Manipulate.
30	Leave the room and close the door.	Sight. Walk. Touch. Manipulate. Walk.