

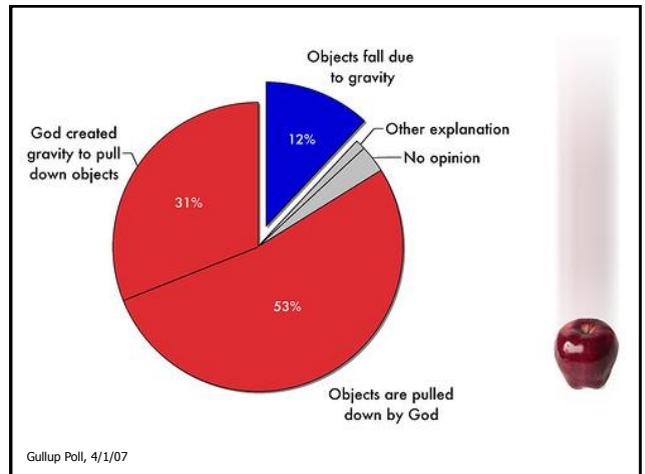
### 300 Scientists who "Dissent from Newtonianism"

"We are skeptical of claims for the ability of the action of an invisible force operating at a distance to account for dynamics. Careful examination of the evidence for the Newtonian Theory should be encouraged."

Signatories include:

- Biological Sciences – 125
- Chemistry – 63
- Medicine – 20
- Mathematics – 14
- Computer Science – 8
- Geology – 6
- Psychology – 5
- Atmospheric Science – 5
- Exercise Science – 4
- Philosophy – 3
- Oceanography – 2
- Forestry – 1

*Center for The Renewal of Physics & Culture, 2007*

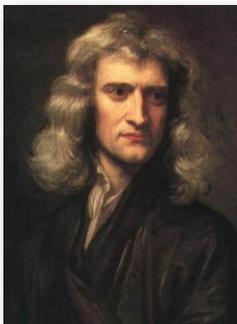


This textbook contains material on **gravity**. Gravity is a theory, not a fact, regarding a force that cannot be directly seen. This material should be approached with an open mind, studied carefully, and critically considered.



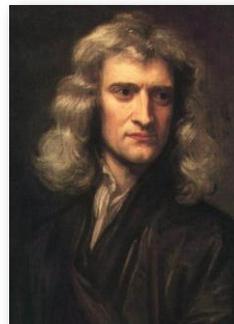
**Gravity**  
Just a theory.

## Isaac Newton



- ▶ Heretic!
- ▶ Never married!
- ▶ Confessed to "Threatening [his] father and mother Smith to burn them and the house over them."
- ▶ Crushed Leibniz!
- ▶ Reductionist!
- ▶ Was wrong!

## Prominent Newtonist ...



### 300 Scientists who "Dissent from Newtonianism"

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*Center for The Renewal of Physics & Culture, 2007*

### 300 Scientists who "Dissent from Darwinism"

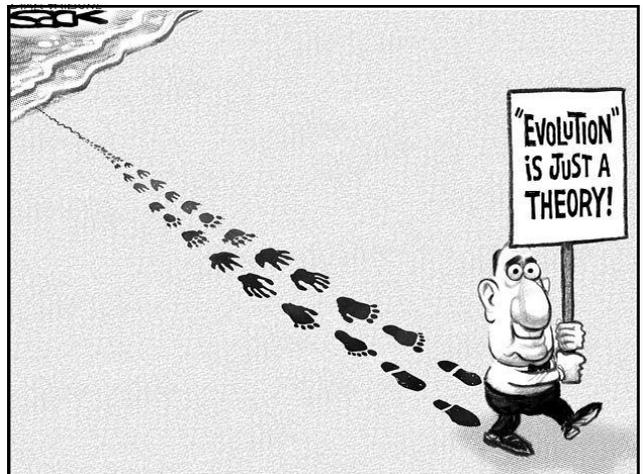
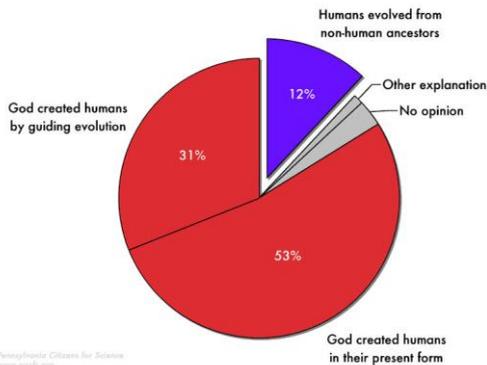
"We are skeptical of claims for the ability of random mutation and natural selection to account for the complexity of life. Careful examination of the evidence for Darwinian theory should be encouraged."

Signatories include:

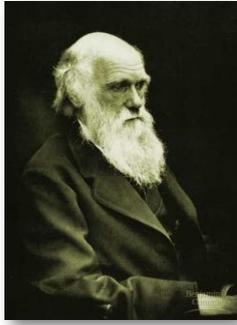
- Physical Sciences – 125
- Engineering – 63
- Medicine & Health Professions – 20
- Mathematics – 14
- Computer Science – 8
- Geology – 6
- Psychology – 5
- Atmospheric Science – 5
- Exercise Science – 4
- Philosophy – 3
- Oceanography – 2
- Forestry – 1

*Center for The Renewal of Science & Culture, 2007*

**American's views on the origin of humans  
(Gallup poll, November 2005)**

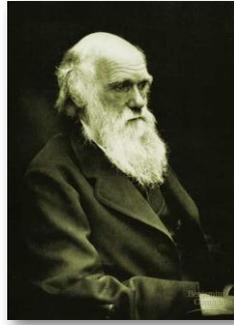


## Charles Darwin

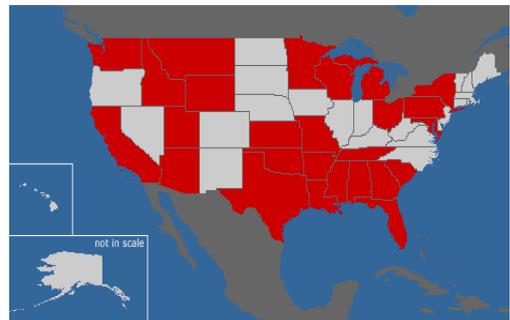


- ▶ Heretic!
- ▶ Confessed to torturing a puppy when a child!
- ▶ Enjoyed shooting birds!
- ▶ Crushed Wallace!
- ▶ Reductionist!
- ▶ Was wrong!

## Prominent Darwinist ....



## Anti-Evolutionary Activity 2000 - 2009



## Do you think that Darwin's theory of evolution is ....

	Supported by evidence	Not Supported by evidence	Don't Know enough	No Opinion
2004	35%	35%	29%	1%
2001	35%	39%	25%	1%

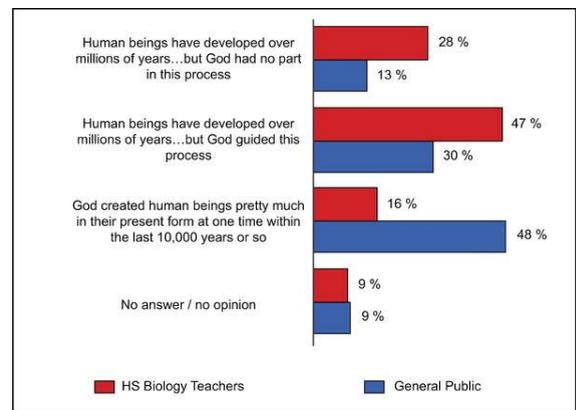
Source: Gallup Poll 11/19/04

## Which of the following statements comes closest to your views on the origins and development of human beings?

1. Human beings have developed over millions of years from less advanced forms of life, but God guided this process.
2. Human beings have developed over millions of years from less advanced forms of life, but God had no part in the process.
3. God created human beings pretty much in their present form at one time within the last 10,000 years. [Indicator of YEC - Young Earth Creationism]

	Guided	No Guide	Created	No Opinion
2007	38%	14%	43%	4%
2004	38%	13%	45%	4%
2001	37%	13%	45%	5%
1999	40%	9%	47%	4%
1997	39%	10%	44%	7%
1993	35%	11%	47%	7%
1982	38%	9%	44%	9%

Source: Gallup Poll 5/10/07



## Gallup / USA Today 2007

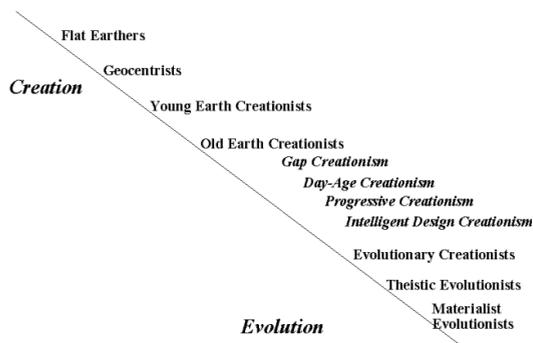
	Evolution	Creation
Definitely True	18	39
Probably True	35	27
Probably False	16	16
Definitely False	28	15
No Opinion	3	3
Total True	53	<b>66</b>
Total False	44	31

Evolution: human beings developed over millions of years from less advanced forms of life

Creation: God created human beings pretty much in their present form at one time within the last 10,000 years

(Asked of those who do not believe in evolution) What is the most important reason why you would say you do not believe in evolution? [OPEN-ENDED]

	2007 May 21-24
	%
I believe in Jesus Christ	19
I believe in the almighty God, creator of Heaven and Earth	16
Due to my religion and faith	16
Not enough scientific evidence to prove otherwise	14
I believe in what I read in the Bible	12
I'm a Christian	9
I don't believe humans come from beasts/monkeys	3
Other	5
No reason in particular	2
No opinion	3



## Creationist Scientific Research

## Creationist Strategy

- ▶ Federal
  - *No Child Left Behind* Act (2001)
- ▶ State
  - Science Standards (Kansas, Ohio)
  - Textbook disclaimers (Alabama)
  - Supplemental materials (Louisiana)
- ▶ Local
  - Statements (Pennsylvania)
  - Textbook disclaimers (Georgia)
  - Textbook adoption

## Alabama Disclaimer (1996)

This textbook discusses evolution, a **controversial theory** some **scientists** present as a scientific explanation for the origin of living things, such as plants, animals and humans.

No one was present when life first appeared on earth. Therefore, any statement about life's origins should be **considered as theory, not fact.**

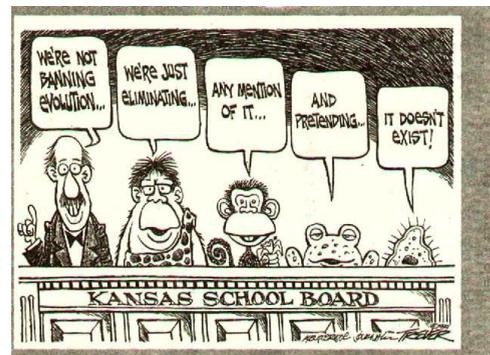
The word "evolution" may refer to many types of change. Evolution describes changes that occur within a species. (White moths, for example, may "evolve" into gray moths.) This process is microevolution, which can be observed and described as fact. Evolution may also refer to the change of one living thing to another, such as reptiles into birds. This process, called macroevolution, has never been observed and **should be considered a theory.** Evolution also refers to the **unproven belief** that random, undirected forces produced a world of living things.

There are many unanswered questions about **the origin of life** which are not mentioned in your textbooks, including:

- ▶ Why did the major groups of animals suddenly appear in the fossil record (known as the **Cambrian Explosion**)?
- ▶ Why have no new major groups of living things appeared in the fossil record in a long time?
- ▶ Why do major groups of plants and animals have **no transitional forms** in the fossil record?
- ▶ How did you and all living things come to possess such a complete and **complex** set of "instructions" for building a living body?

Study hard and keep an open mind. Someday you may contribute to the theories of how living things appeared on earth.

## Kansas (1999)



## Ohio K12 Standards (2001)

“Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.”

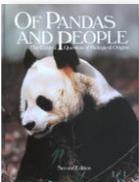
## Cobb County, Georgia (2002)

This textbook contains material on evolution. Evolution is a theory, not a fact, regarding the origin of living things. This material should be approached with an open mind, studied carefully, and critically considered.

*Approved by  
Cobb County Board of Education  
Thursday, March 28, 2002*

## Dover PA (2005)

The Pennsylvania Academic Standards require students to learn about Darwin's Theory of Evolution and eventually to take a standardized test of which evolution is a part.



Because Darwin's Theory is a **theory**, it continues to be tested as new evidence is discovered. **The Theory is not a fact.** Gaps in the Theory exist for which there is no evidence. **A theory is defined as a well-tested explanation that unifies a broad range of observations.**

Intelligent Design is an explanation of the origin of life that differs from **Darwin's view**. The reference book, *Of Pandas and People*, is available for students who might be interested in gaining an understanding of what Intelligent Design actually involves.

**With respect to any theory, students are encouraged to keep an open mind.** The school leaves the discussion of the Origins of Life to individual students and their families. As a Standards-driven district, class instruction focuses upon preparing students to achieve proficiency on Standards-based assessments.

## Louisiana (2008)

[A] The Board "shall allow and assist teachers, principals, and other school administrators to create and foster an environment within public elementary and secondary schools that promotes critical thinking skills, logical analysis, and open and objective discussion of scientific theories being studied including, but not limited to, **evolution, the origins of life, global warming, and human cloning**"

[C] "A teacher shall teach the material presented in the standard textbook supplied by the school system and thereafter may use **supplemental textbooks** and other instructional materials to help students understand, analyze, critique, and review scientific theories in an objective manner"

## Mississippi Disclaimer (2009)

- ▶ This textbook discusses evolution, a **controversial theory some scientists present as a scientific explanation for the origin of living things**. No one was present when life first appeared on earth. Therefore, any statement about life's origins should be considered a **theory**.
- ▶ Evolution refers to the **unproven belief** that random, undirected forces produced living things. There are many topics with unanswered questions about the origin of life which are not mentioned in your textbook, including: the sudden appearance of the major groups of animals in the fossil record (known as the Cambrian Explosion); the lack of new major groups of other living things appearing in the fossil record; the lack of transitional forms of major groups of plants and animals in the fossil record; and the complete and complex set of instructions for building a living body possessed by all living things.
- ▶ Study hard and keep an open mind.

## Oklahoma (2009)

- ▶ Science Education and **Academic Freedom Act**
- ▶ "Teachers shall be permitted to help students understand, analyze, critique, and review in an objective manner the **scientific strengths and scientific weaknesses** of existing scientific theories pertinent to the course being taught."
- ▶ "[N]o student in any public school or institution shall be penalized in any way because the student may subscribe to a particular position on scientific theories."
- ▶ What theories? "biological evolution, the chemical origins of life, global warming, and human cloning"

DISSENT FROM DARWINISM

BLOG: EVOLUTIONNEWS.ORG

CSC DISCOVERY SOCIETY

ESSENTIAL READINGS

ACADEMIC FREEDOM

INTELLIGENT DESIGN

FREQUENTLY ASKED QUESTIONS

CENTER FOR SCIENCE & CULTURE

DISCOVERY INSTITUTE

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Discovery Institute
- ▶ Peer-Reviewed & Peer-Edited Sc...  
Discovery Institute
- ▶ My Failed Simulation on Evolut...  
Human Events
- ▶ DNA and the Origin of Life

SCIENCE & EDUCATION POLICY

- ▶ Discovery Institute's Science...  
Discovery Institute
- ▶ Standard Makes Darwin Unassal...  
Polk County Ledger
- ▶ The Theory of Intelligent Desi...  
Discovery Institute

VIDEO & CURRICULUM

- ▶ Explore Evolution Textbook and...  
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DC Examiner
- ▶ Louisiana Confounds the Scienc...  
National Review Online
- ▶ Texas Board of Education Sched...  
Discovery Institute
- ▶ Bogus Assertions  
San Antonio Express
- ▶ Evidence of a Designer's Purpose  
The Jerusalem Post



## What about Arizona?

## Arizona YEC Organizations

- Center for Scientific Creationism (Phoenix)
- Creation Research Society Van Andel  
Creation Research Center (Chino Valley)
- American Indian College of the Assemblies  
of God (Phoenix)
- International Baptist College (Tempe)
- Southwestern College (Phoenix)
- Creation, Evolution and Science Ministries  
(Flagstaff)

## Proposed Change to K12 Standards (2004)

“Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.”

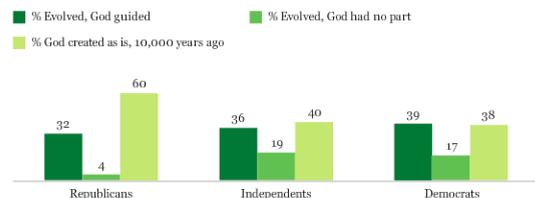


“The theory of evolution is just that - **an unproven theory**. And believe me, if **the secular left** could prove evolution it would have the Supreme Court strike the word theory from every textbook in America. Face the facts: Evolution will **never be more than a theory** because every cockeyed explanation they come up with can be shot full of holes. None of their fuzzy premises can stand on their own, and they know it.”

Brad W. Taylor, Phoenix

Which comes closest to your views: 1) Humans developed over millions of years, God guided, 2) Humans developed over millions of years, God had no part, 3) God created humans as is within the last 10,000 years

By party ID



GALLUP POLL

**Recent Creation of Humans  
+ Biblical Literalists**

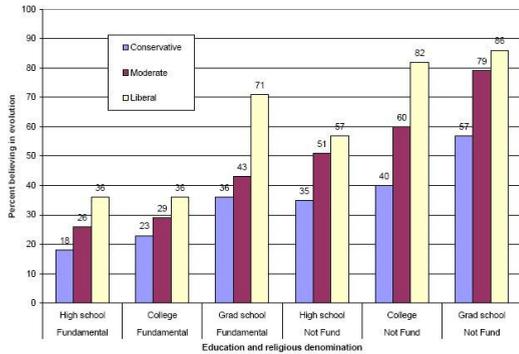
Women  
Aged 30+  
No college degree  
Conservative  
Republican  
Weekly church attendance  
Protestant

Source: Gallup Poll 11/19/04

**Not Recent Creation of Humans  
+ not Biblical Literalists**

Men  
East & West coasters  
Urban  
College graduates  
Higher income  
Liberal  
Independent  
Seldom attend church  
Catholics

Source: Gallup Poll 11/19/04



**% Support for Darwin**

- ▶ Postgraduate education (65)
- ▶ Liberal (56)
- ▶ College graduate (52)
- ▶ West (47)
- ▶ Seldom, never attend church (46)
- ▶ Catholics (46)
- ▶ 50 - 64 year olds (44)
- ▶ Men (42)
- ▶ 18 - 29 year olds (41)
- ▶ Independent (40)
- ▶ Democrat (38)
- ▶ Moderate (36)
- ▶ Near weekly church attendance (35)
- ▶ 30 - 49 year olds (34)
- ▶ Some college (32)
- ▶ Women (30)
- ▶ Republican (29)
- ▶ Midwest (29)
- ▶ Protestant (28)
- ▶ South (27)
- ▶ Conservative (26)
- ▶ Weekly church (22)
- ▶ Age 65+ (21)
- ▶ High school or less (20)

Sample Average - 35%

Source: Gallup Poll 11/19/04

## CBS Poll 11/04

	All Voters	Kerry Voters	Bush Voters
God created humans in present form	55%	47%	67%
Humans evolved by God-guided process	27%	28%	22%
Teach creationism and evolution	65%	56%	71%
Creationism <i>instead</i> of evolution	37%	24%	45%

TABLE I. STATE POLITICAL PARTIES WITH ANTI-EVOLUTIONIST PLATFORMS

STATE	PARTY	STATEMENT	DOCUMENT	SOURCE
Alaska	Rep.	We support giving Creation Science equal representation with other theories of the origin of life. If evolution is taught, it should be presented as only a theory.	2004 Platform of the Republican Party of Alaska	< <a href="http://www.alaskarepublicans.com/platform.php">http://www.alaskarepublicans.com/platform.php</a> , section II.D
Iowa	Rep.	We believe that the local choice to teach creation science, or intelligent design science, should be allowed in government schools rather than exclusively teaching evolution as the only viable theory.	Final 2004 Republican State Platform	< <a href="http://www.iowarep.org/gp/bit/fullnews.cgi?newsid108752170_47556">http://www.iowarep.org/gp/bit/fullnews.cgi?newsid108752170_47556</a> , section 3.4
Missn	Rep.	[We support . . . Protecting educators from disciplinary action for including discussion of creation science, adopting science standards that acknowledge the scientific controversies pertaining to the theory of evolution.	Republican Party of Minnesota, 2004 Permanent Platform	< <a href="http://www.rmgop.com/documents/2004%20Permanent%20platform.pdf">http://www.rmgop.com/documents/2004%20Permanent%20platform.pdf</a> , section 3.1
Missouri	Rep.	[The Missouri Republican Party SUPPORTS . . . Empowering local school districts to determine how best to handle the teaching of creationism and the theory of evolution.	2004 Missouri Republican Party Platform	< <a href="http://www.rmgop.org/docs/2004%20%20platform.doc">http://www.rmgop.org/docs/2004%20%20platform.doc</a> >, p. 3
Okla	Rep.	We believe that in public schools where evolution is taught, creationism should be taught as well. We support disclaimers on any state-funded science textbook that treats evolution as fact rather than theory.	Oklahoma Republican Party State Platform 2004	< <a href="http://www.okgop.com/documents/State_Platform.doc">http://www.okgop.com/documents/State_Platform.doc</a> >, section II.23
Oregon	Rep.	Science [instruction in the Oregon public school system] shall include scientific creationism.	Oregon Republican Party Platform	< <a href="http://www.oregon.org/about/platform.html">http://www.oregon.org/about/platform.html</a> >, section 2.5.c
Texas	Rep.	The Party supports the objective teaching and equal treatment of scientific strengths and weaknesses of all scientific theories, including Intelligent Design — as Texas law now requires but has yet to enforce. The Party believes theories of life origins and environmental theories should be taught only as theories not facts that social studies and other curriculum should not be based on any one theory.	2004 State Republican Party Platform	< <a href="http://www.texasgop.org/library/RPTPlatform2004.pdf">http://www.texasgop.org/library/RPTPlatform2004.pdf</a> >, p. 17



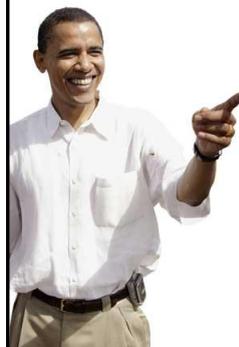
### The President's views on intelligent design creationism:

" . . . both sides ought to be properly taught . . . so people can understand what the debate is about . . . part of education is to expose people to different schools of thought . . . you're asking me whether or not people ought to be exposed to different ideas, and the answer is yes."

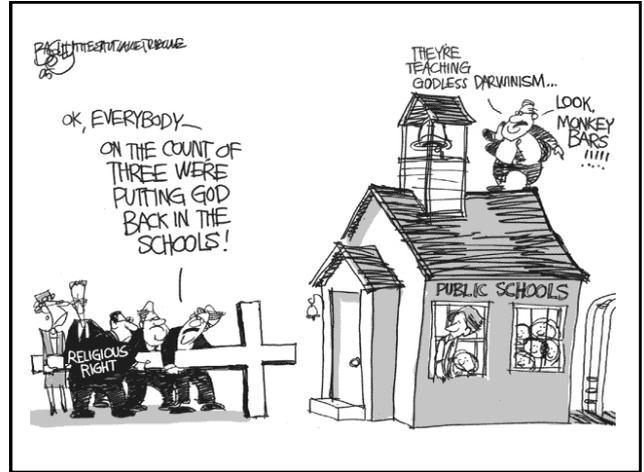
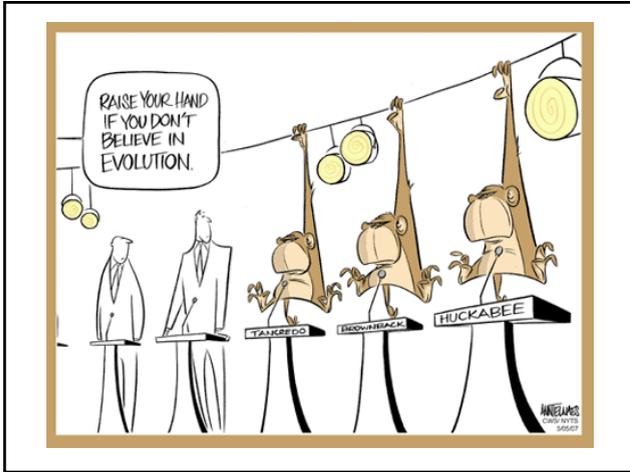
"Intelligent design is not a scientific concept."

— Dr. John H. Marburger, III (President's Science Advisor)

## On Evolution



"[I] believe our schools are there to teach worldly knowledge and science. I believe in evolution, and I believe there's a difference between science and faith. That doesn't make faith any less important than science. It just means they're two different things. And I think it's a mistake to try to cloud the teaching of science with theories that frankly don't hold up to scientific inquiry."



## James D. Kennedy on Evolution

- ▶ ... is inherently anti-Christian.
- ▶ ... has been used to legitimize homosexual "marriage."
- ▶ ... leads to judicial tyranny.
- ▶ ... promotes immorality.
- ▶ ... leads to suicide.
- ▶ ... gives glory to man, not God.
- ▶ ... corrupts education.
- ▶ ... attacks Biblical Christianity.
- ▶ ... fosters unbelief.
- ▶ ... attacks the Bible and the Ten Commandments.
- ▶ ... undermines America's Christian foundation.
- ▶ ... breeds intolerance toward Christians.
- ▶ ... breeds cults.
- ▶ ... promotes a false religion.
- ▶ ... fuels the church-state debacle.

## Nancy Pearcey

"America's moral decline is a product of the Darwinian worldview – which, in turn, is a revival of ancient materialist philosophy."



## Jonathan Wells



**Darwinian** evolution pretends to be modern empirical science, but it is merely the latest manifestation of an ancient materialistic philosophy. ... If you thought that the present controversy over evolution and intelligent design was a localized dispute about science education, think again. **At stake is nothing less than the future of our civilization.**