

Answering The Media's Biased Evolution Questions

Should One Believe in “Evolution”?

It depends on what is meant by “evolution.” Yes, species change over time, and yes, life has a history. But that doesn’t mean life is just the product of an undirected process, like Darwin and his supporters claim. Life exhibits evidence of exquisite artistry and intelligent design.

What’s the Most Important Policy Mandate for the Debate over Evolution?

It’s vital to protect academic freedom for scientists, educators, and other scholars to follow the evidence where it leads. Liberals are waging war against free speech and freedom of scientific inquiry by trying to stifle scientific debate on controversial theories like evolution. Our country was founded on the freedom to dissent, and when scientists lose that freedom, America’s core values are at stake.

How Should Public Schools Handle Evolution?

Public education is largely a state or local issue, but a sound policy for public education is as follows:

1. Don’t ban evolution or any other scientific theory. Rather, protect academic freedom.
2. Do teach evolution objectively by covering both the scientific strengths and weaknesses of the theory. Evolution should be taught as a scientific theory that is open to critical scrutiny, not as a sacred dogma that can’t be questioned. This represents a common ground approach that all reasonable citizens can agree on.
3. Don’t require the teaching of intelligent design (ID). Leading organizations in the ID movement oppose requiring it in public schools. In today’s politically charged climate, attempts to mandate teaching about intelligent design only politicize the theory and will hinder fair and open discussion of the topic within the scientific community. Furthermore, most teachers at the present time do not know enough about ID to teach about it accurately and objectively.
4. Courts have found creationism (which is different from ID) is a religious viewpoint and illegal to advocate in public schools, so creationism should not be part of the science curriculum.

Q & A on Intelligent Design, Evolution, and Education

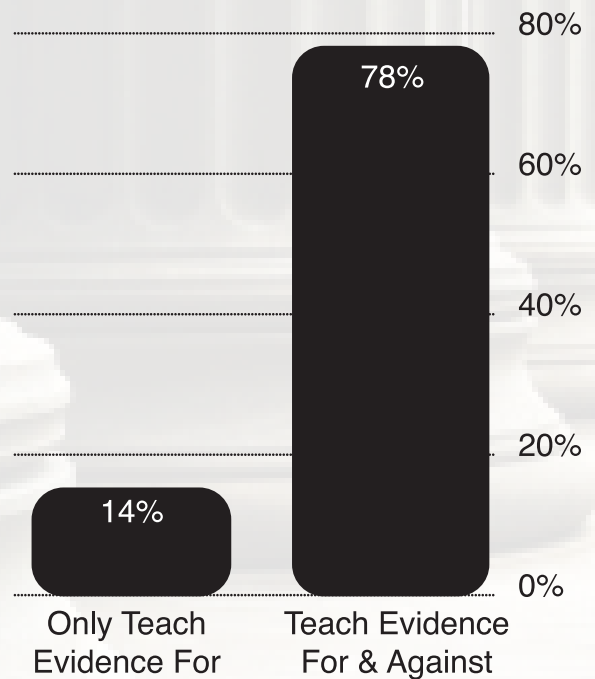
What does the Public want for Evolution-Education?

Polls show that overwhelming numbers of American voters support teaching evolution objectively. As seen in the diagram at right, a 2009 Zogby poll found that 78% of likely voters agree that “Biology teachers should teach Darwin’s theory of evolution, but also the scientific evidence against it.”¹

Similarly, as regards academic freedom, 80% of Americans agree that “teachers and students should have the academic freedom to discuss both the strengths and weaknesses of evolution as a scientific theory.”¹ In these politically divided times, on how many issues do 75+% of voting Americans agree?

¹For details see http://www.evolutionnews.org/2009/02/dramatic_increase_in_support_f016921.html

Support for Teaching Evidence for and Against Darwin’s Theory (2009)



What are some Scientific Weaknesses with Neo-Darwinian Evolution and Chemical Evolution?

- Genetics: Random mutations tend to harm organisms, and do not create new genetic information.
- Biochemistry: Unguided Darwinian processes cannot produce complex cellular machinery.
- Paleontology: The fossil record shows abrupt appearance and generally lacks intermediate fossils.
- Taxonomy: Despite DNA discoveries, biologists are failing to reconstruct Darwin’s ‘tree of life’.
- Chemistry: The chemical origin of life remains an unsolved mystery.