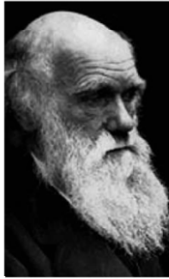
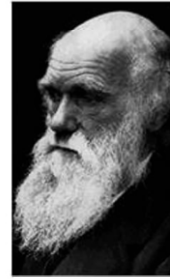


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Charles Darwin and the Integrity of Science
How Darwinists corrupt science education



In 1859 Charles Darwin published his masterpiece "On the Origin of Species" in which he introduced the world to his theory of natural selection as the mechanism which drives evolution and accounts for life's diversity. He knew that his theory was largely speculative and would be viewed as controversial by many and even though he recognized that there were troubling facts that brought his theory into question, he refused to conceal those facts. He was a great scientist and had too much intellectual integrity to tolerate even a hint of dishonesty in his arguments. Rather, in the finest scientific tradition, he openly spelled out what he saw as the weaknesses with his theory and invited critique.

Today however, things have changed. While the proponents of neo-Darwinism in the scientific world are well-aware of its weaknesses, they make sure that students never have a chance for open and honest critique by making sure that those weaknesses never find their way into the science classrooms of America's public schools.



Neo-Darwinism and Public Education

Darwin's theory of evolution – today called neo-Darwinism - is based on three central ideas:

- All life on earth descended with modification from one or a few universal common ancestors who lived in the remote past.
- Natural selection acting on random genetic variation is the dominant mechanism for change that accounts for life's diversity and history, and...
- These are purely natural unguided purposeless processes involving only physics and chemistry, chance and time.

These basic ideas about neo-Darwinism are almost universally accepted throughout the scientific world as undisputed fact. Accordingly, this is the way the story is told in public schools across America.

However, while there is a great volume of evidence that can legitimately be interpreted in such a way as to support neo-Darwinism (this is the side of the story that is told in biology textbooks) there is another side to the story where the evidence just refuses to line up with the theory. Students never hear this side of the story because it is censored from the classroom by "The Code", an unstated, unwritten rule that says...

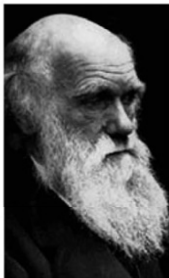
You do not question Darwin.

"The Code" does not come from public education itself but has its origins in the scientific world which includes the universities, professional science and science teacher associations, the National Academy of Sciences...etc, which are collectively referred to as "The Scientific Establishment". This establishment is ruled by what is in effect, a priesthood and the worldview of this priesthood is "materialism". The central dogma of this worldview is that mankind is of natural origins and the intellectual foundation of that dogma is neo-Darwinism. If materialism is assumed to be true, then neo-Darwinism has to be true.

Public schools are Constitutionally prohibited from promoting a particular religious or philosophical view...including materialism...however, because science content, teaching standards and science curricula are so strongly influenced by the Scientific Establishment, an unavoidable question arises...

Is the public school science classroom, through the teaching of biological evolution, being used to indoctrinate students into materialism, the philosophical belief system embraced by the scientific establishment?

It is incumbent on public education that they take deliberate and appropriate action to make sure that the answer to this question is "no" and back that answer with substantive and quantifiable measures.

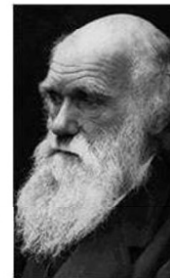


When public education chooses to instruct students in the theory of biological evolution, it is involved in an activity that "touches" on religion. Whenever the government is involved in such an activity it must in all aspects of that activity be neutral with respect to religion.

How does public education ensure neutrality with respect to religion when teaching controversial scientific topics which have unavoidable philosophical or religious implications? It does so by teaching those topics objectively, as science, rather than dogmatically as demanded by a philosophical belief system such as materialism. That means students must be permitted to hear not only about the scientific strengths of the theory but also about its weaknesses, and they must be given the freedom to draw their own conclusions as to its truth. This not only ensures neutrality with respect to religion, it also protects the integrity of science education. This is precisely what HB-302 provides.

Charles Darwin would be pleased.

We urge you to contact your Representative and express your support for HB-302.
<http://www.nmlegis.gov/lcs/legislatorsearch.aspx>



House Bill-302

On Feb 1, 2011 Representative Thomas Anderson introduced a Bill in the House that deals with these concerns.

AN ACT
 RELATING TO PUBLIC EDUCATION: PROVIDING
 PROTECTION OF TEACHERS AND STUDENTS
 REGARDING THE TEACHING OF CONTROVERSIAL
 SCIENTIFIC TOPICS..

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. A new section of the Public School Code is enacted to read:

"~~NEW MATERIAL~~ TEACHING OF CONTROVERSIAL SCIENTIFIC TOPICS.—

A. The department, school district governing authorities and school administrators shall not prohibit any teacher, when a controversial scientific topic is being taught in accordance with adopted standards and curricula, from informing students about relevant scientific information regarding either the scientific strengths or scientific weaknesses pertaining to that topic. A teacher who chooses to provide such information shall be protected from reassignment, termination, discipline or other discrimination for doing so.

B. This section only protects the teaching of scientific information and specifically does not protect the promotion of any religion, religious doctrine or religious belief.

C. Public school teachers may hold students accountable for knowing and understanding material taught in accordance with adopted standards and curricula, but public school teachers shall not penalize a student in any way because that student subscribes to a particular position on the controversial scientific topic being taught.

D. For purposes of this section:

(1) "controversial scientific topics" includes biological origins, biological evolution, causes of climate changes, human cloning and other scientific topics often viewed by society as controversial; and

(2) "scientific information" means information derived from observation, experimentation and analysis regarding various aspects of the natural world conducted to determine the nature of or principles behind the aspects being studied. "Scientific information" may include information that coincides or harmonizes with religious tenets, but does not include information derived from religious writings, beliefs or doctrines."