



Let's Focus On Evolution!

Is Academic Freedom For Students And Teachers Denied?

by *Braswell D. Deen, Jr.*

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Is evolution theory or fact? Do humans share a common ancestor with apes? Are students entitled to know scientific evidence inconsistent with evolution? Writings of scientists who reject evolution are not included in biology textbooks; thus, there is no challenge to the theory in the curriculum. It appears that publishing companies only use writings of those promoting evolution. Students are being shortchanged, where both the pro and con scientific evidence are not included.

Darwin wrote two popular books: The first, “On the Origin of Species by Means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life.” The second book was “Descent of Man.” The former implies a survival of the fittest of preserving favored races in defining natural selection. The latter suggests a connection with “old world monkey;” but, may be a devolutionary downward descent of man toward the ape, or the reverse, an evolutionary ascent of monkey, upward toward mankind. Biology teachers should strive to make clear to students what Darwin intended with regard to the titles to his two books.

Darwin acknowledged that the scientific evidence points in two directions. “In my wildest daydream, I never expect more than

to be able to show that there are two sides to the question of the immutability of species.” He confessed to many evolutionary weaknesses. “To suppose that the eye with all its inimitable contrivances for adjusting the focus to different distances, for admitting different amounts of light, and for the correction of spherical and chromatic aberration, could have been formed by natural selection, seems, I confess, “absurd” (emphasis supplied) in the highest degree.”

Biology Textbooks are filled with alleged similarities between animals and humans as favoring evolution. Many alleged dissimilarities, or DNA distinctions and differences also exist. In the study of embryology, anatomy, physiology, bio-chemistry, or, classifications of plants and animals, the issue is similarities vs. differences. Dissimilarities must also be stressed in the biology textbooks so that students may make choices as to where the weight of scientific evidence lies.

Darwin observed many kinds of pigeons. He thought all may have originated from one bird; that maybe this could be true of all life; that all life was related and had evolved from the first living cell. Evolutionists suggest that limited changes that do occur might develop into larger complex life; that study areas of mutations, breeding experiments, vestigial organs and geographical distributions may support evolving of small limited change into more complex living beings. The opposing view is that pigeons are still birds, hybrid corn is still corn, mutations are harmful, that limited change does not evolve into more complex life as this would violate entropy disorder ratio; but, these latter non-evolutionary views are systematically excluded from the biology books so that students are herded and programmed toward the always ape ancestry animal explanations. All exam questions come from the evolution views and students must give evolution answers at the peril of not receiving a passing grade.

Darwin conceived that life first began by chance in a warm little pond containing ammonia and phosphoric salts. Today evolutionists suggest things began by a big bang blast. Famous British Scientists Sir Fred Hoyle and Chandra Wickramasinghe thought this “absurd.” They said: “. . . is comparable with a chance that a tornado sweeping through a junk-yard might assemble a Boeing 747 from the materials therein.” Many scientists today, and in the past, have rejected evolution, because of a lack of scientific evidence. Some are: Louis Pasteur, Michael Faraday, Isaac Newton, Johannes Kepler, Louis Agassiz, Gregor Mendel, Georges Cuvier, Lord Kelvin and Werner Von Braun.

Favorable and unfavorable scientific evidence about evolution in the classroom must be considered. This provides academic freedom for students and teachers. Weaknesses and strengths of evolution will allow careful study and critical consideration of the differing claims and contentions. Only then may intelligent evaluations be made. The only theory now allowed in the biology textbooks is evolution, so it is important that we teach all about it. As Scopes trial lawyer Dudley Malone has said: “Let all the children have their minds kept open, close no doors to their knowledge; shut no door from them.”

Brief Summary Of Valid Arguments And Scientific Evidence Inconsistent With Macro-Evolution:

- * Former theology student, and naturalist, Charles Darwin, has called evolution of the eye, by “natural selection” as seeming “absurd.”
- * Several distinguished scientists, have labeled the Big Bang Beginning of the Universe, Evolutionary Theory, as nothing, but “absurd.”

- * Could students, making a careful study and giving critical consideration of the pro and con evidence of evolution, also find it absurd?
- * Darwin's book, "Descent of Man," suggests possible devolution; is there more scientific evidence for Devolution than for Evolution?
- * Pliocene era "Lucy" (exhibit "A" of evolution ape/human ancestry), is viewed by non-evolution scientists as only a small chimpanzee.
- * Lucy's human connection was from the alleged "knee joint." The latter fossil was 200 feet in deeper strata, than the remaining bones.
- * A lawyer Sir Charles Lyell, is known as the father of Geology. The fossils are the means by which rocks are assigned a geologic age.
- * Assumption of evolution is the basis upon which fossils are used to date rocks. If evolution is "absurd," the earth may be quite young.
- * "Evolution requires intermediate forms between species, and paleontology does not provide them." Dr. David Kitts, Ph.D. Zoologist.
- * "Evolution is a fairy tale for grown-ups," says scientist, Dr. Louis Bounoure, former President of the Biological Society of Strasbourg.

Many scientists call evolution a faith rather than science. The latter is based on observations, and no person has observed the original beginning of life. Princeton University biologist, Dr. Edwin Conklin, has stated: "The probability of life originating from accident is comparable to the probability of the unabridged dictionary resulting from an explosion in a printing shop." Professors have tenure and academic freedom. Students at least

deserve academic freedom to allow careful study and critical consideration in the study of any theory presented. State and Local Boards of Education; State and Federal Legislatures, must step forward and require textbooks and curriculums to include alleged weaknesses along with alleged strengths of the Evolution theory.

Darwin has acknowledged that there are “two sides to the question of the immutability of species.” One of the two sides is the Abrupt Appearance Multi-Tree theory. It is here contended that man and monkey, humans and apes, and, all other life, originally abruptly appeared simultaneously. Evolution claims all life is related and is showcased on one tree. The Multi Tree places life that cannot procreate on different trees. Rats, cats and bats belong on separate trees, as do monkeys and humans. Horses, dogs, snakes, tadpoles have their own trees all with different DNA roots. Instead of a single tree there are thousands of trees in the forest. Some cannot see the trees for the forest. Whether it is Evolution, Devolution, or, Abrupt Appearance, the pro and con, strengths and weaknesses of each, should be included in all biology textbooks. Academic Freedom in the 21st century for students, is today, demanded!