



SHOULD KANSAS STUDENTS BE TAUGHT THE WHOLE TRUTH OR SOME TRUTH?

You decide

The Kansas Science Standards are the guidelines by which teachers teach our students. The opposing attorney attested that naturalism is not a religious dogma. However, believing in unguided and random changes through time, eliminating any other causes, will have a profound effect on public policy, morality, and one's concept of the human race. If we are indeed just here on earth by chance, a little higher on the evolutionary tree than other mammals, we have no purpose other than to please ourselves before we become food for worms.

Science (when I attended pharmacy school) used to be an unbiased investigation of phenomena that needed not only to be proven but to be disproved as well. Now, science starts with a baseline assumption of evolution and fits its observations into that mold, ignoring facts to the contrary. The Kansas Science Writing Committee appears to have perpetuated that idea in its majority report that the State Board of Education will consider later this summer. Some on the writing committee have submitted a "minority report" that seeks to remedy the bias evident in the majority report. The following are excerpted from www.kansasscience2005.com.

- In Standard 1: Science as Inquiry Grades 8-12 Benchmark 1 Indicators
 - Add #6 stating: "understands methods used to test those historical hypotheses that cannot be confirmed by experiment and/or direct observation, including the development of multiple competing hypotheses and the collection of evidence that both rules in one hypothesis while ruling out others."
 - "Formulates multiple hypotheses about a singular historical event such as the origin of a formation of sandstone or the cause of a fire or death.
 - Postulates multiple competing explanations for the event
 - Predicts the kinds of circumstantial evidence that one would observe under each hypothesis
 - Collects evidence and draws an inference as to the best explanation and whether the evidence fits either hypothesis. Explains why either explanation cannot be entirely validated by a laboratory experiment."
- Standard 3 Life Science Grades 8-12 Benchmark 3 Indicators
 - Proposed change to additional specificity: a.) "Biological evolution postulates an unpredictable and unguided natural process that has no discernable direction or goal. It also assumes that life arose from an unguided natural process."
 - c.) Proposed addition in bold: "Patterns of diversification and extinction of organisms are documented in the fossil

record. Evidence **also** indicates that simple, bacteria-like life may have existed billions of years ago. **However, in many cases the fossil record is not consistent with gradual, unbroken sequences postulated by biological evolution."**

- f. Added: "The view that living things in all the major kingdoms are modified descendants of a common ancestor (described in the pattern of branching tree) has been challenged in recent years by:
 - Discrepancies in the molecular evidence (e.g. differences in relatedness inferred from sequence studies of different proteins) previously thought to support that view. ...
 - A fossil record that shows sudden bursts of increased complexity (the Cambrian explosion), long periods of stasis and the absence of abundant transitional forms rather than steady gradual increases in complexity, and
 - studies that show animals follow different rather than identical early stages of embryological development.
 - New heritable traits my result from new combinations of genes and from random mutations or changes in the reproductive cells. Except in very rare cases, mutations that may be inherited are natural, deleterious or fatal.
 - Change within a species is called micro-evolution
 - Whether micro-evolution can be extrapolated to explain macro-evolutionary changes (such as new complex organs or body plans and new biochemical systems which appear irreducibly complex) is controversial. These kinds of macro-evolutionary explanations generally are not based on direct observations and often reflect historical narratives based on inferences for indirect or circumstantial evidence.
 - On origins of life:
 - a.) Life is proposed to have arisen from organic molecules by chemical evolution, a "pre-biotic soup" (whether hot springs, lagoons, hydrothermal vents, etc.)
 - Chemical evolutionary theory has encountered a number of difficulties, including:
 - A lack of empirical evidence for a "primordial soup" or a chemically hospitable pre-biotic atmosphere;
 - The lack of adequate natural explanations for the genetic code, the sequences of genetic information necessary to specify life, the biochemical machinery needed to translate genetic information into functional bio-systems, and the formation of proto-cells; and
 - The sudden rather than gradual emergence of organisms near the time that the Earth first became habitable

You can read more proposed changes for yourself at www.kansasscience2005.com. Inform yourself and contact your state board of education representative and let him/her know that Kansas students should be taught the whole truth.