

**FACT SHEET IN SUPPORT OF SENATE JOINT RESOLUTION #8**

- **Intelligent Design Creationism (IDC) is not Science.**
  - IDC apologists have not followed the most basic, established methodology of authentic scientists; the formulation and testing of hypotheses and the publishing of tests results for peer review. (1)
  - A scientific Theory is not just a 'hunch' or a 'guess', and IDC claims that '*evolution is just a theory*' panders to peoples' colloquial sense of the word. (2)
  - IDC is a covert strategy to advance a religious agenda. (3)
  - The teaching of IDC and other forms of Creationism *as science* have been consistently ruled unconstitutional. (4)
  - The Montana Constitution clearly prohibits sectarian tenets being advocated in public schools. (5)
  - An attempt in **Darby MT** to impose IDC resulted in dividing neighbors and damage to their schools. (6)
  
- **Our students need to be taught good science that is *broadly* accepted in institutions of higher learning and applied research as well as in the job market.**
  - A quality education is mandated by the Montana Constitution. (7)
  - All the most prestigious scientific and educational organizations, including the **National Academy of Sciences** and **American Association for the Advancement of Science**, support the teaching of evolution in schools. (8)
  
- **The Legislature should pass this resolution because it will support good science and local school districts.**
  - Passing SJR 8 will help local communities focus on Education and not on lawsuits. (6)
  - Passing SJR 8 will send a message to well-funded political organizations that public school science class is not the place for their religious agenda. (3)

## End Notes

- (1) During the Darby debacle, a local Ravalli Co. scientist, Dr. Jay Evans, surveyed the *National Institute of Health* database and found 26,000 references to articles referring to 'evolution' and ZERO references to 'intelligent design'. More exhaustive searches of several hundred thousand published scientific reports in 1997 & 2000 (*Gilchrist, Reports of the National Center for Science Education, May/June 1997, The Elusive Scientific Basis for Intelligent Design*) failed to discover a single instance of biological research using Intelligent Design to explain life's diversity.
- (2) In scientific terminology a Theory is "an explanation or model based on observation, experimentation, and reasoning, especially one that has been tested and confirmed as a general principle helping to explain and predict natural phenomena..." (*Hammond Barnhart Dictionary of Science*) Evolutionary THEORY has been as explanatory of natural phenomena as have atomic and gravitational theory. (For an in-depth discussion see: *Selman v. Cobb County School District Amicus Curiae of Several Pro-Evolution Groups*, <http://www.talkorigins.org/faqs/cobb/citizensforscience.html>)
- (3) The history of IDC is rife with substantive and disturbing examples of the fundamentalist and political nature of this ideological attack on public education. The following are just a few of those readily-available examples:
  - The mission statement of The American Family Association of Ohio, who, with aid and support from the Discovery Institute, helped orchestrate the costly and divisive attempt to wedge IDC into public schools in Ohio states: "The American Family Association of Ohio exists to motivate and equip individuals to restore the moral foundations of American culture... through encouragement to apply traditional Judeo-Christian principles to all areas of life."
  - Stephen Meyer, director of Discovery Institute's Center for Science and Culture (CRC) and Professor at Palm Beach Atlantic University's School of Ministry recently stated, "Our culture has been deeply influenced by materialist thought. We think it's deeply destructive, and we think it's false. And we mean to overturn it." (*Wired Magazine, Oct, 2004*)
  - "My work is intended to 'redefine what is at issue in the creation-evolution controversy so that Christians...could find common ground in the most fundamental issue, the reality of God as our true creator." Phillip E. Johnson, CSC Fellow, author of *Intelligent Design Creationism's seminal book, 'Defeating Creationism'*.
  - "Father's words, my studies, and my prayers convinced me that I should devote my life to destroying Darwinism. Jonathan Wells, CSC Fellow, author of *Icons of Evolution: Science or Myth?* Regnery Publishing, Inc. 2000.
  - "When a Christian gets into Biology, he naturally feels uncomfortable and alienated because he has to live with Darwinism every day." Dr. Paul K. Chien/ CSC Fellow. See also Forrester, Gross, *'Creationism's Trojan Horse, Oxford University Press, 2004*)
- (4) The Supreme Court has held that schools cannot prohibit evolution, nor can they offer "equal treatment" of religious theories in science classes (*Epperson v. Arkansas, 393 U.S. 97*)

The high court turned away the creationists' efforts again in 1987 when the justices ruled that a Louisiana statute mandating the teaching of "creation science" alongside evolutionary biology violated the Constitution (*Edwards v. Aguillard, 482 U.S. 578*)

In January of this year, a federal judge in Atlanta, Georgia, has ruled that a suburban county school district's textbook stickers referring to evolution as "a theory not a fact" are unconstitutional. (See: *Selman v. Cobb County School District Decision of the Court Striking Down the Cobb County Evolution Disclaimer* <http://www.talkorigins.org/faqs/cobb/selman-v-cobb.html>.)
- (5) Both the U.S. and Montana Constitutions explicitly mandate the separation of church and state. (Article I, U.S. Constitution; Article II, sec.5, Montana Constitution) The Montana Constitution also clearly prohibits sectarian tenets being advocated in public schools (Article X sec.7)
- (6) An effort backed by the Discovery Institute to impose an Objective Origins policy on this Montana community resulted in a rancorous debate dividing neighbors, (Special Board Mtg of the Board of Trustees of School District # 9 Darby, MT; RE Proposed Objective Origins Policy, Vol. 1,2 &3) damage to the school district (See: 'Darby, Stevensville Schools Fall Short of Federal Standards', Ravalli Republic, 1/25/05) and the ultimate defeat of School Board candidates pushing the policy by a 2-1 margin. (See: 'Darby Rejects 'Objective Origins Supporters', Missoulian, 5/6/04)
- (7) Evolution is: based on the Scientific Method and peer-review, is key to entering such fields as biology, genetics, geology and others, is *good science* and is the essence of a quality science education.
- (8) "Creationism, Intelligent Design, and other claims of supernatural intervention in the origin or life or of species are not science because they are not testable by the methods of science." ( '*Science and Creationism, A view from the National Academy of Sciences.*' National Academies Press, 1999)

"Therefore be it... resolved AAAS urges citizens across the nation to oppose policies that permit the teaching of "intelligent design theory" as part of the science curricula of the public schools. (*AAAS Board Resolution Urges Opposition to "Intelligent Design" Theory in U.S. Science Classes* (<http://www.aaas.org/news/releases/2002/1106id.shtml>))