

## Direct Links between the Dover decision and Ohio's Creationist Lesson

*“The **breathhtaking inanity** of the Board’s decision is evident [in the] **utter waste of monetary and personal resources.**”* Dover Decision P.138

Dover Decision (and reference to page number in decision)	Ohio's Creationist Lesson & Its History
<p style="text-align: center;">contrived <b>dualism</b> (P. 71)</p> <p>Utterly false assumption that evolution is antithetical to a belief in a supreme being (P. 136)</p>	<p>“THERE ARE ESSENTIALLY <b>ONLY TWO</b> SCIENTIFIC HYPOTHESES ABOUT OUR ORIGINS (one of which) supports atheism and agnosticism.” John Calvert, Founder of ID Net, lecture to Ohio BOE; 13 Jan 2002 (<a href="http://www.arn.org/docs/ohio/calverto_standardscommittee011302.htm">http://www.arn.org/docs/ohio/calverto_standardscommittee011302.htm</a>)</p> <p>“I think that your viewpoint of showing the <b>two models</b> is very consistent with our model to develop higher level -- not to have facts presented without asking students to <b>critically analyze</b> within that framework.” D. Owens Fink, OBE mtg 3/7/00</p>
<p>Dramatic evidence of ID’s religious nature and aspirations is found in the “<b>Wedge Document</b>” developed by the <b>Discovery Institute’s</b> Center for Renewal of Science &amp; Culture” (28)</p>	<p>Lesson based on book by <b>Discovery Institute</b> Fellow OH DOE staff comment on <b>Wedge Document</b>: Scary! Others: “creationist dogma” “very religious”</p>
<p style="text-align: center;"><b>“abrupt appearance”</b> is creationist (34)</p>	<p>Ohio’s lesson: “<b>sudden appearance</b> of new biological forms in the fossil record.”</p>
<p style="text-align: center;"><b>alleged gaps in the fossil</b> record exploited by creationists (34)</p>	<p>Ohio’s lesson: “scientists...<b>question that...transitional fossils</b> really are transitional”</p>
<p style="text-align: center;">alleged inability of science to explain <b>DNA</b>” (34)</p>	<p>Assembling <b>DNA</b> “is extremely improbable” (Field test version of Ohio’s lesson)</p>
<p style="text-align: center;">supposed controversy in scientific community (34)</p>	<p>Current &amp; earlier lesson versions refer to never named “scientists” who “doubt, question...”</p>
<p style="text-align: center;">creationists made the same argument about the complexity of the <b>bacterial flagellum</b> (34)</p>	<p>“Dr. Wells (at Ohio BOE debate) then...used the <b>bacterial flagellum</b> as an example of intricate design.” (<a href="http://www.creationists.org/2000311OSBEelsey.html">http://www.creationists.org/2000311OSBEelsey.html</a>)</p>
<p style="text-align: center;"><b>Singling out of evolution</b> for criticism (57)</p>	<p>Ohio standards and lessons “critically analyze” <b>only evolution</b></p>
<p>“<b>Teach the controversy</b>” is at best disingenuous, and at worst a canard (89)</p>	<p>“The three key supporters of <b>teach-the-controversy</b> on the Board (Owens Fink, Cochran, Turner) all spoke in favor of the amendment” (<a href="http://www.sciohio.org/firestorm.htm">www.sciohio.org/firestorm.htm</a>)</p> <p>“But what the adopted language...according to board member Mike Cochran ‘allow(s) students to understand that there are <b>dissenting</b> views within the scientific community’ regarding evolution.”</p> <p style="text-align: center;">(<a href="http://www.nationalreview.com/comment/">www.nationalreview.com/comment/</a> comment-winnick101802.asp)</p>

Dover judge accepts letters to editor as indication of sense of community (61)	80% of letters to Ohio DOE & BOE from Ohio citizens urge rejection of lesson—Ignored
Pandas misrepresents the <b>tree of life</b> (84)	“Darwin’s <b>tree of Life</b> ” misrepresented in earlier drafts of Ohio’s lesson
Pandas misrepresents “ <b>homology</b> ”(85)	Ohio’s lesson misrepresents <b>homology</b>
Failure to address the biological concept of <b>exaptation</b> because ID supporters deny that organisms change function, which is a view necessary to support abrupt appearance (85)	Failure to address <b>exaptation</b>
Distortion and misrepresentation of the fossil record about <b>pre-Cambrian-era fossils</b> ” (85)	“(there were) virtually no <b>fossils in the pre Cambrian level.</b> ” Early version of Ohio’s lesson
ID is not supported by any peer-reviewed research, data or publications (87)	No peer-reviewed research, data or publications included in Ohio lesson
Dover BOE brazenly chose not to follow advice of their own science education resources (118)	Ohio BOE staff scientists terms for lesson: “ <i>off topic</i> ”, “ <i>oversimplification</i> ”, “ <i>wrong</i> ”, “ <i>inaccurate</i> ”, “ <i>a lie</i> ”
Methodological <b>naturalism</b> is a “ground rule” of science today which requires scientists to seek explanations in the world around us based upon what we can observe, test, replicate and verify (65)	“What is <b>Naturalism</b> ? <b>Naturalism</b> is the DOCTRINE that all phenomena result only from natural processes and not by design... Presently <b>Naturalism</b> censors the design hypothesis. John Calvert to Ohio BOE 13 Jan 2002 ( <a href="http://www.arn.org/docs/ohio/calvertto_standardscommittee011302.htm">http://www.arn.org/docs/ohio/calvertto_standardscommittee011302.htm</a> )
“Science cannot be defined differently for Dover students than it is defined in the scientific community” (70)	“and while not “believed in” through faith may be accepted or rejected on the basis of evidence.” (part the Ohio Academy of Science’s definition of “science” <b>censored</b> by the OH BOE
Failure of the Dover BOE to consult scientific organizations especially the National Academy of Sciences (NAS) about its Intelligent Design Policy (138)	Number of Scientific Organizations that urged rejection of Ohio lesson: 16; Acceptance: 0 “Intelligent Design (does) not belong in (Ohio’s) science classrooms or lesson plans for science” (letter by NAS president Alberts to OBOE President Sheets; 9 February 2004)
“The <b>brehtaking inanity of the Board</b> ’s decision is evident when considered against the factual backdrop which has now been fully revealed through this trial. The students, parents, and teachers of the Dover Area School District deserved better than to be dragged into this legal maelstrom, with its resulting <b>utter waste of monetary and personal resources.</b> ” (P. 138)	???
Estimated costs for BOE Intelligent Design folly in Dover, PA: \$2 million	???