The Light Bulb

The Quarterly Newsletter of…

Volume I
Issue I
Spring, 2002

Intelligent Design and Evolution Awareness (IDEA) Center

Introducing the IDEA Center

What's the big idea? Who are we?
And…just how did we get here?

The Intelligent Design and Evolution Awareness (IDEA) Center "spun off" of the Intelligent Design and Evolution Awareness (IDEA) Club at UC San Diego in the summer of 2001. As it says on our website (www.ideacenter.org):

> "The Intelligent Design and Evolution Awareness (IDEA) Center is a recently formed non-profit organization dedicated to promoting intelligent design theory and fostering good - spirited discussion and a better understanding over the creation - evolution issue among students, educators, churches, and anyone else interested in creation and evolution."



The IDEA Center primary administrators (from left to right): Eddie Colanter (Co-President), Steve Renner (Director of Development), Scott Uminski (Director of Educational Outreach), Casey Luskin (Co-President). (Not present, Ryan Huxley, Director of Programming.)

The original IDEA Club at UCSD began in May of 1999, after UC Berkeley law professor, Phillip Johnson, known for his critiques of Darwinian evolution and his leadership in the "Intelligent Design Movement," lectured at UCSD. The IDEA Club was founded with hopes to break through typical barriers to dialogue over this issue, and promote the often-misunderstood theory of intelligent design through rational, friendly, and open discussion among people of many viewpoints. After nearly 2 years of club growth and weekly discussions, the IDEA Club was mentioned in a front page Sunday New York Times article on intelligent design. This article brought IDEA to the attention of many, and soon it became evident that it might be possible to spread the vision of the IDEA Club to other academic institutions.

Toward the end of the 2000-2001 school year, the founders of the IDEA Center (picture above at right) decided to try to take the vision behind IDEA "off campus" with an expanded mission statement and leadership. Thus, the IDEA Center was born, with aims to promote intelligent design to churches, community groups, and to more students.

Today the Center exists to host classes, conferences, and to help students organize "IDEA Club Chapters" at their own schools. However, we retain the spirit of the original IDEA Club, trying to bring understanding, community, open discussion, and unclouded personal reflection over the creation - evolution issue to people of many viewpoints. Please read on to learn more about what we are doing to promote intelligent design and bring this vision to people across the nation.

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For more information about the IDEA Center, visit

www.ideacenter.org

IDEA Center News and Events:

"IDEA 2002" Conference at USF

On September 27-28, 2002, the IDEA Center is co-sponsoring an "Intelligent Design and Evolution Awareness Conference" at the University of San Francisco. Scheduled speakers include Michael Behe, Paul Chien, Paul Nelson, Ed Peltzer, Jay Wesley Richards, and Cornelius Hunter. Please see pg. 7 for details.

IDEA Club Startup Packet is Done!

The long-awaited IDEA Club startup-packet is complete, and may be requested for free from the IDEA Center. This information-packed packet has been in the works for some time, and is a how-to manual on starting and running a successful IDEA Club. If you are interested in starting a club and would like a free packet, please contact the Center!

First "IDEA Course" is complete!

This spring, the IDEA Center taught its first "Intelligent Design and Evolution Awareness Course." Though class size was smaller than expected, the 8-week course covered many topics and students seem to have benefited (see page 5). We hope to re-teach the course as resources avail. To book an IDEA speaker, please contact us at "info@ideacenter.org".

Jonathan Wells Lecture at UCSD

In January, the Center helped the IDEA Club at UCSD host a lecture with molecular biologist Jonathan Wells. Wells spoke on the topic of his book, *Icons of Evolution*, showing many lines of evidence in biology textbooks supporting evolution are false. The lecture drew over 250, including some dissenting graduate students who distributed a document in protest. A rebuttal, "*Icons* Still Standing," is available on our website.

IDEA Club Student Chapter Updates

Since our official inception last fall, we have worked with students to found 2 new IDEA Club Student Chapters:

- Vanderbilt University microbiology major Josh Smart has founded an IDEA Club, which hosted a few spring meetings. Josh plans to restart the club next year.
- High school sophomore Ryan Hamilton has started an "Origins IDEA Club" in Lehigh, Pennsylvania. Ryan hopes to get the club official by the end of the year.
- Dr. Stephen Huxley hopes to see a club founded at USF.

We are currently working with potential founders in Wisconsin, Cal State Sacramento, UT Dallas, Hawaii, and Arkansas.

IDEA in the Media:

We've had the opportunity for some great media exposure!

- IDEA was mentioned in "Family Voice Magazine," by Concerned Women for America (Sept/Oct, 2001).
- An IDEA Center co-Director was a guest on a San Diego radio talk program, "The Grapevine with Michael Law" on KPRZ 1210 (March 21st, 2002).
- We've recently been an intelligent design reference in Chuck Colson's daily "Breakpoint Commentary," e-mailed to thousands (Mar. 14, April 5, May 21-22, June 27-28).
- Our web-article, "The Science Behind Intelligent Design," was posted on "Theologyonline.com", a large Christian-run web-forum for debate among all over religious issues.
- Vanderbilt IDEA Club president Josh Smart defended design in the Vanderbilt Hustler (March 1st, 2002). Josh later did an interview with US News and World Report.

Through this exposure, we are grateful that our website has received nearly 10,000 visits since its inception.

Brief Origins News Updates:

Obituary: Paleontologist in the origins debate, Stephen J. Gould, 60, died on May 20th, 2002.[1] Though Gould was on the "other side," he was a gifted scientist and writer who brought class to his work. We are truly saddened by his death.

Trashing Junk DNA: A recent study suggests "junk DNA" may be functional. Transposable L1 elements, typically thought to be non-coding "junk DNA," comprise 17% of our DNA and can repair DNA chromosome breaks.[2] Other studies have suggested other functions for "junk DNA."[3, 4]

Origin of Bug Eyes: A molecular study found that arthropod eyes must have arisen independently or were lost multiple times in alleged evolutionary past.[5] Given the extreme advantageous complexity of the eye, this calls into question evolutionary explanations for the origin of compound eyes.

Bones, Molecules, or Neither? A recent paper found that larger datasets have not lessened contradictions between phylogenetic trees (alleged evolutionary family trees) based on the fossil record (bone similarities) or biomolecules (DNA and protein sequences).[6] The review expected that more data would have lessened conflicts. An earlier review titled, "Bones, Molecules…or Both"[7] noted irreconcilable differences between molecular and morphologically - based trees, saying these cause "evolution wars." We believe that one way to reconcile these "discrepancies" is to propose independent design.

Make-believe Martian Meteorite Microbes: In 1996, NASA scientists reported that grains of the mineral magnetite in the ALH84001 meteorite are similar to magnetite grains produced by bacteria today on Earth. This led some to conclude that extra-terrestrial life had lived in the meteorite. Scientists have now reproduced such magnetite grains under non-biological conditions, calling into question the claim that these mineral grains are clear evidence of extra-terrestrial life.[8]

Three's a Crowd: A paper found 347 eukaryote genes are without homologs in their supposed bacteria and archaea ancestors.[9] This challenges the hypothesis that eukaryotes formed through a symbiotic merging of bacteria and archea. Authors suggest a third hypothetical pre-cursor, the Chronocyte, challenging the simple "symbiosis hypothesis."

References: 1. See http://www.news.harvard.edu/gazette/2002/05.16/99-gould.html. 2. See http://www.arn.org/docs2/news/junkdna051402.htm. 3. See http://www.psrast.org/junkdna.htm. 4. "Eukaryotic non-coding DNA is functional: evidence from the differential scaling of cryptomonal genomes" by M.J. Beaton and T. Cavalier-Smith, *Proc. R. Soc. Lond. B.*, 266:2053-59. 5. "Molecular phylogenetic evidence for the independent evolutionary origin of an arthropod compound eye" by T. H. Oakley and C. W. Cunningham, *PNAS*, 99 3:1426-30. *6.* "The tree of life and the rock of ages: are we getting better at estimating phylogeny" by M. A. Wills, *Bioessays*, 24:203-7. 7. "Bones, Molecules …or Both" by Trisha Gura, *Nature* 406:230-233. 8. "A non-biological origin for the nanophase magnetite grains in ALH84001: Experimental Results", by A. M. Koziol and A. J. Brearley, *Lunar and Planetary Science*, XXXIII. 9. "The origin of the eukaryotic cell: A genomic investigation" by H. Hartman and A. Fedorov, *PNAS*, 99, 3:1420-25.

Intelligent Design Jargon Explained!

By Casey Luskin

Delving into the writings of intelligent design theorists, one will encounter a large number of terms reminiscent of things out of a nightmare about a failed college math midterm. This intellectually intimidating nomenclature can come in the form of what appears to be esoteric jargon, cryptic acronyms, or to the scholastically slothful, "babel." Two questions we sometimes receive at IDEA are, 1) "Why does intelligent design theory have so much jargon?" and 2) "Can the jargon be explained?"

Skeptics of design sometimes claim that the terms and concepts of intelligent design are meaningless, and merely provide a pseudo-intellectual cover for a baseless theory. Proponents of design respond that a healthy understanding of the theory makes the concepts coherent and logical. Who is right? Do these skeptics simply misunderstand or misconstrue design theorists such as Michael Behe and William Dembski? Or is design just a tower of psuedo-scientific babble? Well, we at IDEA try to take all objections seriously because we feel good scientists listen to their critics--and try to answer them.

First off, intelligent design is often referred through an acronym, "**ID**." Thus, the "**ID** movement" often refers to itself as, well, the "**ID** movement." With that out of the way, there are other acronyms used in ID-speak. **SC**, **CSI** and **IC** refer to "**specified complexity**," "**complex specified information**," and "**irreducible complexity**," respectively. While these terms are sometimes tossed around casually, they have important meanings and are crucial to detecting **ID** through *information*.

Acronyms and Intelligent Design	
ID	Intelligent Design
IC	Irreducible Complexity
SC	Specified Complexity
CSI	Complex Specified Information
NFL	No Free Lunch Theorems

"But what exactly is information?" we are commonly asked. Is it simply a category into which **ID** theorists shove non - existent evidence? In fact, information is a very real entity, well recognized by physicists, statisticians, and, unsurprisingly, by information theorists. William Dembski notes:

> No one disputes that there is such a thing as information. As Keith Devlin (1991, p. 1) remarks, "Our very lives depend upon it, upon its gathering, storage, manipulation, transmission, security, and so on. Huge amounts of money change hands in exchange for information. People talk about it all the time. Lives are lost in its pursuit. Vast commercial empires are created in order to manufacture equipment to handle it.

Dembski borrows accepted definitions from information theory to define information as the occurrence of one event, or scenario, while excluding other events, or scenarios. In other words, information is what you get when you narrow down what you're talking about:

> Information theory identifies the amount of information associated with, or generated by, the occurrence of an event (or the realization of a state of affairs) with the reduction in uncertainty, the elimination of possibilities, represented by that event or state of affairs.

The amount of information can be quantified by converting probabilities into units of information--bits. These are the same "bits" and "bytes" from the computer world. Essentially, a complex, unlikely state of affairs contains much information. This relates to design because design theory is founded upon recognizing the types of information produced by intelligent action. And it just so happens that when intelligent agents operate, they produce much information.

> The great myth of modern evolutionary biology is that information can be gotten on the cheap without recourse to intelligence … No one disputes that there is such a thing as information. As Keith Devlin remarks, "Our very lives depend upon it, upon its gathering, storage, manipulation, transmission, security, and so on. Huge amounts of money change hands in exchange for information. People talk about it all the time. Lives are lost in its pursuit. Vast commercial empires are created in order to manufacture equipment to handle it. "
>
> **William Dembski**

But having a highly improbable scenario containing high amounts of information, or high complexity, is not the only criterion for inferring design. For example, when awakening each morning, the exact configuration of the thousands of hairs on your head is very unlikely. Though you did not necessarily intend for your hair to look *exactly* how it does through design, it is nonetheless highly improbable. Much information is necessary to describe the orientation of each hair, messy or not. Only after combing it to match a desired pattern of neatness could one recognize that it has been shaped by a purposeful intelligence.

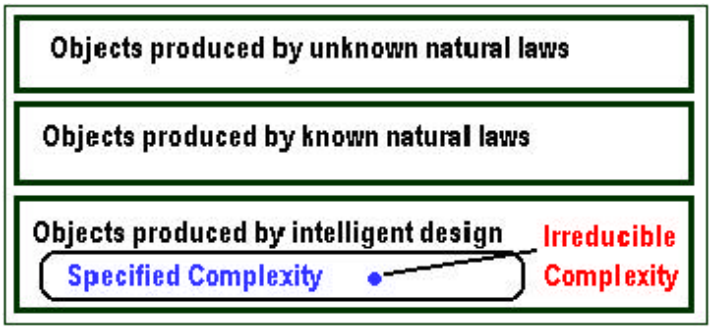
William Dembski argues that the way we detect design is by looking for an unlikely (high information) state of affairs which matches a pre-existing pattern. The pattern which must be matched is called a "**specification**." Thus, the notion of **specified complexity** or **complex specified information** is simply lots of information which conforms to a specific pattern.

In biology, some systems have many interacting parts and are thus complex (high information). However, the arrangement of these parts must conform to a specific pattern in order for the system to work properly. Much like machines whose specifications must be "just right" to function, biological systems must have all the proper parts present in the proper places, or they don't work. If parts of these systems are changed, removed, or re-ordered, then the function ceases. Enter Michael Behe's concept of "**Irreducible Complexity**". **IC**, according to Dembski, is a special case of **SC** where many interacting parts must conform to a specific pattern: biologically advantageous functionality.

In biology, we know that irreducibly complex systems exist. The bacterial flagellum, the blood clotting cascade, and the processes behind vision have all been described as **IC** by

Michael Behe in his book, *Darwin's Black Box*. These systems are highly complex, and must conform to a specific pattern where all the parts are present in order to function. Thus, we have safe grounds for concluding that they are designed. But what if natural processes are capable of producing **SC**?

In Dembski's recent book, *No Free Lunch*, he argues that one cannot generate novel **CSI** through purely natural processes--all **CSI** ultimately comes from **ID**. Natural processes can, however, shuffle **CSI** into a different form. Through what he calls "**No Free Lunch**" (**NFL**) theorems and a law of information, Dembski argues that ultimately, novel **CSI** cannot be generated through purely natural processes.



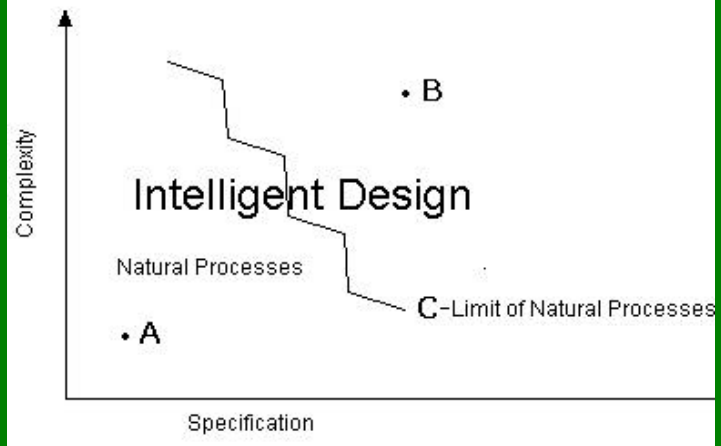
Any object with **SC** has been produced by design. **IC** is a special case of **SC**, a testable prediction of **ID**.

To illustrate, an inventor might create a machine which combs your hair. **ID** isn't directly shaping your hair, as the machine is doing all of the work. However, there is information present in the programming of the machine which came to the machine through design. The machine was "front loaded" with the information for tidying up one's messy morning hairdo. Ultimately, your hairdo was designed! The machine, through mechanistic processes, then transfers the **CSI** with which it was programmed into your hair. Presto, **ID** has created **CSI**, which has been transferred from one object to another.

Complex specified information can therefore be manipulated in the natural world in a variety of different manners, but it is always introduced through intelligent design. Evolutionary processes can transfer the **CSI** around, but they cannot generate truly novel **CSI**. This could help explain the gap between microevolution and macroevolution.

From a design perspective, macroevolution is often seen as the "origin of biological novelty," while microevolution is simply variation on a previously existing archetype. Thus, in a designed world, the origin of biological novelty--of true specified complexity--cannot take place through purely natural processes, like Darwinian evolution. When biologists try to explain the origin of irreducibly complex biological structures, the Darwinian mechanism will mathematically fall short. Given that these structures bear the hallmark information of design, we can say they are designed.

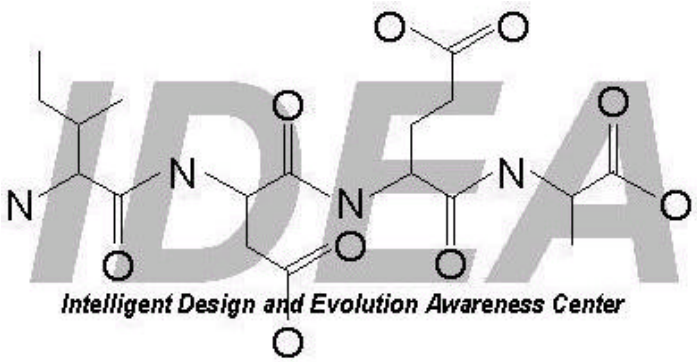
Intelligent design thus proves to be a competing theory to explain the origin of biological information which can be tested against natural evolutionary mechanisms. It has an empirical basis, rooted in observations about information, design, and biology. In essence, design is testable.



Natural processes cannot generate large amounts of **SC** (point A). A hallmark of **ID** is large amounts of **SC** (point B). Since there is a limit to what natural processes can do (curve C), any system exceeding curve C can justifiably be called designed.

But what about all that jargon? Well, unless you're a hard core ID buff, it seems you don't have to sift through hundreds of pages of technical discussions of design and information theory to comprehend fundamental concepts behind design.

Dembski and Behe have laid the groundwork, and now it time for other biologists to apply **NFL** theorems to biology and look for **IC**, **CSI**, and **SC** in order to detect **ID**. Happy jargoning!



Quarterly Quote…

"Biologists have long struggled with the conceptual gap between the small-scale modifications that can be seen over the short time scale of human study and major changes in structure and ways of life over millions and tens of millions of years. Paleontologists in particular have found it difficult to accept that the slow, continuous, and progressive changes postulated by Darwin can adequately explain the major reorganizations that have occurred between dominant groups of plants and animals. Can changes in individual characters, such as the relative frequency of genes for light and dark wing color in moths adapting to industrial pollution, simply be multiplied over time to account for the origin of moths and butterflies within insects, the origin of insects from primitive arthropods, or the origin of arthropods from among primitive multicellular organisms? How can we explain the gradual evolution of entirely new structures, like the wings of bats, birds, and butterflies, when the function of a partially evolved wing is almost impossible to conceive?"

Robert Carroll, Patterns and Processes of Vertebrate Evolution, Cambridge: Cambridge University Press, 1997

Student Report from the IDEA Course

By IDEA course student Lori Schleppenbach

I heard about IDEA through the Jonathan Wells lecture, and was contacted shortly there after with information about an IDEA course. Being a student of anthropology and having interest in philosophy, I thought it sounded like a great "idea".

The intellectual level of the meetings never disappointed me, and I found resources to topics we discussed throughout the weeks of the course which benefited me very much. The topics such as the fossil record, the philosophy of science, the historical context of the evolution/id discussion, and so on were useful to me in sorting out what I know about these things and what I believed about them. I also had the benefit of hearing a perspective that my anthropology classes seem to effortlessly leave out of their discussions, and that is the notion of an alternative to evolutionism.

In the IDEA course, the topics seemed to directly address issues in one of my other courses "Conflicts of Science with Religion", allowing me to deeply analyze the theories being forced on me from all directions. After taking this course, I feel much more prepared to evaluate theories and philosophies as just such. I have learned valuable information that will be of benefit to me and those I have been able to share resources with and engage in debate with since I started investigating the theories of origins.

I appreciate how the IDEA members did not give up on this one student seeking information and not dismissing the purpose of the course due to the lack of student interest. I know that my approach to things has completely changed and my awareness of influences present in institutional education has heightened. As cheesy as this sounds, it is all true. Even my friends and family talk more about evolution and intelligent design since I've taken interest and been a part of this course, and as I understand, that was the intent of this whole course. So, my experience was quite successful and rewarding in the IDEA course. Thanks for putting it together!

Editor's note: Lori is transferring to Cal State Sacramento next year, and is considering starting an IDEA Club!

IDEA Center Website Resources
For Refreshing, Clean, Net-Surfing Enjoyment.



We'd like you to know that the IDEA Center website (www.ideacenter.org) has many resources accessible at "http://www.ideacenter.org/resourcesmenu.htm".

Creation - Evolution Related Articles:
- An Introduction to the Concept of Intelligent Design
- On Skepticism and Intelligent Design
- The Technical Science Behind Intelligent Design Theory
- Assessing Alleged Examples of "Sub-Optimal Design"
- Design of the Universe from Anthropic Principles
- Irreducible Complexity and Biochemical Design
- Evidence of the Supernatural from Miracles
- Problems with the Chemical Origins of Life
- Problems with Evolutionary Accounts of the Fossil Record
- Evolution and the Problem of Nonfunctional Intermediates
- Predictions of Evolution (Focuses on DNA and Genetics)
- The Importance of Antibiotic Resistance for Evolution
- "Darwinism and the Law: Can Non-Naturalistic Scientific Theories Survive Constitutional Challenge"

FAQ's and Lists:
- Answering Objections: The Intelligent Design FAQ
- Evolution Primer: A Summary of Objections to Evolution
- Creation-Evolution Glossary
- Santorum Amendment Information Page
- PBS *Evolution* Response and Information Page
- List of Intellectual Doubters of Evolution

Origins Quote Collections:

Origins & Complexity of Life • Fossil Record • Evolution of Life • Human Evolution • Cosmology & Physics • Law & Education • Philosophy of Creation & Evolution

Other Resources:
- Intelligent Design and Origins Graphics
- "*Icons* Still Standing," a Defense of *Icons of Evolution*
- Book Reviews and our Media Lending Library
- History of the Creation - Evolution Controversy

ID in a Public School Biology Class

By Christie Maynard, public high school biology teacher

Having an IDEA Center Speaker present to my high school biology classes was a positive experience that my students appreciated. The State of California mandates that evolution be taught in high school biology, so my class first learned about the arguments for the theory of evolution. I chose to also have the students learn about the arguments against the theory of evolution. My goal was to challenge their thinking, give them a well-rounded view of both sides, and let them decide for themselves what they believe.

This past March, Casey Luskin gave thorough two-hour presentations to my classes on flaws with the theory of evolution. Topics covered included gaps in the fossil record, problems with genetic evidence, and differences between microevolution and macroevolution. The topics were pertinent to what we had been studying and helped the students to better understand the basis for which “evidence” is found.

The approach was non-threatening to my students of all different backgrounds and beliefs. In a questionnaire, over 90% said they were not offended by any of the arguments presented. Over 90% also said that it is necessary to learn about evidence both for and against the theory of evolution. The vast majority felt they heard solid arguments against evolution and felt they now have a clearer understanding about the theory of evolution, having heard both sides.

Casey gave clues that there is some sort of “intelligent designer” that created the universe. This gave an outlet for students to explore their own beliefs in more detail. Most of all Casey’s approach, which reflects that of the IDEA Center, helped my students grow as life long learners.

Editors note: This is proof that sometimes you CAN present the truth about the creation - evolution issue in a public school

Undercover Brothers at the NSTA

Report by Ryan Huxley and Casey Luskin on the National Science Teachers Association's annual conference

In March, 2002, some IDEA Center staff (Ryan Huxley, Casey Luskin, and Russell Jones) wandered into the lion's den at the National Science Teachers Association's (NSTA) conference at the San Diego Convention Center. We desired to hear a panel of "high profile evolutionists" on PBS's *Evolution*, which included Bill Jersey (producer of PBS *Evolution* episode 7), Eugenie Scott (director of an anti-creationist political activist group, the National Center for Science Education (NCSE)) and Kenneth Miller (biologist at Brown University).

We also created a short handout to distribute illustrating how to obtain dissenting viewpoints over PBS's *Evolution.* After handing out flyers to about five people, we were asked to stop by conference administrators. Not wanting to break any rules or cause any trouble, we happily complied. However, it was heartening that two people, who clearly understood the intent of our flyers, expressed great thanks and desired more to take home. If this sample represents what attendees were thinking, then many were probably skeptical of PBS's *Evolution* in the first place and eager to hear another viewpoint. This alone made it worth the trip!

On the panel, Bill Jersey said that one of the main motivations behind Microsoft billionaire Paul Allen's multi-million dollar funding of PBS *Evolution* was to dispel the "ignorance" of "fundamentalists." Jersey said his own desire as a producer was to portray people grappling with evolution. However, Jersey's episode portrays all skeptics of evolution as anti-intellectual religiously-motivated young earth creationists. In fact, in the entire series there is no mention of any scientists who doubt evolution. This gives a misleading impression about the true diversity of views among skeptics of evolution.

Eugenie Scott then discussed her take on intelligent design theory. In what felt like a military intelligence briefing, Scott showed black-and-white photographs of the "Old Creationists" (Henry Morris, Duane Gish, Ken Ham) and then of the "New Creationists" (Michael Behe, Phillip Johnson, Stephen Meyer, Jonathan Wells, William Dembski). (We just hope Eugenie doesn't get her hands on the photograph from page 1.) Scott labeled intelligent design as "religiously motivated," noting that William Dembski's book, *Intelligent Design: The Bridge Between Science and Theology*, has the word "theology" in the subtitle. Scott made no mention of Dembski's earlier work, *The Design Inference*, which makes no mention of God and gives a purely empirical basis for detecting design. Nor did Scott make mention of the non-religious members of the intelligent design movement. Scott also argued against scientists skeptical of Darwinism, saying they often have religious beliefs, implying their viewpoint is somehow invalid.

During Q & A, Kenneth Miller responded to a question of whether or not the anti-evolution movement is just in America. Miller said it is growing in Britain, Russia, and Turkey. However, Miller almost seemed to be striking back at his colleagues who have long-criticized American evolutionists for the large anti-evolution movement here in the U.S. Miller seemed a little rubbed, and perhaps wanted to point out the large anti-evolution movements elsewhere. Apparently people like us are stains in society for the evolutionist academic elite.

Later in the conference, Scott addressed teachers who teach evolution. She shared of a parent who complained to a teacher that evolution was taught in the classroom. In the account, the teacher pulled out state curriculum standards, which had evolution as a required part of the curriculum. The parent "harrumphed" and asked the teacher to at least "not teach it like they meant it." Scott recommended teachers pacify angry parents by telling them that "evolutionary theory" is what "science says," but that they are "not requiring students to believe it." Scott implied that anyone questioning evolution is close-minded and is ignoring the obvious facts of science. Scott noted that the student could choose not to believe what "science says," but that this helps students and parents to "take their fingers out of their ears."

After two days at the conference, we began to feel that these evolutionists wanted us to believe that intellectual persons with legitimate doubts of evolution (such as ourselves, we hope) simply do not exist. Skeptics of evolution and proponents of intelligent design were cast as religiously motivated and in an anti-intellectual light. This promoted a false stereotype, characterized by the play "Inherit the Wind," which dramatized the famous Scopes Trial of 1925. In the trial, a high school teacher was convicted for teaching evolution, forbidden by Tennessee law at the time. The play casts skeptics of evolution as religiously dogmatic opponents of scientific advancement, a stereotype which persists today.

Scott also disclosed that her NCSE plans to submit national standards for teaching evolution at the K-12 level for states to adopt in order to quell parental dissent over the teaching of the purely "pro-evolution" viewpoint. If passed, this would likely inhibit the ability of parents, students, or concerned citizens to challenge "evolution-only" science curriculums. Compared to "Inherit the Wind", the roles are now reversed: evolutionists are legislating to censor freedom in scientific education and use ridicule to protect their position.

Scott, however, did note that science is NOT supposed to be "fair," "democratic," or give equal time to all viewpoints. Good science, Scott said, is based upon evidence, not opinion. Yet we at the IDEA Center feel the same way! Both Scott and Miller claimed intelligent design should be excluded from the science classroom because it is not good science and has not been established in scientific journals. But how can proponents of intelligent design publish their research when their ideas are met with dismissal, counter-legislation, and ridicule? Here at the IDEA Center we feel that both intelligent design and evolution are legitimate for the science classroom--there should be no laws against genuine scientific theories.

If these academic elite protect the one-sided teaching of evolution through such legal and rhetorical tactics, what hope is there for the rest of us? Thankfully, the masses are not buying it. Many of the science teachers we encountered at the conference were eager to hear another viewpoint. It seems that regardless of the laws, teachers still think for themselves, and realize evolutionary theory can, and ought to be questioned. And in the end, that is all that matters.

Get Involved with the IDEA Center!

"IDEA" Conference at the University of San Francisco:

On September 27-28, 2002, the IDEA Center, working with Dr. Stephen Huxley, professor of statistics at the University of San Francisco (USF), is planning to co-sponsor an IDEA conference at USF. This conference aims to be one of the first conferences to bring the Intelligent Design movement into the mainstream in the San Francisco Bay area by providing participants with information and training on the fundamentals of the origin of life by comparing and contrasting intelligent design with evolution and related naturalistic explanations.

The conference will give those attending a better understanding of the scientific evidence for intelligent design theory, and how it supports a Christian worldview. Attendees will have opportunities to learn from the experts about biochemical design, design of the universe, the origins of life, and the apologetic importance of design through lectures by scholars including:

- Michael Behe, Ph.D., research biochemist at Lehigh University and author of *Darwin's Black Box*.
- Paul Chien, Ph.D., biologist and expert in the "Cambrian Explosion," and faculty member of the USF Dept. of Biology.
- Cornelius Hunter, Ph.D., biophysicist, and author of *Darwin's God: Evolution and the Problem of Evil*.
- Paul Nelson, Ph.D., biologist, editor of *Origins and Design*, and author of the forthcoming *On Common Descent.*
- Edward Peltzer, Ph.D., origins of life expert and senior researcher at the Monterey Bay Aquarium Research Institute.
- Jay Wesley Richards, Ph.D., program director at the Discovery Institute and co-author of *The Privileged Planet*.

The conference home page is **http://www.ideacenter.org/usf2002/** which has online registration, a schedule, further details, map directions, and other updates. Or, if you'd like to register now, please fill out and mail in the form below. Thanks!

IDEA Center Membership / IDEA Conference Registration Form

This is a form to become an IDEA Center Member and / or to register for the IDEA Conference (USF, Sept. 27-28). As a member, you'll receive this free electronic quarterly newsletter with updates about the Center, creation-evolution resources, and science news. The IDEA Center currently exists as a non-profit organization under the auspices of Faith Seminary and we humbly accept your tax-deductible donations. Please note that some amounts give free conference admission as a "perk." Please also ensure your payment reflects the number of registrations checked and make checks payable to the "IDEA Center." Thanks!

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