

"The quality of our math and science education lags behind many other nations."



[Obama's 2011 State of the Union] **Why?**

Due to foundational principles, only 33% of Americans agree with Darwinism [2009 Zogby poll], "turning off" when speculations contrary to core beliefs are promoted as truth. A Journal "Science" paper [1/28/11, p404] noted only 28% of high school biology teachers consistently implement Darwinism. Their recommendation is for those **"who cannot accept evolution as a matter of faith to pursue other careers."**

Why should science be a matter of faith, instead of evidence-based? Why should those not adhering to the

Darwinian faith be encouraged to leave teaching, which the article admits **"would reduce the supply of teachers who are especially attractive to the most conservative school districts"?**

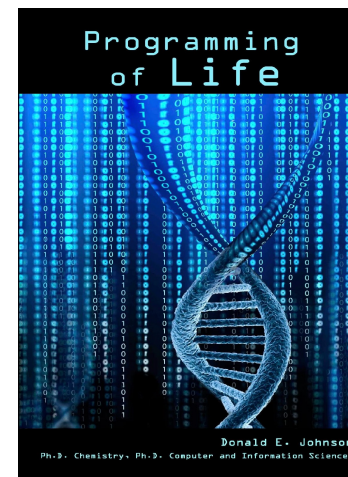
The Darwinian paradigm that has served as the basis of science for 60 years would not be a scientific problem if it were indeed unassailably substantiated. For over 20 years Programming of Life's author believed, taught, and defended the "truth" of chemical and biological evolution, until confronted by the scientific realities. Thousands of scientists [pssiinternational.com & dissentfromdarwin.org] acknowledge that Darwinism **CAN'T** work, as shown in PoL. Medal of Science winner biologist Lynn Margulis writes, "this Darwinian claim to explain all of evolution is a popular half-truth whose lack of explicative power is compensated for only by the religious ferocity of its rhetoric... [with no] unambiguous evidence that random mutation itself, even with geographical isolation of populations, leads to speciation" ["Acquiring Genomes," 2003, p29].

Rather than advancing the cause of scientific progress, Darwinism forces scientists to dogmatically ignore known scientific information. Darwinists have repeatedly declared "undeniable proofs" (e.g. 98% of DNA is "junk" and numerous "proven transitional forms"), only to have those "proofs" debunked later by real science.

Philosophical and religious (including both theistic and non-theistic religions, such as Atheism or Secular Humanism) presuppositions should not influence what is taught as science. Presenting only verifiable science (or both sides of controversial issues to promote critical thinking skills), avoiding unverified speculations, will produce a much **better education that many people would willingly pursue**. Good science produces more innovation, better products, and more jobs. See www.ussci.info for more information, including letters to president Obama and the Journal Science on this subject.

(This page, available through ussci.info, may be printed double sided and cut.)

Scientific Resources Challenging Unsubstantiated Pseudo-Scientific Beliefs



Amazon Bestsellers Rank: #2,685 in Books (after 4 weeks)
#1 in Books > Science > Evolution > Molecular Biology
#14 in Books > Science > Biological Sciences > Biology



Dr. Don Johnson earned Ph.D.s in both natural and informational sciences, was a 10-year senior research scientist, a 20-year university teacher (US & Europe), and has made thought-provoking presentations on most continents.

PoL highlights informational aspects of life that are usually overlooked or ignored in chemical and biological evolutionary scenarios. Each cell of an organism has thousands of interacting computers reading and processing digital information using algorithmic digital programs and digital codes to communicate information. Most scientists have been attempting to use physical science to explain life's information domain, a practice having no scientific justification. Science is challenged to provide feasible mechanisms (none exist, as yet) for the observations. PoL deals with science (no philosophical or religious stance). The video has "awesome," "FANTASTIC," "wonderful" (viewers words) cellular animations. For book bulk (at cost reimbursement for non-profit distribution) or possible **Free** library copies, see www.djpol.info.

"Dr. Johnson concisely defines life in terms of its information content, citing many different scientific sources... conducted solely from a scientific perspective... Clearly, a new theory for the origin of species is needed." Professor Donald Mitchell (a top 10 reviewer)

("Micro-evolution," genetic changes within a species, is accepted as verified fact by all scientists, but such changes have NEVER demonstrated the net increase in functional information required to form a "higher" species.)

P83 excerpt: "... specific problems that require explanation before propagating naturalistic speculations as science include the following. How did nature write the prescriptive programs needed to organize life-sustaining metabolism? Programs are shown by computer science to require a formal solution prior to implementation. How did inanimate nature formally solve these complex problems and write the programs? How did nature develop the operating systems and programming languages to implement the algorithms? (More questions are quoted on djpol.info & 11 falsifiable hypotheses are in PoL.)