

## **Thoughts on the 2/13/2004 Ohio Faculty Council Resolution**

To be certain it is a desirable goal to reinstate or to maintain proper teaching guidelines. Indeed as stated in the first WHEREAS of this OFC resolution, presenting science and encouraging scientific inquiry is a significant and important goal for educators.

On the other hand, this resolution is poorly framed and contains an odd mixture of truths and falsehoods.

For example, although the second WHEREAS begins with a reasonable definition of science, it ends with a comment about faith and implies that there is only “evidence” in science. In fact, science requires presuppositions such as the existence of cause and effect, the repeatability of phenomena, and the existence of a universe which can be understood by human observers.

The third WHEREAS raises the theory of evolution on a very high pedestal without recognizing the ongoing study and questions concerning evolution. In fact the phrase, “evolution, as presently defined,” is a proper assessment of the true nature of science.

I am disappointed in the Ohio Faculty Council. They do not reflect the nature of good science – its openness to alternate hypotheses and theories.

The fourth WHEREAS says things about a recent module for the critical assessment of evolution that my study indicates are **not true**. I ask you to consider this link about HB 481 which is dated two years ago:

<http://www.intelligentdesignnetwork.org/HB481EXPLANATION.htm>

I could not find information on the outcome of HB 481, but another person pointed me to a February 2004 Ohio Board of Education example module titled, “Critical Analysis of Evolution – Grade 10.” Apparently this is the module the resolution addresses.

[http://www.ode.state.oh.us/academic\\_content\\_standards/sciencesboe/pdf\\_setA/L10-H23%20Critical%20Analysis%20of%20Evolution%20Feb%20changes.pdf](http://www.ode.state.oh.us/academic_content_standards/sciencesboe/pdf_setA/L10-H23%20Critical%20Analysis%20of%20Evolution%20Feb%20changes.pdf)

These references read very much like “genuine science education” to me. That is, students will learn how to think. They will learn to analyze the evidence that science gives them.

I urge you to vote **AGAINST** any endorsement of this OFC Resolution. YSU does not need to endorse such a poorly reasoned resolution.

Thank you for listening.

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