

from our viewpoint...

Government can't fix every, anything

It's as American as anything to want the government to do something about things the government can't – or shouldn't – do anything about at all.

Farmers want government to raise prices and lift acreage limits. Anyone who uses a government program wants more money. Employees always want bigger paychecks, and don't they deserve them?

Taxpayers want lower taxes. With more service and better roads, and a nice refund, thank you.

All the usual.

But here are some things the government should stay away from:

- Fuel prices.

The market regulates fuel prices quite nicely, thank you. When there's scarcity, prices go up and people drive less. When the emergency's over, prices go back down. Everyone has enough gas. There are no lines, no hoarding. People calling for an investigation of post-hurricane prices have forgotten what happens when the government gets involved.

Prices go up anyway, supply goes down and lines form at gas stations.

Just a myth? Hardly. It happened when President Nixon tried to control gasoline prices during the "first" energy crisis of the 1970s.

- Oil company profits.

Investors put their money in oil companies hoping to make some money. If we want the companies to find more oil, they need money to pay for the search.

Profits are not bad.

They go to find and refine more oil or to pay investors, which today is all of us. Most oil stock is owned by our pension plans.

Oil company profits are not a bad thing. They're good for the economy and good for us.

Any investigation will be mostly window dressing. We hope.

- A "better" FEMA (Federal Emergency Management Agency).

It's not going to happen. This agency is a disaster waiting to happen. When it has nothing to do, it does not much. When it's needed, it's not ready.

Want action? Put the Army in charge. It worked in New Orleans.

It's always worked.

A Kansan, Gen. Fred Funston, was in charge of the Army garrison in San Francisco in 1905. One historian describes him as "a swaggering bully," but when the earthquake and fire leveled the city, Fred Funston took charge.

With no communication and no orders from Washington, he and the mayor organized relief, rescue and fire breaks, averting further loss of life. Relief trains began arriving from the south the next day and from the east shortly thereafter.

The Army may be inefficient and bureaucratic in time of peace, but when you need action ... they know what to do.

- More federal spending in place of tax cuts.

Are you kidding? With a war going on and billions in hurricane damage?

It's time to limit spending and hold the line on taxes. The economic recovery is far too delicate to be hit with a tax hike.

No, President Bush. No more tax cuts.


But no increase, either. — *Steve Haynes*

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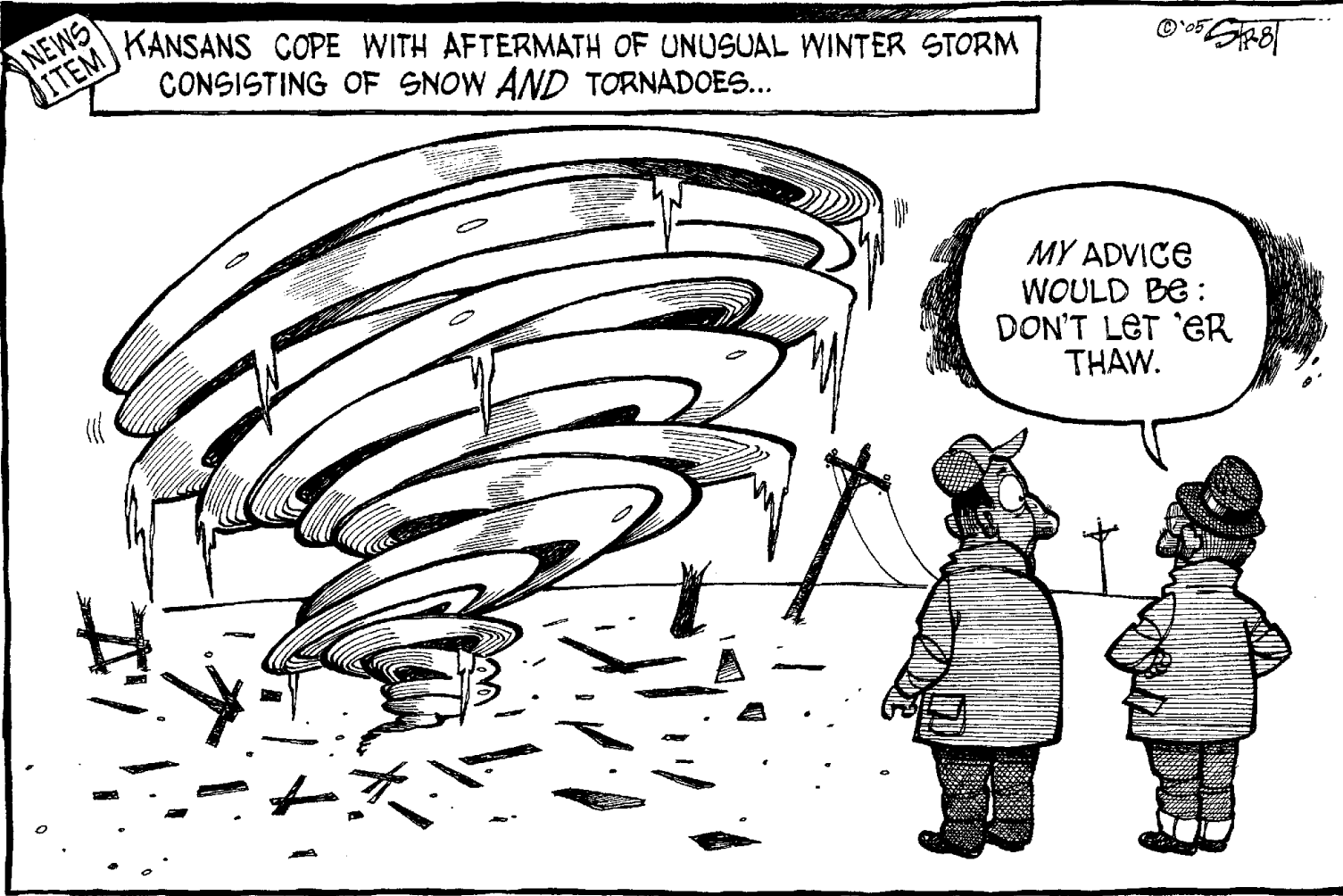
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Any truth or facts in evolution debate?

To the Editor:
Evolution. Creation. Intelligent Design. Is there any truth or facts that can come out of what has been bandied about in the media in the last few days?

Let me first comment a little about what my critics claim. Some of my critics claim what the state board has done is nothing short of trying to insert the supernatural into the science classroom. Others claim I am trying to insert creation into the science classroom via the backdoor. A few claim that I know nothing about science and that my doctorate must have come from a mail order catalog. (In fact, I earned it at Kansas State University, in veterinary medicine.)

The critics also claim that in the scientific community, there is no controversy about evolution. They then proceed to explain that I ought to understand something about this, because surely I can see that over a period of time, over many generations, a pair of dogs will "evolve." There is a high likelihood that the progeny several generations down the line will not look like the original pair of dogs. And then some of the critics will claim that this proves that all living creatures came from some original set of cells.

Obviously, that is one of the reasons that we tried to further define evolution. We want to differentiate between the genetic capacity in each species that permits it to change with the environment as being different from changing to some other creature. We want to provide more clarity to this inflamed issue and we ask that the evolutionists reveal what they are doggedly hiding, but they prefer to misinform the media and assassinate the character of qualified scientists who are willing to shed some light.

In our Science Curriculum Standards, we called this micro-evolution and macro-evolution, changes within kinds and changing from one kind to another. Still, evolutionists want nothing to do with trying to clarify terms and meanings. Most of the critics that send me e-mail send four basic comments: They claim that we are sending Kansas back to the Dark Ages, or that we are making a mockery of science, or that we are morons for putting Intelligent Design into the Science Standards or that they also are Christian but believe in evolution.

There are a few critics who want to present an intellectual argument about why Intelligent Design should not be included in the Science Curriculum Standards. They claim that it is not good science. From the aspect that Intelligent Design is not a full-fledged, developed discipline, I would agree. But, if one takes the time to read the Science Curriculum Standards, they would see that Intelligent Design is not included.

So, what are a couple of the main areas that our critics take issue?

It seems that instead of making it a "he said," and then "she said," and then "he said," and so on and on, it would make sense to go to the document about which everyone is supposedly commenting about: The Kansas Science Curriculum Standards. The critics claim that we have redefined science to include a backdoor



from our readers

● to the editor

to Biblical creation or the supernatural.
From Science Curriculum Standards, page ix:

Science is a systematic method of continuing investigation that uses observations, hypothesis testing, measurement, experimentation, logical argument and theory building to lead to more adequate explanations of natural phenomena.

Where does that say the field of science is destroyed and the back door opened to bring Biblical creation into the science classroom?

Another claim that our critics promote through the media is that we are inserting Intelligent Design. Again, if we go to the Science Curriculum Standards, Standard 3 Benchmark 3 Indicators 1-7 (pg 75-77). This is the heart of the "evolution" area. Only seven indicators, that the student:

- 1) Understands that biological evolution, descent with modification, is a scientific explanation for the history of the diversification of organisms from common ancestors.
- 2) Understands that populations of organisms may adapt to environmental challenges and changes as a result of natural selection, genetic drift and various mechanisms of genetic change.
- 3) Understands biological evolution is used to explain the earth's present-day biodiversity: the number, variety and variability of organisms.
- 4) Understands that organisms vary widely within and between populations. Variation allows for natural selection to occur.
- 5) Understands that the primary mechanism of evolutionary change (acting on variation) is natural selection.
- 6) Understands that biological evolution is used as a broad, unifying theoretical framework for biology.
- 7) Explains proposed scientific explanations of the origin of life as well as scientific criticisms of those explanations.

As anyone can see, Intelligent Design is not included. But many of our critics already know this. This is not about Biblical creation or Intelligent Design; it is about the last five words of indicator 7: "scientific criticisms of those explanations."

Evolutionists do not want students to know about or in any way to think about scientific criticisms of evolution. Evolutionists are the ones minimizing open scientific inquiry from their explanation of the origin of life. They do not want students to know that peer reviewed journals, articles and books have scientific criticisms of evolution.

So instead of participating in the science hearings before the state board subcommittee and presenting testimony about evolution, they stand out in the hall and talk to the media about how the PhD scientists that are presenting testimony about the criticisms "aren't really sci-

entists," "they really don't know anything," "they obviously are in the minority and any real scientist knows there is not a controversy about evolution."

Instead of discussing the issues of evolution, noisy critics go into attack mode and do a character assassination of anyone that happens to believe that evolution should actually be subject critical analysis.

In spite of the fact that the state board approved Science Curriculum Standards that endorses critical analysis of evolution (supported by unrefuted testimony from many credentialed scientists at the science hearings) and did not include Intelligent Design, and add to that, the fact that scientific polls indicate that a large percentage of parents do not want evolution taught as dogma in the science classroom, what is the response from some of the superintendents around Kansas? They seem to indicate that, "We don't care what the state board does, and we don't care what parents want, we are going to continue teaching evolution just as we have been doing."

But I guess we shouldn't be surprised, because superintendents and local boards of education in some districts continue to promulgate pornography as "literature," even though many parents have petitioned the boards to remove the porn. Obviously that is a different issue than the science standards, but it still points out the lack of commitment on the part of administration in some districts to allow parents to control the education for their own children.

I have repeatedly stated this is not about Biblical creation or Intelligent Design; this is about what constitutes good science standards for the students of the state of Kansas. I would encourage those who believe we are promoting a back door to creation or Intelligent Design to actually do your homework: READ and investigate the Science Curriculum Standards (www.ksde.org) and base your comments on them and not on the misinformation critics have been plastering the print and clogging the airways with, unless of course, your only defense really is baseless character assassination.

Steve Abrams, chairman
Kansas State Board of Education
Arkansas City

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