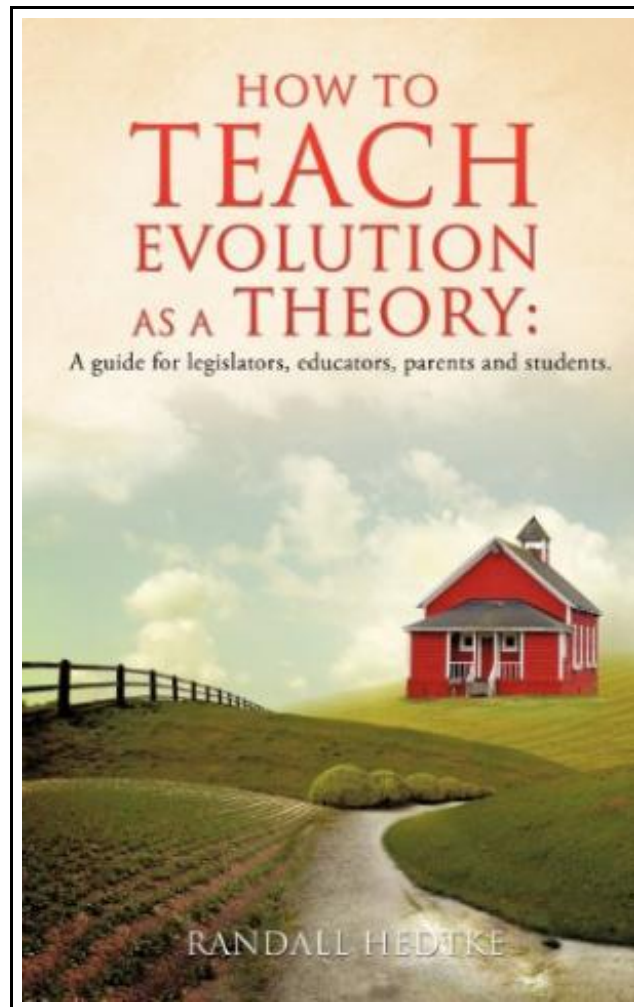


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HOW TO TEACH EVOLUTION AS A THEORY: A GUIDE FOR LEGISLATORS, EDUCATORS, PARENTS AND STUDENTS. (PAPERBACK)



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Xulon Press, United States, 2012. Paperback. Book Condition: New. 201 x 127 mm. Language: English . Brand New Book ***** Print on Demand *****.DARWIN S ADMISSION OF BIAS This book is basically about the admission of bias that Charles Darwin states in the Introduction to the Origin of Species: For I am well aware that scarcely a single point is discussed in this volume on which facts cannot be adduced, often leading to conclusions directly opposite to those at which I have arrived. A fair result can be obtained only by fully stating and balancing the facts and arguments on both sides of each question; and this cannot possibly be here done. That admission of bias should literally discredit everything that follows in the book. Incredibly, his intention is to present an allegedly scientific explanation for origins that is formatted to be unquestionable dogma. A dogmatic theory is an intellectual impossibility. Darwin was conducting an investigation confirming his preconceived belief in evolution; it was not a discovery investigation as to how life originated. In that case, the investigator would want to avoid alternative points of view (counterinduction) like the plague. Darwin s dilemma is obvious; he could not formulate a convincing materialistic explanation for origins if he had to be open- minded; therefore, counterinduction becomes heresy, and the fabled scientific objectivity becomes a sham. In other words, from a confirming perspective, it really is impossible not to be dogmatic. It is a foregone conclusion, then, that Darwin would always observe the ecosystem from a biased perspective. A belief in scientific objectivity is pervasive in society, so pervasive, that, if a high school student read Darwin s admission of bias, he or she would likely declare him unqualified to conduct a scientific investigation. A science teacher would reach the same conclusion....



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