

“So What Evidence IS There Against Evolution?”

Dr. Bohlin,

I just read an article by yourself condemning evolution and the teaching of it. You state your opinion that scientists should teach the controversy behind the teaching thereof. Is this the job of scientists? They cannot teach the issues in every discovery ever made and every theory they believe.

They would be teaching a course on the history of science rather than a course on science if they did. Evolution is accepted as proven in the scientific community, so why should scientists justify teaching it? We teach science in science classes and theology in theology classes. And what information is in conflict with it? You made frequent reference to it, but never said exactly what it is.

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Actually, science textbooks do this all the time, especially with the more important and central theories. Check out a high school or college introductory biology text that emphasizes evolution and I can just about guarantee that there will be some discussion about just what Darwin was attempting to overthrow in proposing his theory of natural selection. You're not really teaching science unless you also teach some of its history as well.

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The list of problems with evolution is long and has everything to do with science and nothing to do with theology. It has to do with evidence, both the lack of evidence for evolution on the broadest scale, and the presence of evidence for design.

Lack of Evidence for Evolution:

- No workable system for a naturalistic origin of life.*
- Inability of evolutionary mechanisms to explain anything but minor variation in finch beaks and moth coloration.*
- Rapid origin of nearly all animal phyla in Cambrian period with little or no evidence of ancestors.*
- Early life is now known to not be monophyletic, a classic prediction of Darwinian evolution. Molecular evolutionists have had to invent a polyphyletic origin of life and massive gene transfers in earth's early history to explain the molecular data.*
- Despite the presence of a few putative transitional forms in the fossil record, transitions are rare (Darwin expected them to be everywhere). The invertebrate fossil record is virtually devoid of any transitional forms (BTW, invertebrates comprise around 90% of the fossil record) .*
- The fossil record demonstrates stasis, not a gradual process of origin for new forms.*
- We see a lot of evidence for structures falling into disuse in organisms but no examples of new organs appearing.*

Evidence for Design:

- Irreducible complexity of many cellular molecular structures and pathways.*
- The genetic code is an informational code and informational codes only arise from an intelligent source.*

- *Junk DNA, a label derived from Darwinian interpretations of non-transcribed DNA, is junk no longer. The “junk” continues to be found functional in surprising ways.*
- *The overall complexity of the cell was not anticipated by Darwinists, and the last 50 years has yielded surprise after surprise as to the order and complexity of living cells.*
- *Embryology is looking more and more like a biological process with a goal that cannot be arrived at by natural selection. Body plans are determined early in development but mutations in early development are the harshest and most deleterious mutations of all. An early mistake renders a ruined organism.*

I have [other articles](#) on our website, www.probe.org, that will elaborate with references most of the above claims.

Everything I have cited is known in the scientific community, but textbooks and media reports are routinely devoid of these evidences because the scientific community believes that science must only seek natural causes for all the biological realities they discover. (How the physical operates is reasonably to be assumed to be naturalistic, but the origin of physical and biological objects may not be so.) This is nothing more than a philosophical bias and not a scientific one. A scientist should be willing to follow the evidence wherever it leads and not wherever he wants it to lead. One of Richard Feynman’s basic principles for scientists was that a scientist must not fool him or herself, and he is the easiest person to fool. Evolutionary biologists are fooling themselves with an errant definition of science which leads to a suppression of real evidence to the contrary. Teaching the controversy is the only way at the moment to get around the naturalistic filibuster going on in science and in science education. Evolutionists are now fighting back hard because, I believe, that deep down they realize that a fully open and public discussion of the evidence is not to their advantage.

Respectfully,

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Probe Ministries