



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Journalism and Mass Communication
(919) 962-1204
Fax: (919) 962-0620

The University of North Carolina at Chapel Hill
Campus Box 3365, Carroll Hall
Chapel Hill, NC 27599-3365

**The Thucydyea Recurrence of Censorship
As Defined by the Theory of Creationism
vs. Theory of Evolution Controversy**

Prepared by Prof. Chuck Stone for JOMC 144 (Censorship)

"I shall be content if those shall pronounce my History useful who desire to give a view of events as they really did happen, and they are very likely, in accordance with human nature, to repeat themselves at some future time -- if not exactly the same, yet very similar."

-- **Thucydides**

The History of the Peloponnesian War (431-413 B.C.)

"In the beginning God created the heaven and the earth.
And the earth was without form and void; and darkness
was upon the face of the deep.

And the spirit of God moved upon the face of the waters.

And God said, Let there be light; and there was light.

And God called the light Day, and the darkness He called Night. And the evening and the morning were the first day."

"Genesis": 1-5 First Book of the Torah;

First Book of the Bible, Old Testament.

"In the name of Allah, the Beneficent, the Merciful! Read:
In the name of thy Lord who createth, createth man from a cloth...Our Lord is He Who gave everything its creation and then He Himself guided it.

The Holy Qur'an (Koran): "The Clot."

"At that time there was neither nonexistence nor existence; neither the worlds nor the sky, nor anything that is beyond...That One Thing breathed without air, by its own strength; apart from it, nothing existed...That One Thing became creative by the power of its own contemplation...The gods are later than this creative activity; who knows, then, from where this came into being...He who was supervising it from the highest heaven, He indeed knows; or he knows not!"

"Rig-Veda X", 129; The Vedas (The Hindu Hymn of Creation)

"After the floods receded and the earth came back into being, there was upon the face of the earth a film more sweet-smelling than ambrosia...And at this time the gods of the Central Heaven said to one another, 'Let us go and see what it looks like..now that there is earth again.'"...Then the gods on earth thought to themselves, 'We must find some way to be together without being seen by others.' So they made houses that would cover and hide them. Brethren, that was how houses first began."

Ekottara-Agama XXXIV, Takakusu II, 737 (**Buddhist Doctrines**)

"The Tao that can be told of is not the Absolute Tao; the Names that can be given are not Absolute Names.

The Nameless is the origin of Heaven and Earth; the Named is the Mother of All Things...

Before the Heaven and Earth existed there was something nebulous:

Silent, isolated, standing alone, changing not, eternally evolving without fail,

Worthy to be the Mother of All Things. I do not know its name and address it as Tao.

If forced to give it a name, I shall call it 'Great.' Being great implies reaching out in space,

Reaching out in space implies far-reaching; far-reaching implies reversion to the original point.

Therefore: Tao is Great, the Heaven is Great, the Earth is great; the King is also great.

These are the Great Four in the universe, and the King is one of them.

Man models himself after the Earth; the Earth models itself after Heaven; the Heaven models itself after Tao; Tao models itself after Nature."

Lao Tzu, Tao Te Ching

Chapters 1, 25, 70

An Interpretive Note from The World's Great Religions by LIFE magazine: "A significant aspect of the Tao ['the eternal way'... 'cosmic law'... 'a road'... 'a channel'... 'the proper way to go'... 'the way of nature'... 'the law of life'... 'universal law'] are two interacting forces, the yang and the yin; the Yang -- the positive or masculine force, inherent in everything active, warm, hard, dry, bright, procreative and steadfast; the essence of sunlight and fire, the south side of a hill, the north bank of a river -- the Yin -- the negative or feminine principle - immanent in everything passive, cold, wet, soft, dark, mysterious, secret, changeable, cloudy, dim and quiescent; the essence of fire and water; the shade on the north side of a hill and the south bank of a river.

Together in harmony, they are always good, entwined in a sphere which symbolizes the Great Ultimate. **The origin of all the order in the world, is Tao."**

"I see no good reason why the views given in this volume should shock the religious feelings of any one...A celebrated author and divine has written to me that 'he has gradually learnt to see that it is just as noble a conception of the **Deity** to believe that He created a few original forms capable of self-development into other and needful forms, as to believe that **He** required a fresh act of creation to supply the voids caused by the action of **His** laws'...

"Authors of the highest eminence seem to be fully satisfied with the view that each species has been independently created. To my mind it accords better with what we know of the laws impressed on matter by the **Creator**...

"There is grandeur in this view of life, with its several powers, having been originally breathed by the **Creator** into a few forms or into one..."

"Conclusion," The Origin of the Species, Charles Darwin

A History of Events from 1959 to 2000

November 24, 1859

Publication, The Origin of the Species by Charles Darwin.

1919

World Christian Fundamental Association is formed to oppose the teaching of evolution in American public schools.

March 13, 1925

Tennessee law takes effect. Sometimes called the "monkey law," it provides that "It shall be unlawful for any public school teacher to teach any theory that denies the story of Divine Creation of man as taught in the Bible, and to teach instead that man was descended from a lower form of animals."

1925

American Civil Liberties Union, only five years old, offers to defend any public school teacher who defies the Tennessee law.

July 10, 1925

John Thomas Scopes, public school teacher, goes on trial in Dayton, Tenn. for teaching evolution in a high school biology class. ACLU retains Clarence Darrow to defend Scopes. Famed orator and three-time Democratic presidential candidate William Jennings Bryan assists the prosecutor. A jury finds Scopes guilty and he is fined \$100.

1927

Supreme Court of Tennessee rules law constitutional, but reverses the judgment against Scopes on a technicality, thus, preventing an appeal to the U.S. Supreme Court. (Scopes trial was the basis for the movie, "Inherit the Wind.")

1968

Epperson v. Arkansas -- U.S. Supreme Court rules there is no secular reason for banning the teaching of evolution, as an Arkansas law had decreed. Court's decision thus raises questions about the constitutionality of similar laws banning the teaching of evolution in Oklahoma and Mississippi.

1970

Institute for Creation Research (ICR) in San Diego, Calif. develops the theory for teaching the Balanced Treatment for Creation-Science and Evolution-Science.

1971

Lemon v. Kurtzman establishes what becomes known as the Lemon test that any law concerning religion must meet three conditions to be consistent with the Establishment clause of the First Amendment:

- 1.) Legislature must have adopted the law with a secular purpose.
- 2.) Statute's primary effect must be that it neither advances nor inhibits religion.
- 3.) Statute must not result in an excessive entanglement with religion.

March 19, 1981

Arkansas Gov. Frank D. White (who had defeated Bill Clinton's bid for re-election in 1970) signs the ICR-sponsored Balanced Treatment Act into law after it had been introduced by a fundamentalist state senator, James L. Holsted, at the request of the Greater Little Rock Evangelical Fellowship.

July 20, 1981

Louisiana Gov. David C. Treen signs into law the banning of the teaching of evolution after its passage by the Senate, 26-12 and the House, 71-19.

Jan. 5, 1982

U.S. District Court strikes down Arkansas's Balanced Treatment Act as unconstitutional. But ICR and the Moral Majority of Arkansas ask attorney general not to appeal. They believe the Louisiana Balanced Treatment Act case (Aguillard v. Treen) has a better chance of surviving a constitutional challenge.

June 16, 1987

U.S. Supreme Court, in a decision written by Justice William J. Brennan, Jr., declares Louisiana's Balanced Treatment Act unconstitutional, writing in Aguillard v. Treen:

"Out of many science subjects taught in the public schools, the legislature chose to affect the teaching of one scientific theory that historically has been opposed by certain religious sects.

"The Act violates the Establishment clause of the First Amendment because it seeks to employ the symbolic and financial support of government to achieve a religious purpose."

But Supreme Court Chief Justice William H. Rehnquist and Justice Antonin Scalia, dissent on Brennan's decision, saying their colleagues were wrong because they had "misapplied the Lemon test."

March 19, 1991

Supreme Court agrees to a request from President Bush's administration to re-examine the entire scope of Lemon test which Rehnquist and Scalia contended may be unconstitutional. In addition, Justices Sandra Day O'Connor and Anthony M. Kennedy had expressed doubts about constitutional validity of the Lemon test.

March 28, 1996

Tennessee state legislature repeats history by bringing up a bill which would confer scientific status on biblical creationism by outlawing the teaching of evolution and providing instead for the teaching of the Bible's version of human origin.

But state Senate defeats the bill, 20-13. Supporters of the bill, encouraged by their ability to get the bill out of committee promise to be back. Opponent of the bill, State Sen. Steve Cohen, agrees with their optimism.

"It's not over. This is a sample of things to come if people of tolerance don't get involved in the political process."

August 15, 1999

The Kansas State Board of Education, proving the Thucydidean inexorability that history repeats itself, censored the teaching of theory of evolution by establishing new guidelines that no questions on evolution would be included in state standardized tests.

Instead of banning outright the teaching of evolution in Kansas's 304 school districts, the state board of education compromised by opting to let local school districts decide what subjects should be included in their curricula.

Many biology teachers, however, publicly declared that they would continue to teach the theory of evolution in their classes until they are ordered to stop. "You cannot teach biology without including the theory of evolution," declared a biology teacher.

Kansas is one of 27 non-adoptive states that allow local school districts to purchase any books they choose, without restriction.

The other 23 adoption states develop lists of state-approved books from which local districts can select. Twelve southern states are among the adoption states.

In another Kansas subtle effort to skirt the creationism controversy, a small group of parents in Pratt (6,687) urged their local school board to include the book, Of Pandas and People: The Central Question of Biological Origins in the list of scientific textbooks.

Creationists had already tried unsuccessfully to introduce Of Pandas and People to biology book lists in Alabama, Idaho and Texas and districts in other states. But the National Association of Biology Teachers criticized the book as promoting the creation theory without including the Creator.

September 3, 1999

In a Wall Street Journal Op-Ed Piece, "Creationism Lite," Thomas Petsinger, Jr., a Journal reporter and editor, reveals that "Practically all of history's greatest scientists were creationists: Galileo, Kepler, Boyle, Pascal, Newton, Faraday, Pasteur, [and] Kelvin. "

Even the distinguished genius of physics, Albert Einstein, once wondered: "I want to know how God created this world."

Finally, Pierre Teilhard de Chardin, a paleontologist and Jesuit priest, concluded in his book, The Phenomenon of Man" (1955): "After close to two centuries of passionate struggle, neither science nor faith has succeeded in discrediting its adversary. On the contrary, it becomes obvious that neither can develop without the other. And the reason is simple: The same life animates both."

July, 2000

In a state board of education election, board members who had voted to establish new guidelines that would exclude questions about evolution on state exams were all defeated by candidates who had favored including the such questions.

February, 2000

In a national poll commissioned by People for the American Way, a liberal civil rights organization, an overwhelming majority of Americans, 83 percent, think that creationism should be taught along with Darwin's theory of evolution in the public schools.

But 79 percent of the respondents said the topic should be discussed as a belief rather than as a competing scientific theory.

Almost half the respondents agreed that the theory of evolution "is far from being proven scientifically" and 68 percent said it was possible to believe in evolution while also believing that God created humans and guided their development.

"You can read the poll as half-empty or half-full," said Daniel Yankelovich, chairman of DYG in Danbury which conducted the poll.

March 27, 2000

The latest and most reliable paleontological evidence linking man to a monkey is an Eosimias, the "dawn monkey," which lived 45 million years ago. "Its tiny fossilized ankle and foot bones [were] uncovered in central China beginning in 1995." So small that it could fit in the palm of a hand, Eosimias, according to a report in Nature cited in TIME magazine, "directly followed a significant branching of the evolutionary tree. One limb led to the prosimians, or lower primates, such as lemons and bush babies, and the other to the anthropoids, or higher primates, such as monkeys, apes and humans. Eosimias may be the first species on the anthropoidal branch of the tree."

August 8, 2000

In an op-ed article in The Wall Street Journal, "The New Fundamentalism," Gregg Easterbrook, senior editor of the New Republic, discussed the competing theories of the world's origins -- the **Big Bang theory** which enjoys almost unanimous support among cosmologists; the "**RNA world**" hypothesis (that life begins with a chemical relative of DNA); and the "**intelligent design**" theory that acknowledges the universe is indefinably old and that all living things are descended from earlier forms, but because it cannot be logically assumed that life created itself, some superior force provided guidance.

Easterbrook deplores today's "evolutionary fundamentalism," because it "discourages students from the most fascinating question -- Why are we here?"

"The obvious solution is to teach the controversy," concludes Easterbrook. "Present students with the arguments for and against natural and supernatural explanations of life, and let them enter into this engaging, fertile debate"