

TEN QUESTIONS TO ASK YOUR BIOLOGY TEACHER ABOUT EVOLUTION

Note from Pastor Kevin Lea: The following list is authored by Jonathan Wells, who has also written the book, Icons of Evolution. His book provides a detailed explanation for each of these questions and is very highly recommended for those who want to understand and know about the lies of Darwinian evolution.

1. ORIGIN OF LIFE. Why do textbooks claim that the 1953 Miller-Urey experiment shows how life's building blocks may have formed on the early Earth -- when conditions on the early Earth were probably nothing like those used in the experiment, and the origin of life remains a mystery?
2. DARWIN'S TREE OF LIFE. Why don't textbooks discuss the "Cambrian explosion," in which all major animal groups appear together in the fossil record fully formed instead of branching from a common ancestor -- thus contradicting the evolutionary tree of life?
3. HOMOLOGY. Why do textbooks define homology as similarity due to common ancestry, then claim that it is evidence for common ancestry -- a circular argument masquerading as scientific evidence?
4. VERTEBRATE EMBRYOS. Why do textbooks use drawings of similarities in vertebrate embryos as evidence for their common ancestry -- even though biologists have known for over a century that vertebrate embryos are not most similar in their early stages, and the drawings are faked?
5. ARCHAEOPTERYX. Why do textbooks portray this fossil as the missing link between dinosaurs and modern birds -- even though modern birds are probably not descended from it, and its supposed ancestors do not appear until millions of years after it?
6. PEPPERED MOTHS. Why do textbooks use pictures of peppered moths camouflaged on tree trunks as evidence for natural selection -- when biologists have known since the 1980s that the moths don't normally rest on tree trunks, and all the pictures have been staged?
7. DARWIN'S FINCHES. Why do textbooks claim that beak changes in Galapagos finches during a severe drought can explain the origin of species by natural selection -- even though the changes were reversed after the drought ended, and no net evolution

occurred?

8. MUTANT FRUIT FLIES. Why do textbooks use fruit flies with an extra pair of wings as evidence that DNA mutations can supply raw materials for evolution -- even though the extra wings have no muscles and these disabled mutants cannot survive outside the laboratory?
9. HUMAN ORIGINS. Why are artists' drawings of ape-like humans used to justify materialistic claims that we are just animals and our existence is a mere accident -- when fossil experts cannot even agree on who our supposed ancestors were or what they looked like?
10. EVOLUTION A FACT? Why are we told that Darwin's theory of evolution is a scientific fact -- even though many of its claims are based on misrepresentations of the facts?

About the Author: Jonathan Wells

Jonathan Wells has received two Ph.D.s, one in Molecular and Cell Biology from the University of California at Berkeley, and one in Religious Studies from Yale University. He has done postdoctoral research at the University of California at Berkeley, and has taught biology at California State University in Hayward. Dr. Wells has published articles in both scientific and religious journals including *Development*, *Proceedings of the National Academy of Sciences USA*, *BioSystems*, *American Presbyterians*, and *Patristic and Byzantine Review*. He is also author of the book *Charles Hodge's Critique of Darwinism* (Edwin Mellen Press, 1988). He is a Senior Fellow at the [Discovery Institute](#). Dr. Wells's work in developmental biology poses a serious challenge to the neo-Darwinian idea that random mutations can create new body plans and organisms.