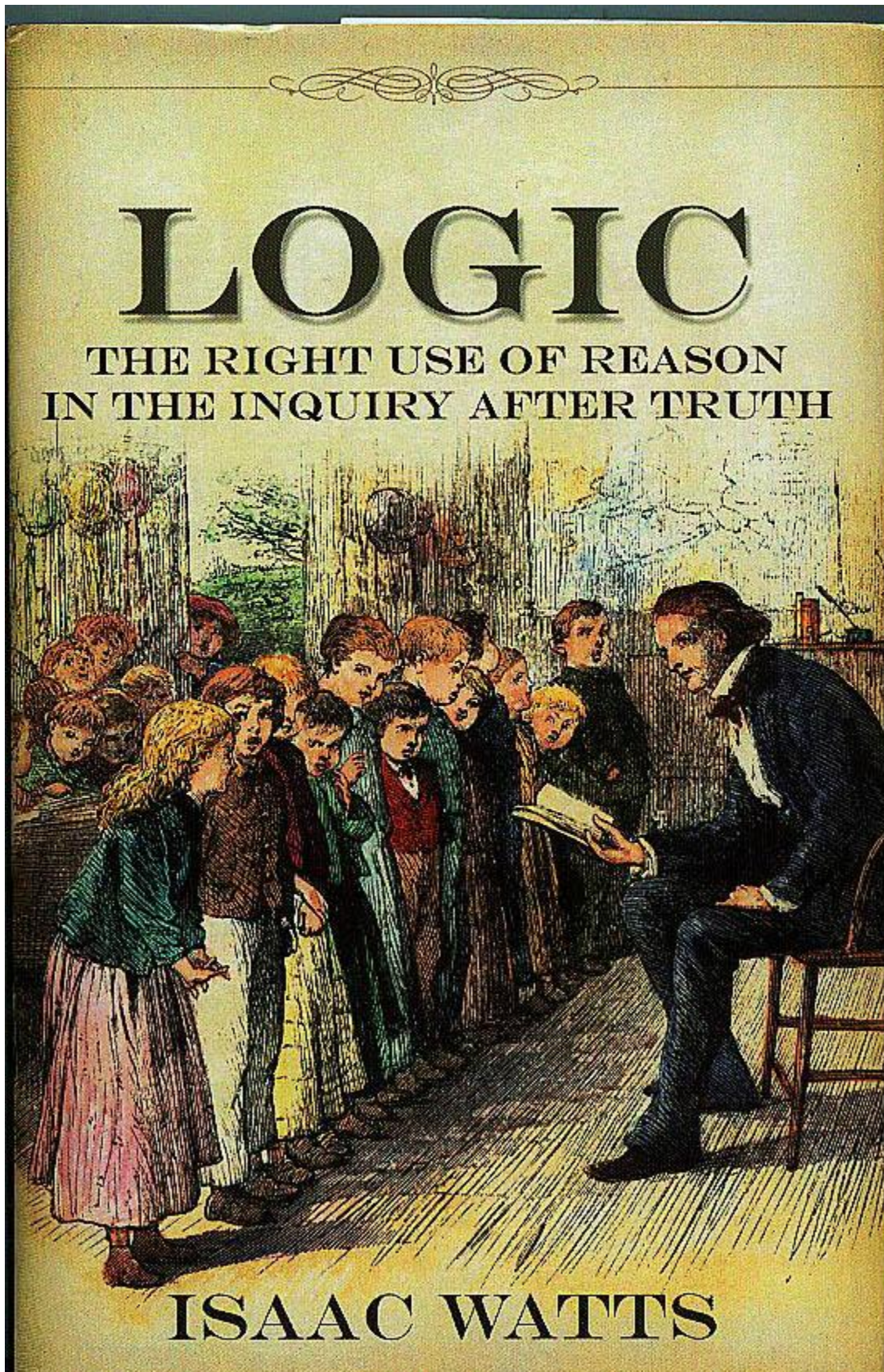


For 200 years, logic was taught with this text book to all ages of children up to University Seniors.



LOGIC

THE RIGHT USE OF REASON IN THE INQUIRY AFTER TRUTH



As a child of Puritan parents, it is not surprising that Isaac Watts was greatly concerned about people's ability to think clearly. Whether a man was studying for the ministry or any other of the sciences, the ability to reason rightly was of utmost importance. Watts's work on logic and reason became a standard textbook for nearly 200 years, being used in such schools as Oxford, Cambridge, Harvard, and Yale.

In *Logic*, Watts address proper thinking under the four basic functions of the human mind: perception, judgment, reasoning, and disposition. In part one, Watts addresses human perception, the cultivation of ideas, and how we associate them with words. In part two, Watts treats human judgment and its ability to construct various kinds of propositions, while giving guidance for avoiding the formation of bad judgments. Part three covers our ability to reason, giving instruction on the use of syllogisms for constructing a good argument. Part four discusses the mind's disposition as a method of arranging our thoughts for better understanding and memory.

This book will help discipline the mind and train the reader to discern proper thinking and argumentation in seeking truth.

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LOGIC Fallacies Examples

Fallacies of Darwinian Evolution

The biology classroom, in particular, is filled with illogical arguments and logically offensive statements in support of “evolution”. All designed to deceive the student into believing that evolution is a science when that is far from the truth. An astrophysicist named Dr. Jason Lisle has outlined the errors in evolutionary arguments in *Discerning Truth*, Master Books, July 2010, which I have excerpted below by permission.

The following are examples of statements Dr. Lisle selected that are errors in logic often presented in support of so-called “evolutionary science”:

1. *Formal fallacies of equivocation* (switching from one meaning of a word to another within an argument in error). “We can see evolution happening all the time. Organisms are constantly changing and adapting to their environment.” (The fact that animals adapt does not demonstrate they have a common ancestor.)ⁱ

2. *The Strawman fallacy of irrelevant thesis* (misrepresenting an opponent’s position and proceeding to refute the misrepresentation rather than what the opponent actually claims). “The creationists teach that God created all the species we see on earth as they are now and in their current locations. But scientists have discovered that species have diversified and lived in different locations in the past.”ⁱⁱ

3. *Faulty appeal to authority* (endorsing a claim simply based on the person making it). “Dr. Bill, who has a PhD in biology, taught us that these animals evolved from a simple one-celled creature.” Biologists have knowledge about how organisms function today. However, how things came to be, is a history question. He has not made more direct observations of the ancient past than anyone else. That makes his position an opinion.ⁱⁱⁱ

4. *Ad hominem fallacy* (directing the argument against the person making the claim rather than the claim itself). “Creationists are really uneducated; you shouldn’t bother listening to their arguments.”^{iv}

5. *Fallacy of bifurcation* (claiming there are only two mutually exclusive possibilities when there may actually be three or more options). “Do you believe the universe is governed by natural laws, or do you believe it is upheld by the hand of God?”^v

6. *Reification errors* (attributing a concrete characteristic to something abstract). “Nature has designed some amazing creatures.” Nature does not have a mind and, therefore, cannot design anything.^{vi}

7. *Begging the question . Petition principia* (circular reasoning, merely assuming what one is attempting to prove). “We actually don’t need evidence for evolution because it is a fact.”^{vii}

8. *Question-begging epithet: “creationism versus evolution.”* (Subtle attempt to label creation as a mere belief while evolution is not.)^{viii}

9. *Complex question fallacy plurium interrogationum* (attempting to persuade by asking a loaded question). “How did life arise from random chemicals and diversify into all the species we see on earth today?”^{ix}

Additional Errors of Logic

a. *The genetic fallacy* (dismissing an argument because one objects to the source of the argument). Disregard the source as unreliable only if that can be established.^x

b. *The fallacy of composition* (arguing that what is true of the parts must also be true of the whole, or what is true of the members of a group is also true of the group). “Everything within the universe has a cause. Therefore, the universe must have a cause.”^{xi}

c. *Begging the question* “The creation of a new species from a preexisting species generally requires thousands of years, so over a lifetime, a single human usually can witness only a tiny part of the speciation process.” It doesn’t occur to the author that perhaps the reason we do not observe evolution (in the particles-to-people sense) today is that it is not true. Instead, he argues that this must be because evolution happens far too slowly to be observed today. He has assumed evolution in his argument for evolution.^{xii}

d. *The fallacy of affirming the consequent* (formal deductive error where the second premise affirms the consequent of the first premise) *and begging the question*. “For example, comparisons of the differences in DNA sequences among organisms provide evidence for many evolutionary events that cannot be found in the fossil record. That the similarities in DNA are due to evolution rather than a common creator/common purpose is the very claim at issue. In standard form, this argument commits the fallacy of affirming the consequent.”^{xiii}

e. *Special pleading, irrelevant thesis, and appeal to authority*. “Because creationism is based on specific sets of religious convictions, teaching it in science classes would mean imposing a particular religious view on students and thus is unconstitutional according to several major rulings in federal district courts and the Supreme Court of the United States. Whether or not creation is based on religious beliefs or is unconstitutional are both irrelevant to the truth of the position—so this is an irrelevant thesis. Also, evolution is based on a religious/philosophical view: naturalism. So the author has exempted himself from the same standard (special pleading). The reference to the Supreme Court is an irrelevant appeal to authority.”^{xiv}

The no true Scotsman fallacy (when an arguer defines a term in a biased way to protect his arguments from rebuttals). “No real scientist believes that God created everything in six days.”^{xv}

f. *Special pleading fallacy* (double standard). “The arguments of creationists reverse the scientific process. They begin with an explanation that they are unwilling to alter—that supernatural forces have shaped biological or earth systems—rejecting the basic requirements of science that hypothesis must be restricted to testable natural explanations.” So creationists are unwilling to give up their basic interpretive framework (the Bible) in light of which they interpret the evidence. However, evolutionists are also not willing to give up their basic interpretive framework (naturalism) regardless of any evidence to the contrary. A double standard.^{xvi}

g. *False analogy*. “Science has boosted living standards, has enabled humans to travel into earth’s orbit and to the moon, and has given us new ways of thinking about ourselves and the universe. Evolutionary biology has been and continues to be the cornerstone of modern science. Science, which is testable and repeatable operational science in the present, is equated with evolution, which is non-testable, non-repeatable belief in molecules-to-man.”^{xvii}

h. *Fallacy of false cause*. “The rapid advances now being made in the life sciences and in medicine rest on principles derived from an understanding of evolution.” The advances in life sciences are due to scientists studying the continued predictable behavior of the universe and not by a belief in evolution in a molecules-to-man sense.^{xviii}

i. *Slippery slope fallacy* “If intelligent design creationism were to be discussed in public schools, then Hindu, Islamic, Native American, and other non-Christian creationists views, as well as mainstream religious views that are compatible with science, also should be discussed.” Discussing intelligent design or creation in schools will lead to a chain of events whereby the creation views of many other religions must be discussed as well. This isn’t likely since most other religions embrace some form of evolution anyway. So there is a false analogy and question-begging also that creation is not compatible with science—but no argument is made.^{xix}

Fallacies of the IPCC Models (UN Global Warming Cabal)

The media is a self-interested party in the debate in which there is little dispassionate scientific advice—and much biased political control as in the IPCC itself. Any discussion of “global warming caused by man” that doesn’t dive into carbon dioxide is committing the “no true Scotsman” fallacy or the fallacy of appeal to a myth of authority. Another error in their argument is the *appeal from ignorance* (*argumentum ad ignorantiam*), assuming a claim is true because it has not been or cannot be proven false. Or is it an *ecological fallacy*—inferences about a specific (*water vapor*) are based solely upon aggregate statistics collected for the group (atmospheric gasses) to which those individuals belong?

A complete list of these fallacies IPCC committed is as follows:^{xx}

- Appeal to fear.
- No true Scotsman.
- Appeal to myth of authority.
- Appeal from ignorance.
- Ecological fallacy.
- Testimonial.
- Bandwagon.
- Flag waving.
- Ad Hominem.
- Demonizing the enemy.
- Appeal to prejudice.
- Black and white fallacy.
- Euphoria.
- Disinformation.
- Stereotyping is name-calling or labeling.
- Obtain disapproval.

List of Fallacies of Evolution Discussed

- 1. *Formal fallacies of equivocation*
- 2. *The Strawman fallacy of irrelevant thesis*
- 3. *Faulty appeal to authority*
- 4. *Ad hominem fallacy*
- 5. *Fallacy of bifurcation*
- 6. *Reification errors*

- 7. *Begging the question*
- 8. *Question-begging epithet*
- 9. *Complex question fallacy plurium interrogationum*
- 10. *The genetic fallacy*
- 11. *The fallacy of composition*
- 12. *The fallacy of affirming the consequent*
- 13. *Special pleading, irrelevant thesis*
- 14. *The no true Scotsman fallacy*
- 15. *Special pleading fallacy (double standard).*
- 16. *False analogy.*
- 17. *Fallacy of false cause.*
- 18. *Slippery slope fallacy*

Why Has “the Lie” Made It This Far in History?

The demand that you must promote some nineteenth-century science of metaphysical naturalism mechanism or you can't be in the game.... is what keeps the lie of evolution standing! That fails to see the whole of naturalism theology as bogus and the point in question... Everyone should use this bogus theology for their ethics.

ⁱ Lisle, J., “Discerning Truth.” Master Books, p. 20.

ⁱⁱ Ibid., p. 63.

ⁱⁱⁱ Ibid., p. 54.

^{iv} Ibid., p. 50.

^v Ibid., p. 45.

^{vi} Ibid., p. 16.

^{vii} Ibid., p. 30.

^{viii} Ibid., p. 35.

^{ix} Ibid., p. 40.

^x Ibid., p. 76.

^{xi} Ibid., p. 76.

^{xii} Ibid., p. 109, 124.

^{xiii} Ibid., p. 108, 124.

^{xiv} Ibid., p. 110, 127.

^{xv} Ibid., p. 78.

^{xvi} Ibid., p. 107, 123.

^{xvii} Ibid., p. 102, 115.

^{xviii} Ibid., p. 102, 116.

^{xix} Ibid., p. 110, 126.

^{xx} See: Roy W. Spencer's work “The Great Global Warming BLUNDER: How Mother Nature Fooled the World's top Climate Scientists.” Encounter Books, NY, London, 2012.