



**Resolution in Support of  
Requiring all State Agencies and Schools to Use Accepted Scientific Definitions of  
“Climate Change” and “Environmental Conditions”**

Whereas “Climate” can be defined as the average conditions of temperature, humidity, atmospheric pressure, wind, rainfall, and other meteorological elements on specific areas of the Earth’s surface for a long period of time, usually around 30 years;

Whereas “Environment” can be defined as the aggregate of social and cultural conditions that influence the life of an individual or community, or as the settings or conditions in the natural world, as a whole or in a particular geographical area, especially affecting or affected by human activity;

Whereas the Hawai’i Government and our school systems do not distinguish between these two concepts and indiscriminately intermingle their use;

Whereas the following are facts about Carbon Dioxide (CO<sub>2</sub>) and our atmosphere:

1. For years, environmentalists have focused on “Global Warming” or, more specifically, the effects of human-generated CO<sub>2</sub> (approximately 25% of all atmospheric CO<sub>2</sub>) on the greenhouse effect and the earth’s temperature when data indicated that the earth’s temperature was actually starting to decline, they inappropriately replaced the term “Global Warming” with “Climate Change”;
2. While the focus of the environmentalists is still to maintain that human activity is increasing the amount of CO<sub>2</sub> in our atmosphere and that the increases will lead to catastrophic changes in our climate, this focus ignores some other facts: the CO<sub>2</sub> content of the atmosphere has been much greater at times in our geological past without any documented catastrophic result; CO<sub>2</sub> is absolutely necessary for photosynthesis and the growth of all plants; and the greenhouse effect is essential to life on earth as we know it;
3. Our oceans hold much more CO<sub>2</sub> than our atmosphere, and there is a natural equilibrium between the CO<sub>2</sub> in our oceans and the atmosphere and if we attempt to change the amount of CO<sub>2</sub> in the atmosphere, this equilibrium will compensate to minimize or negate the change;
4. There is no direct correlation between man-made CO<sub>2</sub> and global warming or climate change that can be supported by data or scientific evidence and data

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suggests that the impact of changes in CO<sub>2</sub> on global warming would be trivial given the exceedingly small percentage of the atmosphere that is CO<sub>2</sub>;

5. Our Atmosphere:

- a. Has an average composition of Nitrogen (78%), Oxygen (21%), water vapor (variable composition but typically between 1-4%), Carbon Dioxide (0.036%), and other trace gases found in extremely small amounts (less than 0.0002% each);
- b. Contains greenhouse gases which are comprised of water vapor (75%) carbon dioxide (24%) and the remainder (1%) includes methane, nitrous oxide, and others;
- c. Does have a real greenhouse effect but it is water vapor, not CO<sub>2</sub>, that is the major greenhouse gas and it is 4 to 10 times more effective in keeping our earth warm enough to sustain life as we know it;

Whereas the following summaries scientifically differentiate between climate change and environmental factors that we humans can impact:

1. Our climate is constantly changing and that change directly correlates to changes in solar energy, especially from sunspots, received by the earth, and exhibits the same cyclical fluctuations. The magnitude and intensity of the solar energy makes the greenhouse effect, and more specifically the contribution of CO<sub>2</sub> to our climate and temperature changes, trivial by comparison. We should monitor our production of CO<sub>2</sub>, but the purpose should be to improve our environment, not to change the climate—an unreasonable expectation;
2. Since we can accurately predict the fluctuations in solar energy and can anticipate the resulting changes in our climate, our efforts should be focused on developing ways to live through the changes as a human society by using our technology and science skills to adapt as necessary;
3. The environment is where we live, and things like acid rain, smog, CO<sub>2</sub> production, landfills, etc., are all significant to our way of life and deserve consideration. It is in respect to our environment that we can look at the benefits of renewable energy, solar panels, reducing our use of landfills, reducing smog, etc. What we should not do is advertise or expect these changes to impact the cyclical variations in our climate; and

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Whereas Hawai'i Senate Concurrent Resolution (SCR) 58 (2020 Legislative Session) and Hawaii SCR 44 (2021 Legislative Session) have both urged the state Department of Education to "mandate a climate change curriculum in all public schools by no later than school year 2021-2022" and to incorporate such a curriculum in its ten-year plan, both continue to reflect the same lack of differentiation and discrimination between "climate change" and "changes in environmental conditions" that is pervasive in our society today; now, therefore, be it

*Resolved*, that the Hawai'i Republican Party in virtual convention on May 15, 2021:

1. urges the Hawai'i Legislature to direct all state agencies, including the public schools, to accept the distinction between "Climate Change" and "Environmental Factors" and to apply the correct terms in their meetings and documents;
2. encourages teachers in all our schools to incorporate the scientific data and conclusions that distinguish between climate and the environment into their classroom curriculum on these topics; and
3. will post copies of this resolution to the Hawai'i Republican Party website and transmit copies to the Governor of the State of Hawai'i, the Lieutenant Governor, members of the Hawai'i State Legislature, and the Mayors of each County.