



**Climate  
Science  
Journal**

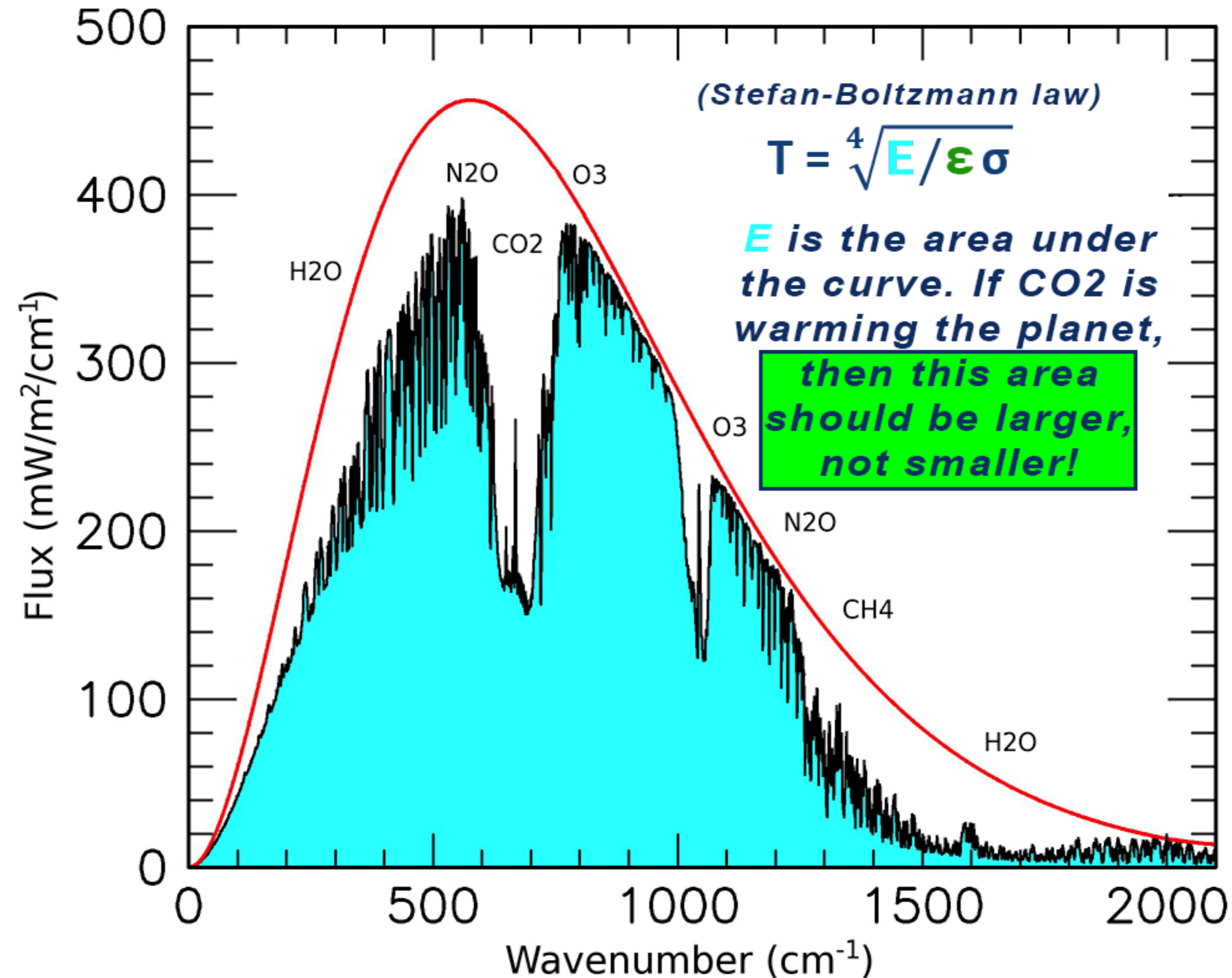
# Why the Greenhouse Gas Theory is Invalid Scientifically

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# Proof that the Greenhouse Gas Theory is Invalid



If CO2 is “blocking” Earth-exiting energy, as shown above, then Earth will be cooler to an observer in space, where this NASA observation was taken.

# Newton's Law of Cooling

## Wien's Law

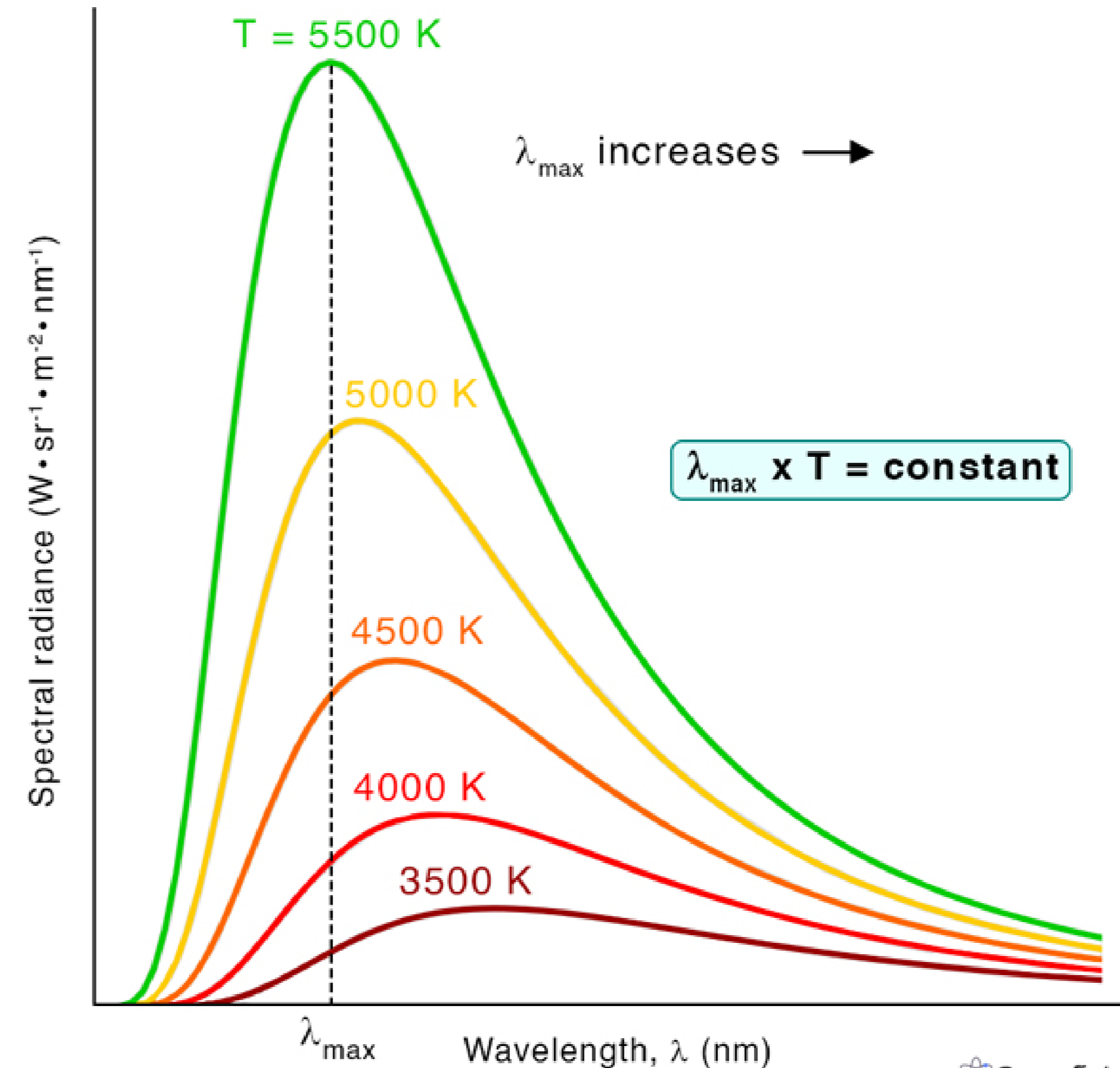
**Warmer objects radiate more heat.**

Wien's law is similar: the wavelength at which a blackbody emits radiation with maximum intensity is inversely proportional to its temperature.

A corollary would be that black (and grey) bodies of higher temperatures radiate more energy, confirming Newton's law for bodies in space.

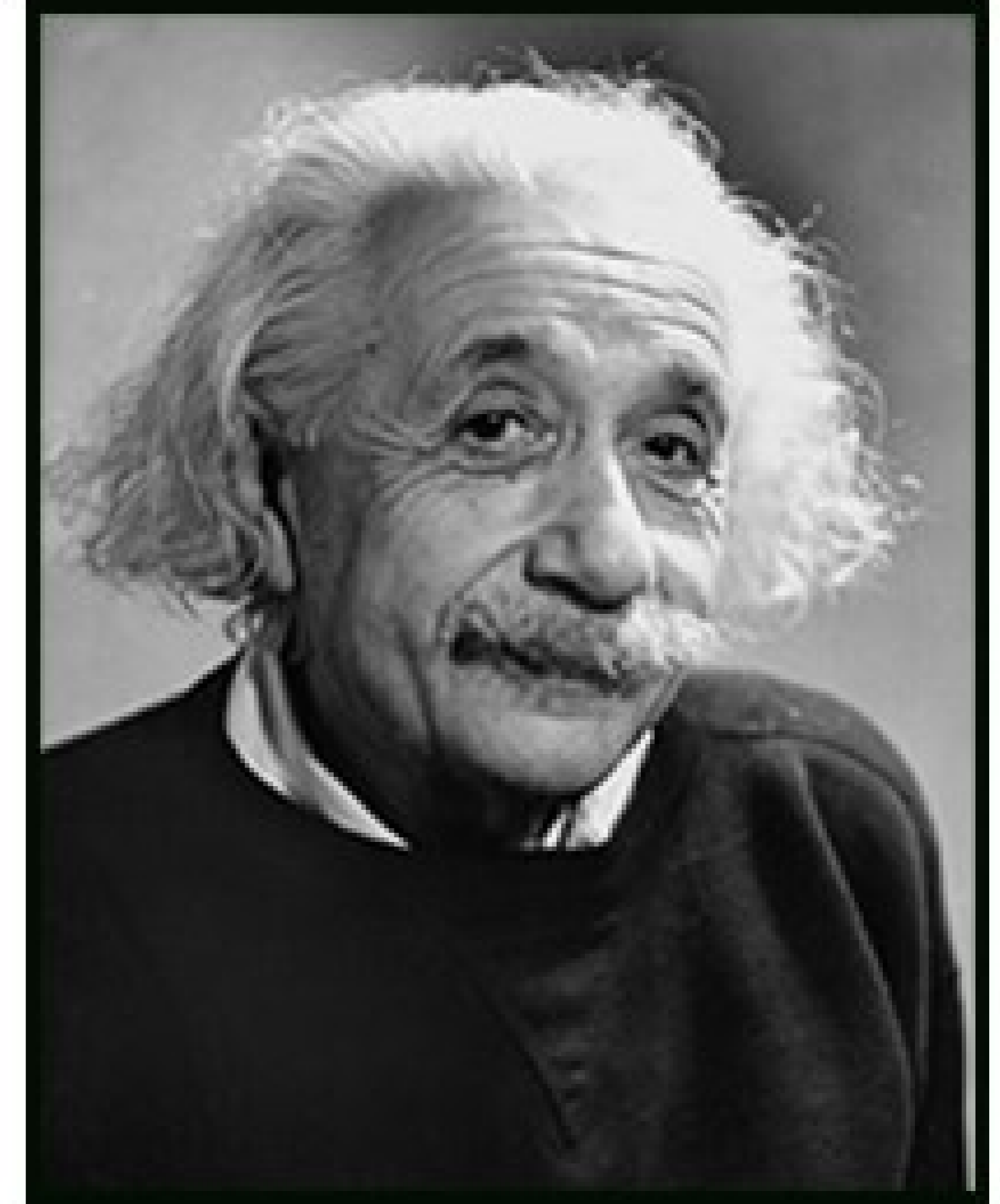
## Where is the Extra Energy?

The wavelength at which a blackbody emits radiation with maximum intensity is inversely proportional to its temperature



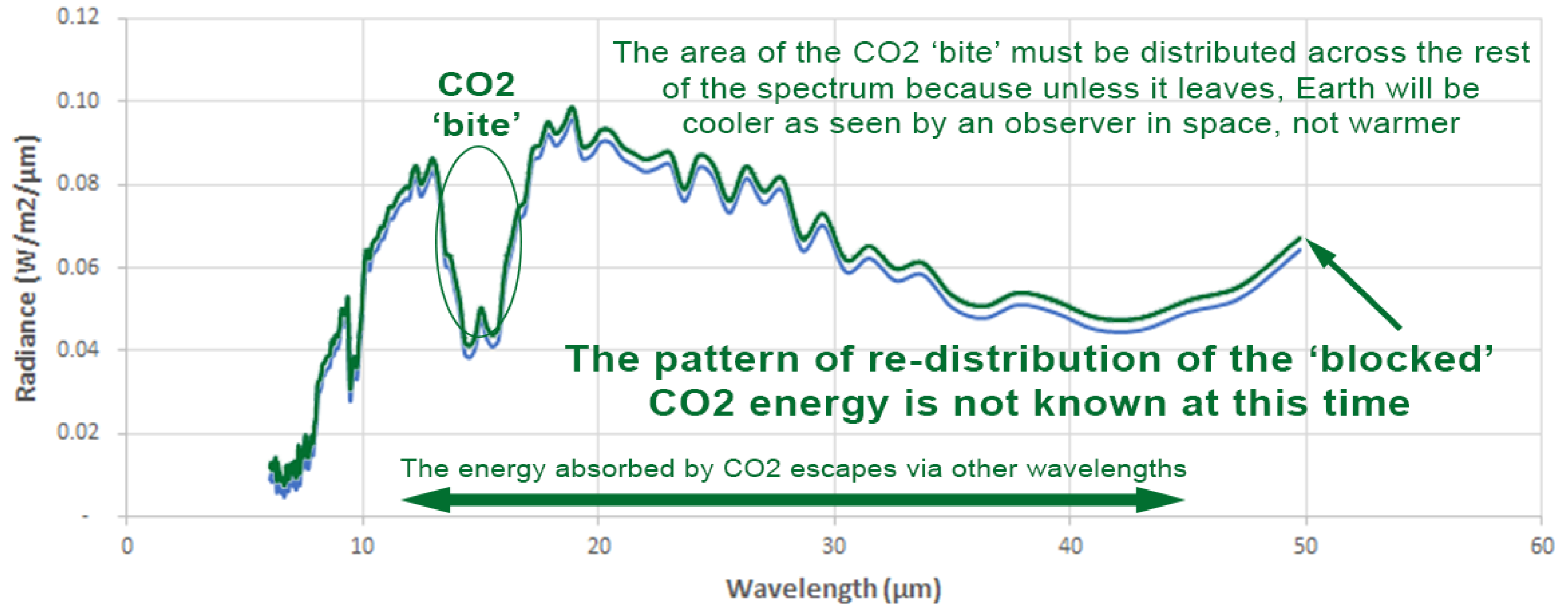
***"To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science."***

**Albert Einstein**



# Where Does the Energy Go?

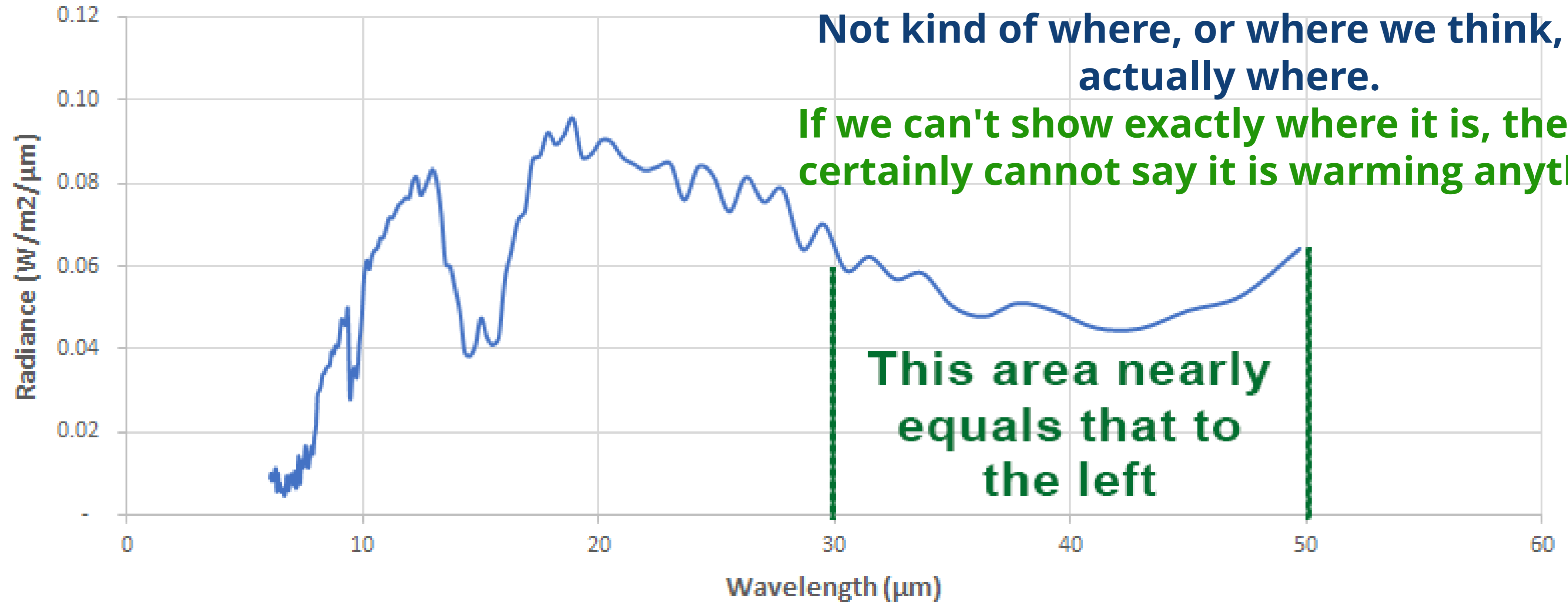
## Earth Radiance Plot (W/m<sup>2</sup>/μm)



Actual Earth spectral radiance from the thermal emission spectrometer (TES) on the Mars Global Surveyor spacecraft, 1996

# Where Does the Energy Go?

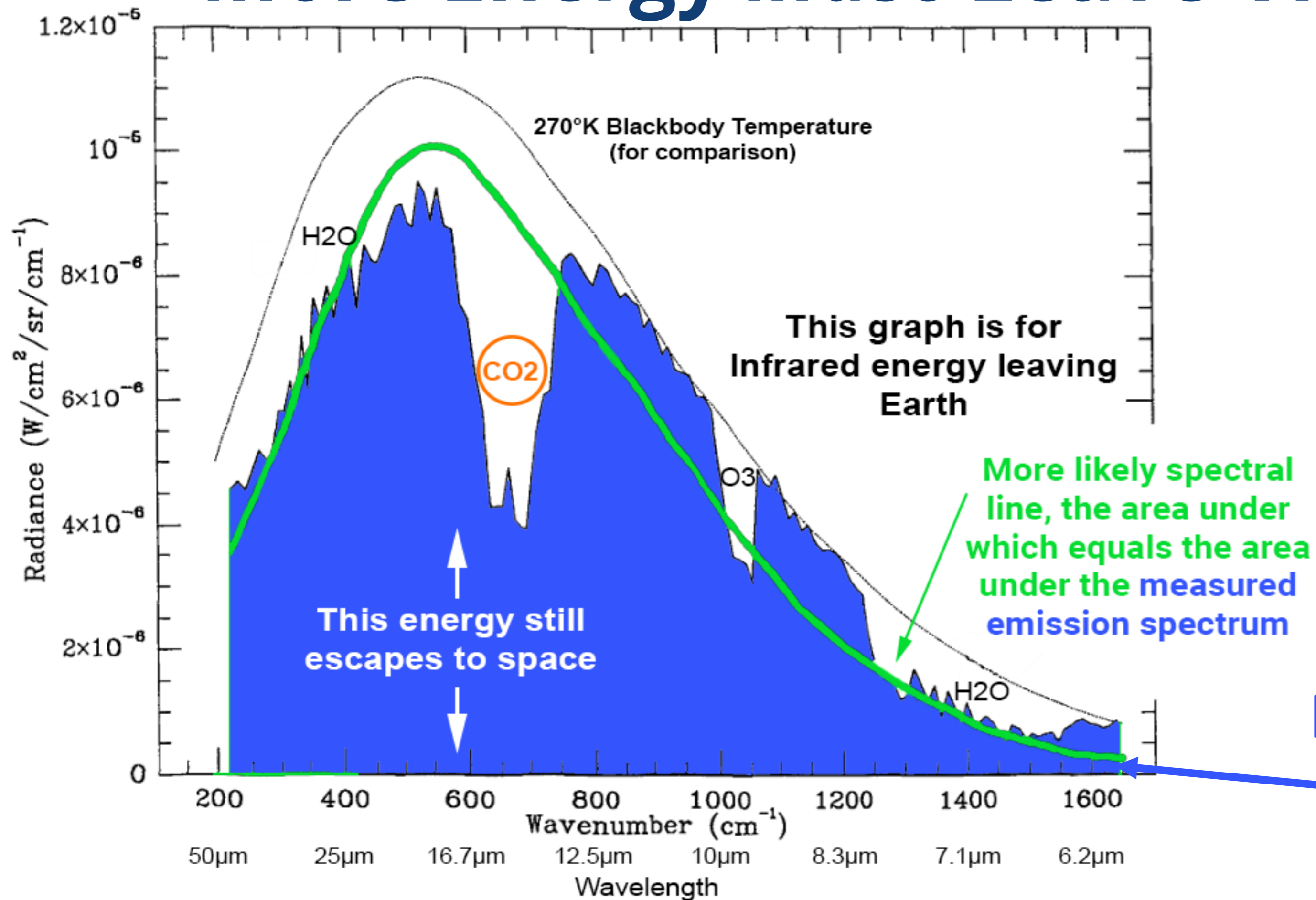
## Earth Radiance ( $W/m^2/\mu m$ )



Earth spectral radiance from the thermal emission spectrometer (TES) on the Mars Global Surveyor spacecraft, 1996



# Just to Maintain the Same Temperature... More Energy *Must* Leave Via Other Wavelengths



Otherwise CO<sub>2</sub>  
**lowers** the actual  
Temperature!

The blue area is the basis  
For the Stefan-Boltzmann law

$$E = \sigma(1-a)T^4$$

to calculate temperatures

Normalized, calibrated spectral radiance of the Earth (blue), from the thermal emission spectrometer (TES) on the Mars Global Surveyor spacecraft at a distance from the Earth of 4.7 million km on November 24, 1996.

***“It doesn’t matter how beautiful your theory is, it doesn’t matter how smart you are. If it doesn’t agree with experiment, it’s wrong.”***

**Richard Feynman**





# If Energy is Leaving Earth Via Other Wavelengths...

## Thus Schwarzschild's equation (used by IPCC et al) cannot apply

“Schwarzschild's equation contains the fundamental physics needed to understand and quantify how increasing greenhouse gases (GHGs) in the atmosphere reduce the flux of thermal infrared radiation to space. **If no other fluxes change**, the law of conservation of energy demands that the Earth warm (from one steady state to another) until balance is restored between inward and outward fluxes.”

Wikipedia, article on Schwarzschild's equation

**There is no sound theoretical connection between Earth's temperature and molecular concentration of the atmosphere.**

## Radiation Travels at the Speed of Light

**This means any variations can be quickly corrected in momentary phase-shifts as Earth continually seeks thermodynamic equilibrium**

# The Real Issue is Thermodynamics

The Sun provides substantially all the energy to the planet  
(geothermal energy is negligible)

Because it does, and if a warmer object radiates more energy, then  
any extra radiate energy must come from the Sun.

But the Sun's energy is the given, we hold it constant to understand  
the phenomenon presumed as the "greenhouse gas theory".

Any increase in energy leaving must cool the planet because it is  
not equaled by an increase in solar energy.

The leaving energy must always equal arriving energy, thus

**the Sun Dictates Earth's Temperature**

**The greenhouse gas theory is *invalid* scientifically**



# The Moon is Made of **Green Cheese**

If you are told over and over during a multi-year period that the 'moon is made of green cheese', when asked what the moon is made of, what will you answer?

There are two types of ideas that are taught or promoted:

1. Ideas that are simply not so
2. Ideas that are valid knowledge over some spatial/temporal scope.

How do you tell the difference?

# The Classical Challenge of Epistemology:

**How do you tell the difference between knowledge and opinion?**

Ancient Greek philosophers first asked that question. Many refer to it today as the *scientific method*.

However, I refer to it as the

**Theory of Validation**

All concepts of knowledge are valid knowledge over some spatial and/or temporal scope.

**This includes concepts of the humanities!**



# **New Solution to the Classical Challenge of Epistemology:**

**Make explicit all nuances of knowledge, whether  
syntactic or semantic in a new symbolic  
representation called the  
General Form of a Concept**

**This symbolic representation was later used in commercial  
AI software that can reason from natural language**

**This is a Confirmation of the New  
Theory of Validation**

**As an Emerging Science of Epistemology**

# My Background

1. AI interest from software—no errors
2. Cornell and conclusion
3. Classical challenge of epistemology—10 years
4. Oxford and LSE
5. Software demonstration of deduction, lexicological theory and General Form
6. BBC Temp vs CO2—evidence contrary to GHG theory
7. Opportunity to demonstrate new theory of Validation when everyone else says the theory is correct
8. Founded the Climate Science Journal



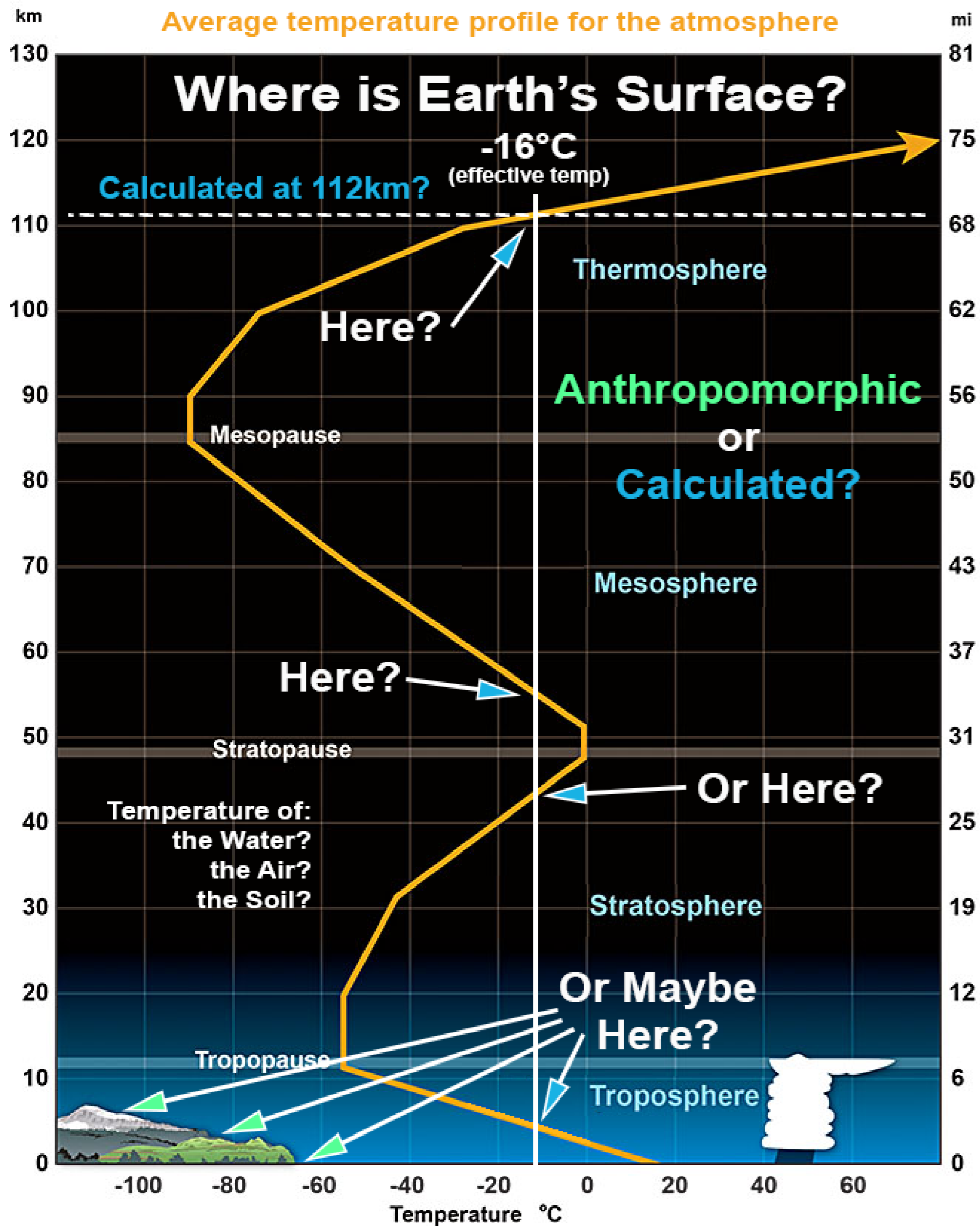
**An Epistemological Science Necessarily...**

**Had to arrive from outside the academic world,  
Which is built upon the prevailing paradigm.**

**This symbolic representation was later used in commercial  
AI software that can reason from natural language**

**This is a Confirmation of the New  
Theory of Validation**

**As the Basis of an Emerging  
Science of Epistemology**



# The Effective Temperature Argument Relies Upon...

Galileo's same issue:  
**Anthropomorphic**  
**Presumption!**

The Earth's temperature  
 Should be calculated from  
 its emissions, not proxies

# Challenge to the Scientific Establishment

1. A Better scientific method, as a theory of validation, is now available.
2. The validation tool has been demonstrated on a theory universally considered valid science, the greenhouse gas theory, by both its skeptics and its advocates
3. This is a demonstration of the method's efficacy as an advance in science itself.
4. Furthermore, new theories of deduction, lexicology and syntax have been demonstrated in Natural Language Reasoning AI software sold and delivered for commercial applications, also validating an...

## Emerging Science of Epistemology



# Assessment of the Validity of Happer/Wijngaarden Paper *Infrared Forcing by Greenhouse Gases*

1. The argument of the paper
2. Evaluation of their premises
3. Confirmation of the invalidity of their conclusions

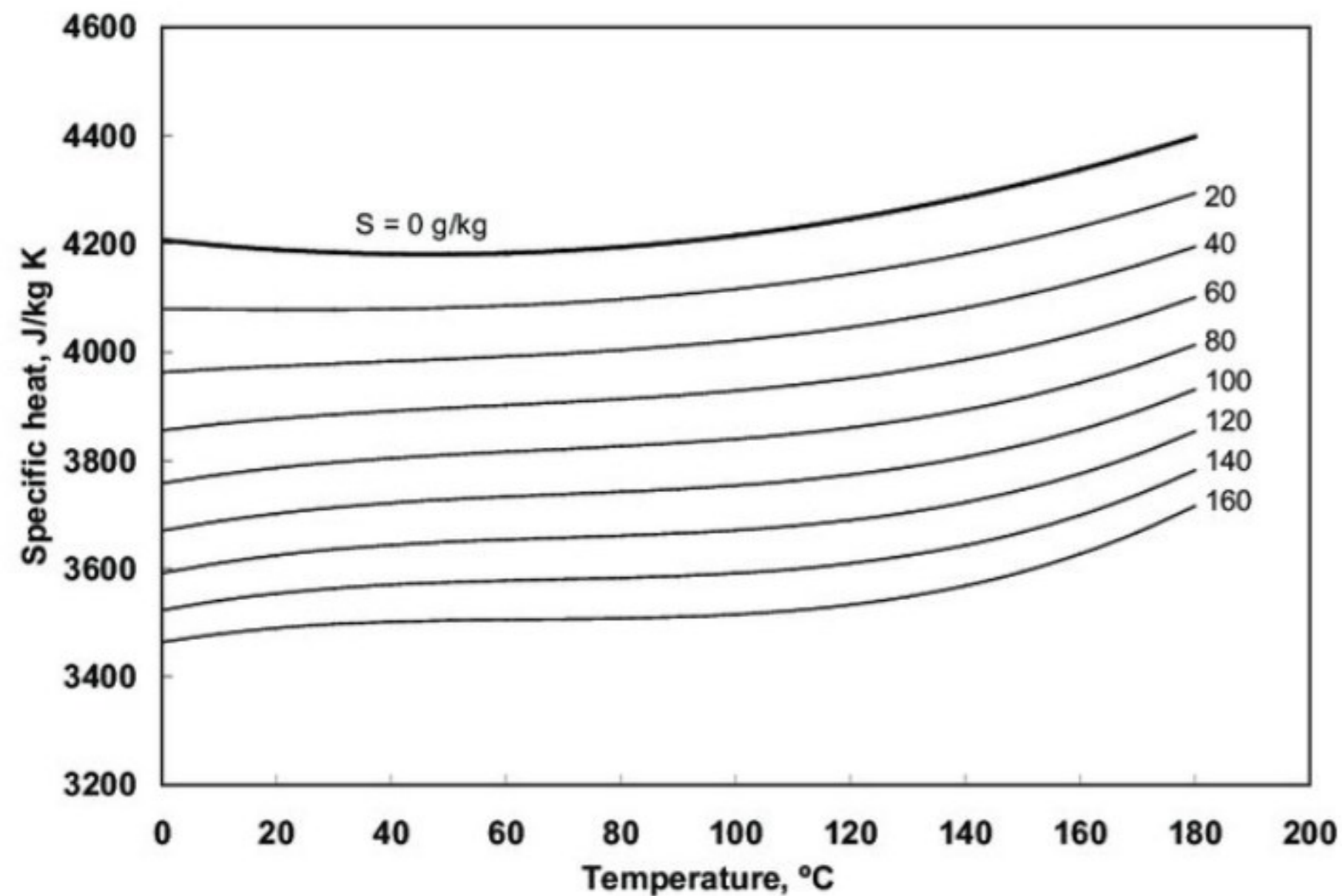
Concludes with an explanation that the **“climate forcing” paradigm is blatant pseudoscience**, undercutting the foundation of science itself in the physics of force, first established by Galileo, furthered by Newton, Einstein and contributed to by hundreds of other noteworthy scientists of physics

# Paper Discusses Temperatures and Molecular Concentrations

1. The argument could as easily be variations in ocean thermoclines due to different salinity levels. We could just as easily say Earth was warming because saltier water held more energy.
2. **But that argument does not hold, as it lacks comprehension of thermodynamic fundamentals. No matter how salty the water becomes, Earth cannot warm unless emissivity changes, per S-B law.**
3. An evaluation of causation must occur at a logical level first, before confirmation is sought with data. Thermodynamics, being concerned with statistical physics, must necessarily first be evaluated and compared to the premises of theories relevant or concerned with thermal energy.

# H&W Paper Analogy with Salt Concentration

The relationship between specific heat capacity becomes clearer with salinity example



Seawater specific heat variations with temperature and salinity.

January 2012 Annual Reviews of Heat Transfer 15

Gas or Vapor	Formula	Specific Heat (kJ/(kg K))	
		$c_p$	$c_v$
Air		1.01	0.718
<b>Carbon dioxide</b>	<b>CO<sub>2</sub></b>	<b>0.844</b>	<b>0.655</b>
Nitrogen	N <sub>2</sub>	1.04	0.743
Oxygen	O <sub>2</sub>	0.919	0.659

It takes less thermal energy to warm CO<sub>2</sub> than air, but CO<sub>2</sub> therefore holds less thermal energy at a given temperature.

What is the role of specific heat capacity in emissivity?



# H&W Paper Questions

H&W provide a T (in blue) at the maximum of their spectral chart, and show increasing CO<sub>2</sub> concentrations reducing the area under the curve, essentially lowering the temperature, not raising it!

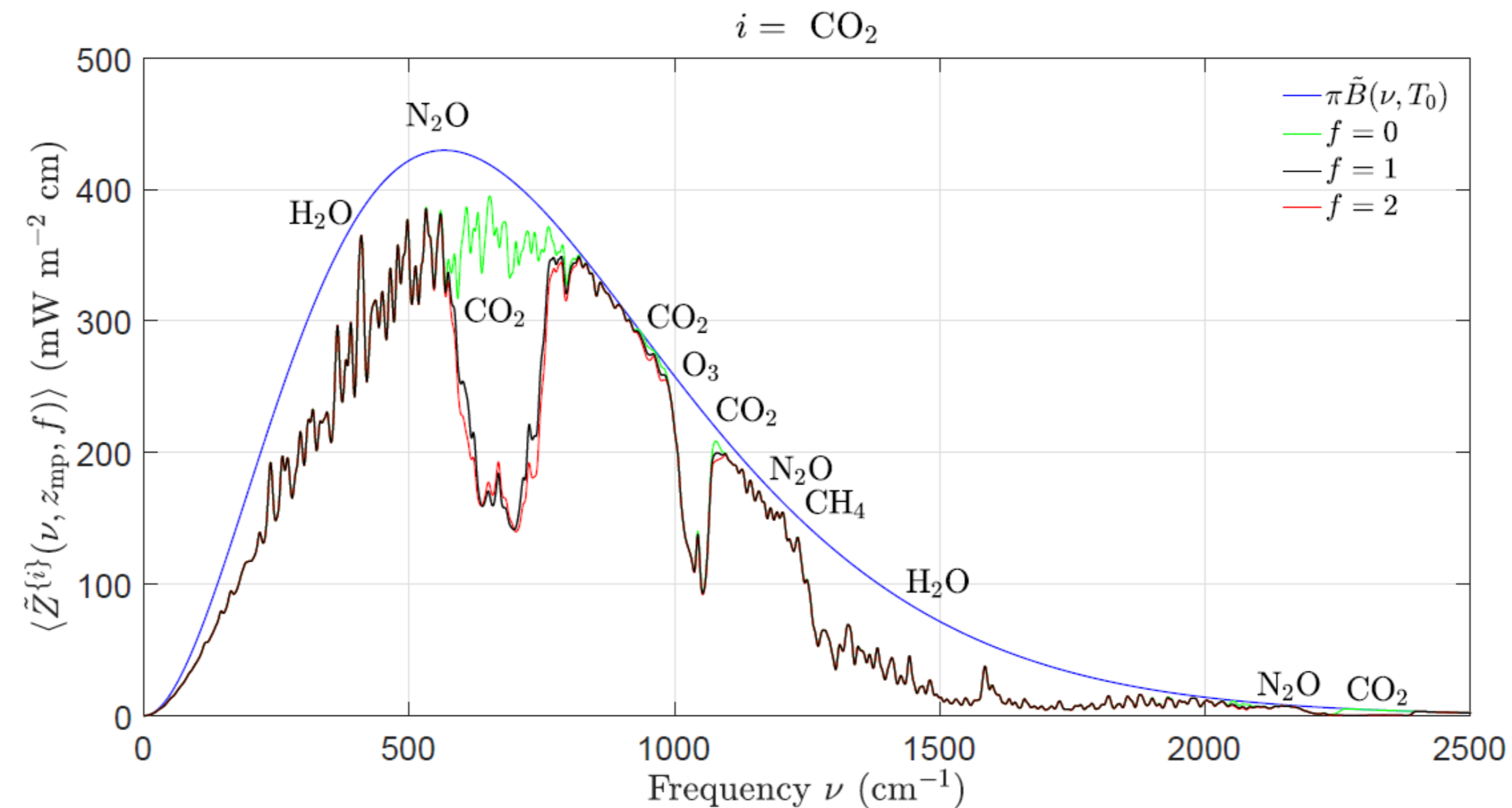
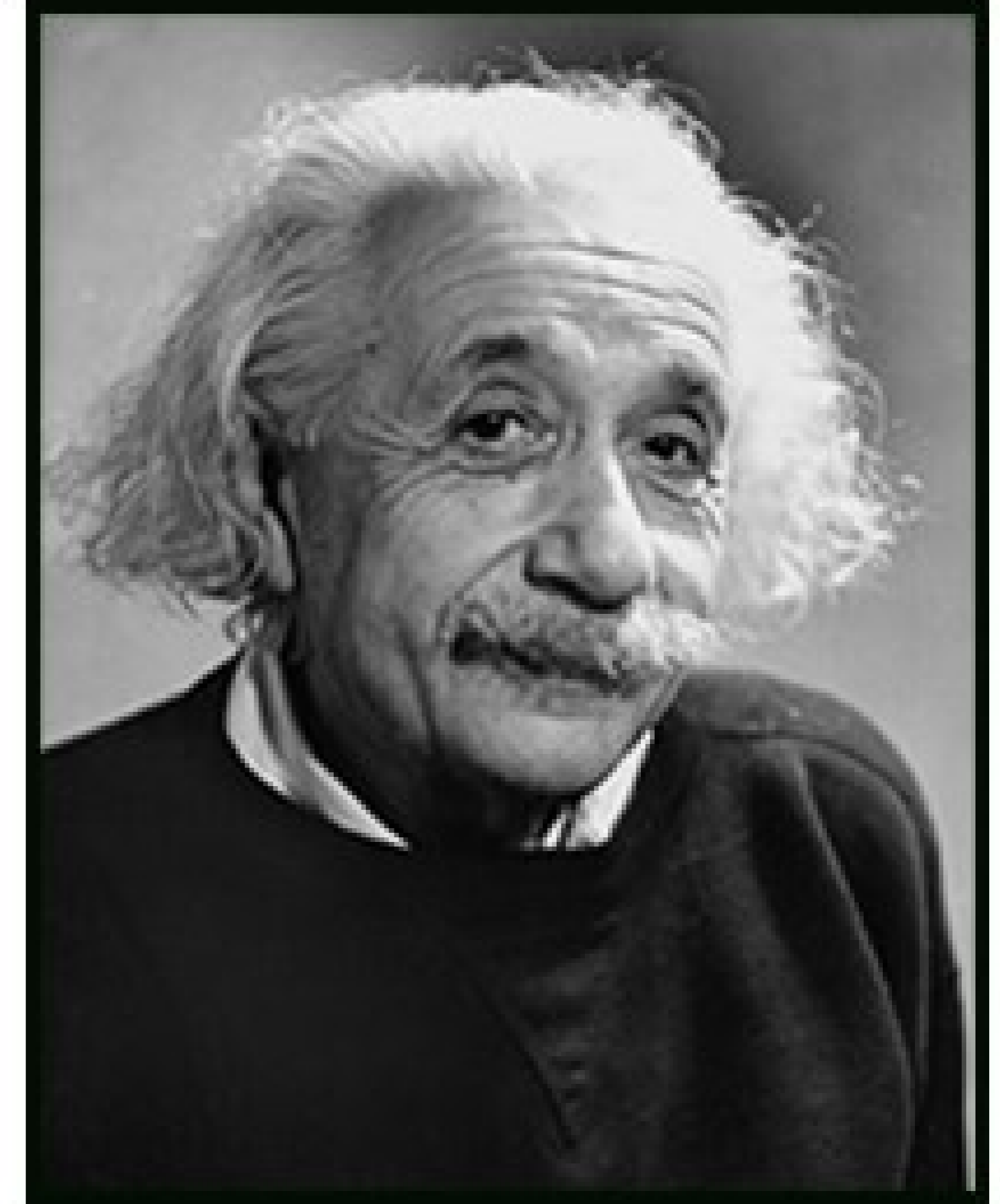


Figure 10: Effects of changing concentrations of carbon dioxide, CO<sub>2</sub> on the filtered spectral flux  $\langle \tilde{Z}^i \rangle(\nu, z_{\text{mp}}, f)$  of (82) at the mesopause altitude,  $z_{\text{mp}} = 86$  km. The width of the filter (81) was  $\Delta\nu = 3$  cm<sup>-1</sup>. The smooth blue line is the spectral flux,  $\tilde{Z} = \pi\tilde{B}(\nu, T_0)$  from a surface at the temperature  $T_0 = 288.7$  K for a transparent atmosphere with no greenhouse

***“[classical thermodynamics] “is the only physical theory of universal content which I am convinced will never be overthrown, within the framework of applicability of its basic concepts”  
Albert Einstein***



# Conclusion

- 1. Modern academics have a lower epistemological standard than productive society if they are not verifying their data and conclusions with either experiment or productive application. Evidence in support of theories is mere speculation, not science, if it is not applied to demonstrate it.**
- 2. The greenhouse gas theory is on a par with alchemy or bleeding patients to heal them, it is not science now nor ever has been scientifically grounded.**
- 3. The scientific validity of the theory is the issue that will kill the Marxists attempt to use it to nationalize economies. Without the theory, they have no credibility.**



# During a Solar Eclipse...

The temperature of the air at the Earth's surface drops 5-20°C in 20-30 minutes.

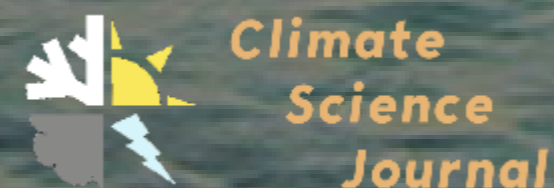
The atmosphere provides very little "greenhouse" when the Sun is blocked.

**Conclusion:** the Greenhouse Gas Theory is *Invalid Science* and therefore should be abandoned in education and policy decisions

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