Should Intelligent Design be taught alongside Evolution in public schools?
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Introduction

This dissertation examines the roles of Evolution and Intelligent Design (ID) in educational school systems. Evolution, being the creation of life through a scientific method, and ID being the creation of life through a religious point of view. The overall purpose is to examine thoroughly the fact project in whether or not ID should be taught in schools. This paper will examine ID and Evolution and their roles within the school system and how it can be beneficial to students. The second part of this project involves the negative aspects of teaching evolution: the proposed theory of ID. The final part will examine the various conclusions to examine students of both teachings, Evolution and ID, within the education system.

Evolution and Intelligent Design Defined

- Evolution is the creation of life through a scientific belief.
- Intelligent Design is the belief that creation of life was governed by a higher being, resulting in a religious belief.

Pros of Intelligent Design

Propositions of teaching intelligent design believe that children should be taught the controversy so that they are well versed in their religion, and so that they may make their own decision in what is correct. They believe that evolution and intelligent design should be taught at equal length and parallel structure. They also state evolution to be "taught as a theory whose validity is questioned." (Taylor 2) Intelligent design advocates attempt to point out "there are gaps in evolutionary theory and explain that ID's explanation is evidence of a guiding hand." (Taylor and Stiles 1). They declare that the earth and all of life happens by mere chance. One specific example of this would be that the "fossil records of bacteria are nowhere close, and no recent have been designed" (Thomas and Taylor 26). This means that no scientific or evolution can show any earlier versions or charted making of this organism, and therefore cannot prove that it otherwise at all. Due to the gaps in the fossil record and the missing species to complete the evolutionary timeline, intelligent design proponents believe that children should be taught either both or neither views, as they are not even taught that theory that is not strongly backed by scientific evidence.

Cons of Intelligent Design

For periods of time, there has been much debate between the teachings of Intelligent Design (ID) and Evolution. Withholding the teachings of Intelligent Design to certain classes results in a more structured and stable education. These are able to be taught without bias, while the teachings of ID do not. In a report by the creation research organisation, a 20-page study on Intelligent Design found that ID scientific evidence is backed by both creationists and evolutionists. In 2005, attention was brought to Dover high school in Pennsylvania. A local high school board voted to require teachers to read a statement about intelligent design before discussions of evolution in all biology classes. Theory of the grown got wind of the measures and challenged the school board's decision. The group argued that it violated the Establishment Clause which states "Congress shall make no law respecting an establishment of religion." In 2005, the case was brought to Congress and they did not enforce the teachings of religious beliefs upon individuals. After a grinding six-year trial, U.S. District Judge John E. Jones issued a 239-page finding of fact and decision, in which he ruled that the Dover mandate was unconstitutional (Tobler and Stiles 2). ID is not scientific and has no evidence to back it up.

Evolution is based on facts while ID is based on theory and chance and a hypothetical theory. Science is the basis of evolution documentation, experiments, and previous theories are just the beginning of the factual information of evolution. ID is based on a forme. In short, this means that ID is involved around a framework of hypothesis and represents factual information. The teachings of ID give individuals false hope and false evaluation of creation of life on Earth.

Conclusion

In conclusion, Intelligent Design should be taught alongside Evolution and given equal attention. Even though Intelligent Design cannot be proven, it provides another explanation of how the universe came into being. Evolution itself cannot be falsified with facts and figures today alive. So, both can be taught and students can understand the full controversy and have the right to choose which theory seems best.

References


