

Should intelligent design be taught in public school

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Intelligent Design Intelligent Design (ID) is an argument regarding the existence of a creator on earth. The people who support ID stipulate that it should be treated as an alternative to the field of evolution. The people who support this concept are normally members of the Discovery Institute. However, the scientific community stipulates that ID cannot be regarded as a science. In this case, the US National Academy of Sciences stipulates that ID is not a science and it should therefore not be taught in schools. This body stipulates that ID does not generate any hypothesis which can be tested by any experiments. Moreover, ID does not provide a basis whereby its claims can be tested. Since ID does not know how something works, it usually associates it with a higher power (Goodman, n. d). Therefore, if schools adopt ID as a science, then the children who are in schools today would not be adequately prepared to handle fields such as medicine or biology. There is a major controversy surrounding the teaching of ID in schools. For example, in 2005, a school in Pennsylvania was sued because it allowed its students to present ID as an alternative to creation as well as in explaining how life came to be. Research reveals that ID normally violates the rules of science that are centuries old. For example, ID invokes supernatural connection and it also attacks evolution negatively. As a result, ID has been entirely disproved by the scientific community (Ruse, 2012). In this perspective therefore, scientific experts argue that if ID is to be taught in schools, it should be taught in fields such as philosophy, religion and politics (Goodman, n. d). However, it should not be taught in any science course. This is because it would confuse the students especially regarding the various scientific concepts that are normally applied in biology and

medicine.

References

Goodman, R. (n. d). Should Inteligent Education be Taught in Schools?

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