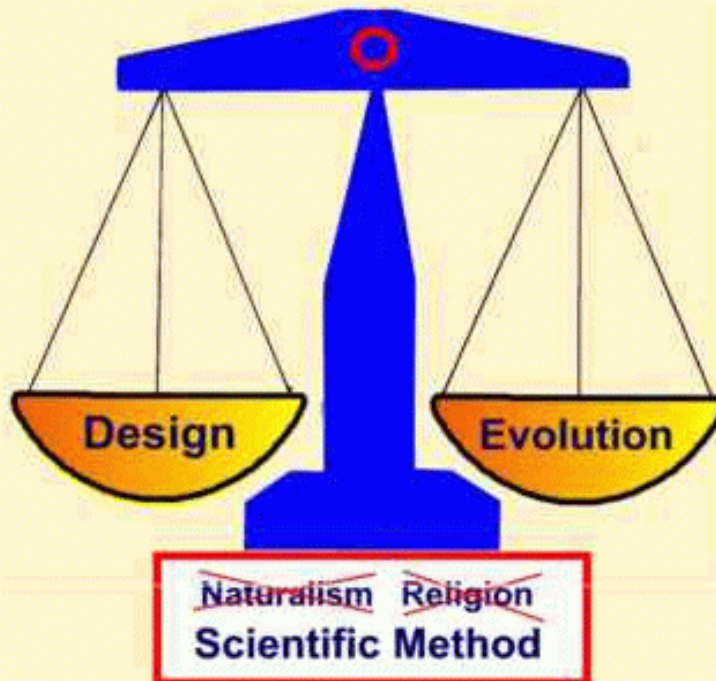


Intelligent Design network, inc.

***Teaching Origins Science
Objectively***



Public Education

Teaching Resources

Networking

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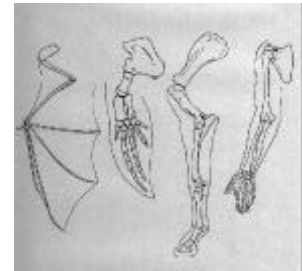
The Question and the Problem

The Question: “*Where does life come from?*” Arguably this is the most important question we can ask. There are essentially only two answers: Life and its diversity were designed by an intelligence for a purpose or it simply “occurs” by natural law and chance and not by design.

The religious and non-religious implications of either response are obvious. A design inference supports and leads to theistic religions. The naturalistic conclusion is antagonistic to theistic religion and leads to non-theistic belief systems, laws, morals and ethics that sharply conflict with those derived from the major religions of the world.

The scientific evidence of design is abundant and convincing. Biochemists can’t avoid using design terminology when they encounter the purpose, function and apparent meaning that pervades living systems. Intention and purpose, which can only be generated by intelligence, is implicitly recognized in the language used by science: the genetic “**code**,” the “**blue print**” of life; “**messenger**” RNA; etc.

The Problem: Mainstream science is using a little known “Rule” to censor the evidence of design and the inference to which the evidence leads. The Rule is called “methodological naturalism.” It declares design inferences invalid by definition and not by any objective evaluation of the evidence. It effectively provides the naturalistic hypothesis with a monopoly on the scientific explanation of origins. Our children are being subtly steered away from a design inference and towards a belief that we are merely “natural objects” which just “occur.”



Designs or Occurrences?

Although advocates of the Rule claim it is needed to maintain scientific objectivity, its use in origins science does just the opposite. Instead of promoting an objective search for the truth, the Rule abandons it. This is inconsistent with logic and the scientific method.

We believe public school indoctrination of students in naturalism offends the First Amendment of our Constitution. Censorship of the evidence of design violates the requirements of the establishment clause that government remain “neutral” when it enters a religious arena. Censorship also violates the rights of teachers, students and parents to have public education conducted without discrimination against viewpoints relevant to the subject matter being taught.

The Solution to the Problem

TEACH ORIGINS SCIENCE OBJECTIVELY

Allow students to be shown the scientific evidence that supports both viewpoints. This will:

- Permit students to reach informed conclusions about the best scientific explanation of where they come from;
- Improve the quality and credibility of origins science; and
- Permit schools to **teach** rather than to **indoctrinate**, consistent with their constitutional obligation to remain neutral about a subject that has such significant conflicting religious implications.