

# Los Angeles Times

## Opinion

October 1, 2005

Re "Science and Scripture," Sept. 28, 2005

I share Crispin Sartwell's respect for the achievements of Darwinian science and agree with his call to teach science in historical and social context. But he is dangerously wrong to argue that the Dover (Pa.) school district's statement about intelligent design will better serve this educational agenda.

Sartwell's statement misunderstands the status of evolution as both fact and theory, mistakes an interest in evolution with an interest in the ultimate origins of life and misleads in identifying intelligent design as a credible alternative to evolutionary thought.

School boards won't improve science education by issuing deeply confused statements. Science education will improve when we give teachers the time, resources and moral support not only to put Darwin in historical perspective but also the means to get him right.

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