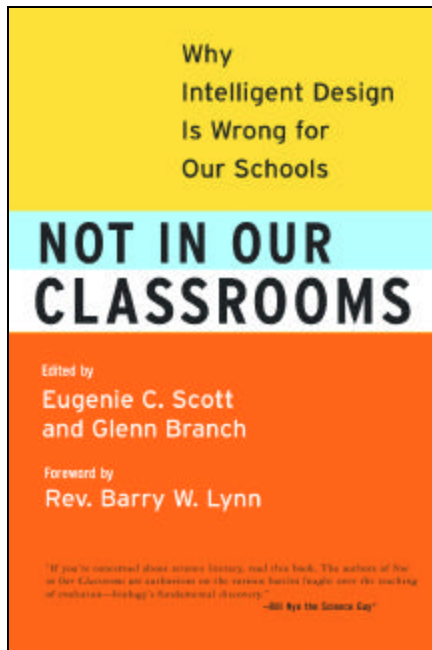


Not In Our Classrooms

Why Intelligent Design is Wrong for Our Schools

Eugenie C. Scott and Glenn Branch, editors



Foreword by the Reverend Barry Lynn

Over eighty years after the Scopes trial, creationism is alive and well. Through local school boards, politicians, strategic court cases, and well-funded organizations, a strong movement has developed to encourage the teaching of “intelligent design” as a viable theory alongside evolution in science classes. Now, in *Not in Our Classrooms*, parents and teachers, along with anyone else concerned about this issue, have a much-needed tool to argue against teaching “intelligent design” as science, since it cannot be proven.

In clear and lively essays, a team of experts describe not only the history of the “intelligent design” movement and the scientific problems with its claims, but also the religious, legal, and pedagogical problems that proposals to teach “intelligent design” in the public schools bring in their wake. In the final chapter, the staff of the National Center for Science Education provide tips on how to defend the teaching of evolution in the reader’s own community.

Not in Our Classrooms is essential reading for anyone concerned about the teaching of this religious theory as science in the classrooms of our public schools.

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Glenn Branch and Eugenie C. Scott are deputy director and executive director of the National Center for Science Education, a nonprofit organization in Oakland, California that defends the teaching of evolution in the public schools. Scott’s *Evolution vs. Creationism: An Introduction* was named an Outstanding Academic Title of 2005 by *Choice*.

Reverend Barry W. Lynn, a minister in the United Church of Christ, has served as executive director of Americans United for Separation of Church and State since 1992.



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