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NCSE is pleased to announce the publication of [Not in Our Classrooms: Why Intelligent Design is Wrong for Our Schools](#) [4] (Beacon Press, 2006), edited by Eugenie C. Scott and Glenn Branch, NCSE's executive director and deputy director, respectively, and with contributions from Scott, Branch, Nicholas J. Matzke (also of NCSE) and Paul R. Gross, Martinez Hewlett and Ted Peters, Jay D. Wexler, and Brian Alters, and a foreword by the Reverend Barry W. Lynn of Americans United for Separation of Church and State. Bill Nye the Science Guy writes, "If you're concerned about scientific literacy, read this book. The authors of *Not in Our Classrooms* are authorities on the various battles fought over the teaching of evolution -- biology's fundamental discovery."

More than eighty years after the Scopes trial, creationism is alive and well. Through local school boards, sympathetic politicians, and well-funded organizations, a strong movement has developed to encourage the teaching of the latest incarnation of creationism -- intelligent design -- as a scientifically credible theory alongside evolution in science classes. Although intelligent design suffered a serious defeat in the recent *Kitzmiller v. Dover* trial, its proponents are bound to continue their assault on evolution education. Now, in *Not in Our Classrooms*, parents and teachers, as well as other concerned citizens, have a much-needed tool to use in the argument against teaching intelligent design as science.

Where did the concept of intelligent design originate? How does it connect with, and conflict with, various religious beliefs? Should we "teach the controversy" in our science classrooms? In clear and lively essays, a team of experts answers these questions and many more, describing the history of the intelligent design movement and the lack of scientific support for its claims. Most importantly, the contributors -- authorities on the scientific, legal, educational, and theological problems of intelligent design -- speak specifically to teachers and parents about the need to defend the integrity of science education by keeping intelligent design out of science curriculums. A concluding chapter offers concrete advice for

those seeking to defend the teaching of evolution in their own communities.

Not in Our Classrooms is essential reading for anyone concerned about defending the teaching of evolution, uncompromised by religiously motivated pseudoscience, in our public schools. As Barry Lynn writes in his foreword, "No matter how credible the scientific evidence is in the rest of this book; no matter how clear the constitutional arguments are; no matter how well crafted the explanations that evolution and religious faith are not in conflict -- this is not a battle that will go away soon." *Not in Our Classrooms* is a valuable addition to the personal armory of anyone concerned for the future of evolution education! If you [order](#) [5] your copy now from Beacon Press, you receive a 10% discount -- just enter **NCSE** in the discount code field.

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