

## RECENT DEVELOPMENTS IN THE ANTI-SCIENCE MOVEMENT, APRIL-JUNE 2006

Information courtesy of Martha Heil, Media and Government Relations, American Institute of Physics

- ◆ In fall 2006, the Ohio Board of Education considered a proposal to define “critical analysis.” This new proposal was based on the recommendations of a board member who previously tried to introduce intelligent design into Ohio’s schools.
- ◆ Only one of five candidates for superintendent of education in South Carolina believes that only science should be taught in science classes. The other four believe that “critical analysis” or “intelligent design” are OK.
- ◆ A bill in Wisconsin that would have declared intelligent design an unscientific idea not suitable for public school science classes died in the last general session of the state’s legislature. A similar amendment within a bill in the Minnesota legislature was introduced but stripped before going to a vote.
- ◆ An amendment within a bill in the Michigan legislature that would have made students learn evidence “for and against” evolution while being required to “critically evaluate” scientific theories was introduced in January 2006, but was stripped.
- ◆ Two bills were introduced into the Alabama legislature this session that would have protected the rights of teachers “to present the full range of scientific views” and stipulated that students should not be “penalized in any way because he or she may subscribe to a particular position on any views.” These bills were not confirmed by the end of the legislative session.
- ◆ A senator in the Missouri House’s Elementary and Secondary Education Committee introduced a bill this session that would allow the teaching of intelligent design in Missouri. A similar bill was introduced in the senate. The bills eventually died, but are expected to be introduced again in 2007.
- ◆ A speaker from Answers in Genesis, a group that disputes the theory of evolution and supports a strict Biblical interpretation of creation, spoke to a Missouri town’s high school and middle school science classes in May. The superintendent was not there, but said that the speaker only spoke about science.
- ◆ A bill in the Maryland legislature would have pushed discussion of “intelligent design” from science classes to humanities classes in public schools. Another bill would have protected teachers presenting the “full range of scientific views, including intelligent design.”

