



Political Threats to Evolution Education

Attacks on the integrity of science education persist as advocates for intelligent design/creationism (IDC) pursue efforts to pass legislation or to rewrite academic standards in state capitals and local school boards across the nation. This document provides brief summaries of recent anti-science initiatives.

ALABAMA—In February 2009, House Bill (HB) 300 was introduced in the Alabama House of Representatives. HB 300, the Academic Freedom Act was introduced by David Grimes (R-District 73) who introduced a similar bill in 2008. HB 300 died in committee when the legislature adjourned in May 2009. If passed, HB 300 would have allowed teachers to critique scientific theories associated with topics such as “biological or chemical origins of life” and gave teachers protection for teaching alternatives to the theory of evolutionary origins.

ALASKA—On 28 August 2008, Arizona Senator and 2008 Republican Presidential nominee John McCain announced that he had selected Alaska Governor Sarah Palin as his Vice Presidential running mate. Palin established her creationist credentials during a 2006 gubernatorial debate when she stated that creationism should be taught alongside evolution in Alaska public school classrooms.

CALIFORNIA—On 12 October 2010, the Supreme Court declined to review *ACSI et al. v. Stearns et al.* The case originated in 2005 when the Association of Christian Schools International (ACSI) and others filed a lawsuit against the University of California. The central issue of the case was the university’s disapproval of high school biology courses that use textbooks published by Bob Jones University Press and A Beka Books. The university maintained that high school biology courses that use these textbooks did not meet their college preparatory requirements. In January 2010, the Ninth Circuit Court of Appeals affirmed a federal district court’s summary judgment supporting the University of California system in *ACSI et al. v. Stearns et al.* The University of California (UC) also won a multiyear court battle in 2008, which was brought by several Christian schools and students. Back then, a federal judge issued a partial ruling

that established the constitutionality of the UC policy for evaluating applicant credentials. In 2007, a Federal judge ruled against Larry Caldwell, a creationist lawyer and parent who sued the Roseville Joint Union High School District and school officials, claiming his civil rights had been violated when he unsuccessfully lobbied the school board to teach alternatives to evolution. In March 2006, a U.S. District Court judge dismissed a lawsuit filed against the UC Museum of Paleontology and the National Center for Science Education. The lawsuit charged that the “Understanding Evolution” Web site hosted by the two organizations violated the Constitution’s Establishment Clause.

COLORADO—Bill Ritter (D) was elected governor in 2006, when he defeated Bob Beauprez (R). Beauprez’s running mate, Janet Rowland, stirred controversy by supporting the teaching of creationism alongside evolution in the science classroom. Colorado scientists organized to establish the Colorado Evolution Response Team, a group that combats threats to science education.

FLORIDA—An anti-evolution bill was introduced in the state Senate in March 2011. Senate Bill 1854 would have amended a section of Florida law to require “[a] thorough presentation and critical analysis of the scientific theory of evolution” in the state’s public schools. The bill was sponsored by Stephen R. Wise (R-District 5), who had sponsored a similar bill in the last session of the legislature. SB 1854 was vigorously opposed by the American Civil Liberties Union of Florida, Florida Citizens for Science, the Florida Academy of Sciences, and newspapers across the state. The bill died in committee on 7 May 2011. On 12 July 2009, a creationist theme park in Pensacola, Florida (Dinosaur Adventure Land), was seized by the federal government after it failed to pay taxes and evaded the Internal Revenue Service. Senate Bill 2396, filed on 27 February 2009, aimed to amend a section of the Florida state law to require a “thorough presentation and critical analysis of the scientific theory of evolution.” The bill died in committee with the conclusion of the legislative session in May 2009. On 19 February 2008, by a 4-3 vote, the State Board of Education approved new science standards that include the term “evolution.” These standards replaced the 1999 Sunshine State Standards for Science, which were widely criticized by science education experts for their deficiencies. In response to the new standards, some legislators introduced the Evolution Academic Freedom Act (HB 1483, SB 2692). The legislation sought to “protect the right of teachers to objectively present scientific information relevant to the full range of

scientific views regarding chemical and biological evolution." The measures died in the legislature.

GEORGIA—On 19 December 2006, a settlement was announced in *Selman v. Cobb County*. The Cobb County Board of Education and School District agreed not to restore a warning sticker in science textbooks that described evolution as "a theory, not a fact." Additionally, the board and district were enjoined to not take any number of actions that "would prevent or hinder the teaching of evolution" and to reimburse \$166,659 of the plaintiffs' legal fees. The settlement followed a May 2006 11th U.S. Circuit Court of Appeals decision that sent the case back to U.S. District Court over evidentiary concerns. The Cobb County Board of Education had appealed a 13 January 2005 federal court ruling which ordered the textbook warning stickers to be removed immediately, as they were considered a violation of the Establishment Clause of the First Amendment. The initial trial of *Selman v. Cobb County* took place in late 2004 after 11 parents filed suit against the Cobb County School Board, which, under pressure from local creationists, had adopted the stickers in 2002.

KANSAS—During a February 2007 meeting, the Kansas State Board of Education revised state science standards to appropriately consider evolution and reject the "teach the controversy" stance implemented by the previous board, which was dominated by creationists. On 7 November 2006 supporters of evolution education took control of the State Board of Education.

KENTUCKY—In August 2011, Ark Encounter, a proposed creationist theme park to be located in northern Kentucky, was granted a 75 percent property tax break for the next 30 years by the city of Williamstown, Kentucky. This is in addition to nearly \$200,000 given to the project's developer by Grant County's economic development arm, as well as 100 acres of reduced-price land. The Kentucky Tourism Development Finance Authority previously approved tax incentives for the theme park. According to the National Center for Science Education, the "tax incentives will allow Ark Encounter to recoup 25 percent of its development costs by retaining the sales tax generated by the project. With the development costs of the park estimated at 150 million dollars, the incentives would amount to 37.5 million dollars over ten years." The religious theme park will feature a full-scale replica of Noah's Ark. Construction of the project is expected to be completed with private funds. Kentucky's House Bill 169 would, if enacted, allow teachers to "use, as permitted by the local school board, other instructional materials to help

students understand, analyze, critique, and review scientific theories in an objective manner." Dubbed the Kentucky Science Education and Intellectual Freedom Act, HB 169 was introduced in the Kentucky House of Representatives on 4 January 2011; the sole sponsor of the bill was Tim Moore (R-District 26). No particular scientific theories were cited in HB 169, but the bill is very similar to HB 397, which was sponsored by Moore in 2010. HB 169 died in committee on 9 March 2011. In April 2010, the Kentucky Science Education and Intellectual Freedom Act (House Bill 397) died in committee when the Kentucky legislature adjourned. The bill would have allowed teachers to use instructional materials to help students analyze and critique scientific theories including evolution, climate change, and human cloning. In May 2007, the \$27-million, privately funded Answers in Genesis Creation Museum opened in northern Kentucky, near Cincinnati. The 60,000-square-foot museum features science-mimicking exhibits that present the story of Biblical creation as literal truth. In January 2007, the Kentucky Board of Education discussed requisite qualifications for a new education commissioner, but did not include potential candidates' positions on intelligent design. On 9 January 2006, Governor Ernie Fletcher (R) advocated teaching intelligent design in his annual State of the Commonwealth address. Former Commissioner Gene Wilhoit later contradicted this message when he publicly voiced concerns that hiring someone who believes intelligent design should be taught in public schools would be a mistake. In December 2005, the Kentucky Academy of Science expressed its opposition to attempts to equate IDC with evolution.

LOUISIANA—On 26 May 2011, the Louisiana Senate Education Committee voted 5-1 to shelve Senate Bill 70, despite the overwhelming support from scientific and educational organizations around the state and across the country. If enacted, SB 70 would have repealed Louisiana Revised Statutes 17:285.1, which implemented the so-called Louisiana Science Education Act, passed and enacted in 2008. The targeted law calls on state and local education administrators to help to promote "critical thinking skills, logical analysis, and open and objective discussion of scientific theories being studied including, but not limited to, evolution, the origins of life, global warming, and human cloning;" these four topics were described as controversial in the original draft of the legislation. In December 2010, the Louisiana State Board of Elementary and Secondary Education advisory committee, made up of educators and lawmakers, voted 8-4 to recommend adoption of new biology textbooks that included evolution. The state Board

of Education followed suit and voted 8-2 to approve the high school textbooks. In November 2010, the Louisiana Family Forum announced that proposed high school biology textbooks do not comply with the Louisiana Science Education Act (LSEA). One of their complaints was that the textbooks failed to discuss "intelligent design." In 2009, the Louisiana Board of Elementary and Secondary Education adopted a policy about what supplementary materials are allowable under the LSEA. The policy no longer contains a provision that prohibits the use of material that teaches creationism or intelligent design. The LSEA (SB 733), formerly the Louisiana Academic Freedom Act (SB 561), passed the Louisiana Senate in April 2008, 27 years after the state passed its Balanced Treatment for Evolution-Science and Creation-Science Act, a law overturned by the Supreme Court in 1987. SB 733 was quietly signed into law by Governor Bobby Jindal (R) on 25 June 2008. Sponsored by State Senator Ben Nevers (D-District 12), the legislation seeks to create questions that do not exist around evolution and climate change. The statewide measure was modeled on a policy passed by the Ouachita Parish School Board in 2006. Before approval by the Senate Education Committee, the legislation was renamed, renumbered, and "sanitized" by removing "strengths and weaknesses" language and the list of specific scientific topics. Nevers later restored the list of topics—"biological evolution, the chemical origins of life, global warming, and human cloning"—to SB 733. In 2007, David Vitter (R), one of Louisiana's U.S. Senators, sought to secure a \$100,000 earmark in a federal appropriations bill for the Louisiana Family Forum (LFF) "to promote better science education." The LFF is a Christian group that opposes the teaching of evolution. A coalition of national organizations joined together to oppose the earmark. Senator Vitter ultimately withdrew his request in October 2007.

MICHIGAN—HB 6027, an "academic freedom" bill, was introduced in the Michigan House of Representatives on 30 April 2008. Science education advocates opposed HB 6027 because it was intended to create questions that do not exist around the issues of evolution and climate change. The bill was cosponsored by John Moolenaar (R-District 98), who previously cosponsored legislation that would have encouraged the teaching of "the design hypothesis as an explanation for the origin and diversity of life" in public-school science classes. An identical bill, SB 1361, was introduced in the state Senate in June; both measures died in committee. In October 2006, the State Board of Education approved "science content expectations" that require high-school students to explain the

process of evolution and its supporting scientific evidence.

MINNESOTA—On 20 May 2006, education legislation (SF 2994) passed the state House of Representatives and Senate. A provision in the original legislation that banned the Department of Education and school districts from "utilizing a nonscientifically based curriculum, such as intelligent design," was stricken from the final bill.

MISSISSIPPI—House Bill 586, introduced on 12 January 2010, would have required local school boards in Mississippi to include a lesson on human evolution at the beginning of their high school biology classes, but the lesson would have had to include "equal instruction from education materials that present scientifically sound arguments by protagonists and antagonists of the theory of evolution." The bill died in committee in February 2010. In January 2009, House Bill 25 was introduced in the House of Representatives. The bill would mandate that the state board of education require every textbook that discusses evolution to include a disclaimer describing evolution as a "controversial theory." The bill died in committee in February 2009. Legislation that would authorize local school boards to teach alternatives to evolution (HB 625) died in the House Education Committee on 30 January 2007. In April 2006, HB 214 was signed into law, which allows teachers to "answer questions from individual students on the origin of life." In January 2005, SB 2286 was introduced in the state Senate. The bill would have required public schools to teach IDC if they teach evolution; the legislative language was similar to a Louisiana measure that the U.S. Supreme Court found unconstitutional in the 1987 *Edwards v. Aguillard* case. SB 2286 died in committee.

MISSOURI—House Bill 195, introduced in the Missouri House of Representatives on 13 January 2011, is virtually identical to previously introduced legislation that would have required "critical thinking" about evolution. When the Missouri General Assembly adjourned on 13 May 2011, HB 195 died without receiving a hearing. Similar legislation (H.B. 1651) was introduced in 2010. That bill died without being assigned to committee. HB 656, introduced in January 2009, would have required state and local education administrators to permit teachers to "help students understand, analyze, critique and review in an objective manor the scientific strengths and scientific weaknesses of theories of biological and chemical evolution." The bill died before being assigned to a committee. HB 2554, an act "relating to teacher academic freedom to teach scientific evidence regarding evolution," died in May 2008 with the end of the legislative

session. Passed by the House of Representatives' Committee on Elementary and Secondary Education, the legislation used rhetoric from "academic freedom" legislation of other states. Representative Robert Wayne Cooper (R-District 155) introduced the legislation. In 2004, he sponsored HB 911 and HB 1722—legislation that would have permitted equal time for "intelligent design" in Missouri's schools.

MONTANA—HJR 21 and SJR 8 were introduced in the State Legislature in 2007. The resolutions would have supported the "separation of church and state and quality education." The resolutions died in committee. In 2004, a Darby, Montana, minister led an effort to pressure the local school board to adopt a policy that would support the teaching of nonscientific criticisms of evolution. The school board ultimately defeated the proposal by a 3-2 vote. School board members that supported the policy were not reelected.

NEVADA—The Secretary of State filed a "Truth in Science" initiative in February 2006, which called for a state constitutional amendment requiring that "strengths and weaknesses" of evolution be taught in public schools. The initiative was withdrawn in June 2006 because supporters were unable to garner the required 83,184 signatures to place the measure on the ballot.

NEW MEXICO—House Bill 302 was introduced in the New Mexico House of Representatives on 1 February 2011. The bill aims to require teachers to be allowed to inform students "about relevant scientific information regarding either the scientific strengths or scientific weaknesses" pertaining to "controversial" scientific topics; the bill would protect teachers from "reassignment, termination, discipline or other discrimination for doing so." The sole sponsor of HB 302 was Thomas A. Anderson (R-District 29); the legislation is similar to Senate Bill 433 from the 2009 legislative session. New Mexico's House Bill 302 died in committee on 19 March 2011, when the legislative session ended. In 2009, three antievolution bills were introduced in the state legislature, including Senate Bill (SB) 433. SB 433 would have required schools to allow teachers to inform students "about relevant scientific information regarding either the scientific strengths or scientific weaknesses pertaining to biological evolution or chemical evolution." It also would have protected teachers who chose to do so from potential consequences such as termination or reassignment. The bill died in committee when legislature adjourned in March 2009. In January 2007, four antievolution bills were introduced in the legislature. These proposals died at the end of the legislative session. HB 506 and SB 371, identical

legislation, would have allowed teachers to provide information about the strengths and weaknesses of evolution when teaching about "biological origins," encouraging students to come to their own conclusions. HJM 14 and SJM 9 would have required compliance with the above bills by the Public Education Department. On 10 April 2006, the Rio Rancho School Board voted to amend Science Policy 401, replacing language considered by some to promote teaching intelligent design with language directly from state science standards.

NEW YORK—In June 2006, AB 8036, an antievolution bill that would have required students to receive instruction in "all aspects of the controversy surrounding evolution," died in committee.

OHIO—John Freshwater's legal challenge to the decision to terminate his employment as a middle school science teacher in Mount Vernon, Ohio, failed on 5 October 2011, when a Knox County Common Pleas Court ruled against him. In February 2011, Freshwater filed a complaint with the Knox County Common Pleas Court asking the court for a reversal of the Mount Vernon school board's decision to terminate his teaching contract over charges that he displayed religious materials in class and burned religious symbols in the skin of some students. The Freshwater case also provoked a lawsuit, *Doe v. Mount Vernon Board of Education et al.*, which was settled in December 2010. The terms of the settlement include monetary retributions of almost half a million dollars to be paid to the family filing the lawsuit against Freshwater to cover "mental pain and other damages suffered" as well as attorney fees for the plaintiffs. In December 2008, the Cincinnati Zoo removed a controversial package ticket deal with the nearby Creation Museum (in Kentucky) after receiving criticism about the partnership. In February 2006, the Ohio Board of Education voted 11-4 to remove a 2004 "Critical Analysis of Evolution" lesson plan and a corresponding indicator from the state science standards. Scientists and educators actively opposed the lesson plan, contending it was a thinly disguised attempt to introduce IDC into the curriculum. In an effort to circumvent this decision, the "Framework for Teaching Controversial Issues" was introduced in July 2006 and was supported by several board members. However, in October 2006 the board voted 14-3 to end discussion of these proposed teacher guidelines. In November 2006, 5 of 11 elected positions on the board were on the ballot; pro-science candidates won four of those seats, including one formerly held by Deborah Owens-Fink, a vocal supporter of anti-science measures. Voters also elected Democrat Ted Strickland to be

governor. Strickland opposed the teaching of intelligent design in science classrooms.

OKLAHOMA—On 19 January 2011, Senate Bill 554 was introduced by Senator Josh Brecheen (R-District 6). Brecheen stated, "I have introduced legislation requiring every publically funded Oklahoma school to teach the debate of creation vs. evolution using the known science, even that which conflicts with Darwin's religion." SB 554 died in committee in February 2011. Another anti-evolution bill, HB 1551, was filed 7 February 2011 by Sally Kern (R-District 84). Entitled the "Scientific Education and Academic Freedom Act," SB 320 would, if enacted, require state and local educational authorities to "assist teachers to find more effective ways to present the science curriculum where it addresses scientific controversies" and permit teachers to "help students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories pertinent to the course being taught." The only topics specifically mentioned as controversial are "biological evolution, the chemical origins of life, global warming, and human cloning." The House Common Education Committee rejected HB 1551 on 22 February 2011. Two resolutions (HR 1014 and HR 1015) targeted the University of Oklahoma for inviting Richard Dawkins to speak on campus in March 2009. Both resolutions died after Dawkins spoke during the University's celebration of Darwin's 150th anniversary of his publication, "On the Origin of Species." The Scientific Education and Academic Freedom Act or Senate Bill 320, died in committee on 16 February 2009. It would have required state and local educational authorities to help teachers "find more effective ways to present scientific curriculum where it addresses scientific controversies." The only topics specifically mentioned as controversial were "biological evolution, the chemical origins of life, global warming, and human cloning." Although it died in the State Senate Rules Committee in April 2008, the Religious Viewpoints Antidiscrimination Act (HB 2211) was resurrected by its supporters in the form of a Senate amendment to HB 2633. The measure passed the House in May 2008 by a 70-28 vote and was sent to Governor Brad Henry (D). The governor vetoed the legislation. In April 2006, four antievolution bills died in committees, including HB 2107, The Academic Freedom Act, which passed the House in March 2006. HB 2107, HB 2526, HCR 1043, and SB 1959 were introduced in January and February 2006.

PENNSYLVANIA—In November 2006, Bob Casey (D) defeated incumbent Senator Rick Santorum (R), chairman of the Senate Republican

Conference and a powerful supporter of the intelligent design movement. Santorum was a member of the advisory board to the organization that defended the Dover school board in the 2005 *Kitzmiller v. Dover Area School District* case. The case began in October 2004 when the school board amended the district's science curriculum to authorize the use of an IDC textbook, and 11 local parents later filed a federal lawsuit. Following a no-jury trial in 2005, federal Judge John E. Jones III ruled that the district's inclusion of the IDC textbook in the science curriculum violated the Establishment Clause of the First Amendment of the Constitution. The ruling also declared that ID is not science, and "moreover intelligent design cannot uncouple itself from its creationist, and thus religious antecedents." On 8 November 2005, before Judge Jones's decision, eight antievolution members of the Dover school board who voted for the weakened science standards failed to win reelection.

SOUTH CAROLINA—Two antievolution bills, Senate Bill 873 and Senate Bill 875, died in committee on 10 June 2010. SB 875 was an "academic freedom" bill that would require educators to "help students understand, analyze, critique and review...the scientific strengths and weaknesses of existing scientific theories." SB 873 was unique in that it would have required the state board of education to "examine all curriculum in use in this state that purports to teach students about the origins of mankind to determine whether the curriculum maintains neutrality toward religion." In June 2006, the South Carolina Education Oversight Committee approved new science standards that included a "critical analysis" indicator in the evolution section. In August 2007, the antievolution standards approved by the State Board of Education in November 2005 went into effect. In June 2008, SB 1386—so-called academic freedom legislation aimed at undermining the teaching of evolution—died in the state Senate. Introduced in May 2008, the legislation singled out evolution as a controversial subject and encouraged critical analyses of its strengths and weaknesses. Its sponsor, Senator Michael Fair (R-District 6), previously spearheaded efforts to hinder the teaching of evolution in the state standards.

TENNESSEE—House Bill 368 was introduced on 9 February 2011, and aimed to require state and local educational authorities to "assist teachers to find effective ways to present the science curriculum as it addresses scientific controversies" and permit teachers to "help students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories covered

in the course being taught." The only examples provided of "controversial" theories are "biological evolution, the chemical origins of life, global warming, and human cloning." An identical bill, Senate Bill 893, was filed in the Tennessee Senate on 16 February 2011. Tennessee's House Bill 368 passed the House of Representatives on a 70-23 vote on 7 April 2011. Tennessee's Senate Bill 893 is on hold, almost certainly postponing any action until next year. In January 2007, Senator Raymond Finney (R-District 8) introduced SR.17, legislation that would have required the commissioner of education to justify the fact that creationism is not taught in the state's public schools. The measure died in the legislature.

TEXAS—House Bill 2454, introduced in the Texas House of Representatives on 8 March 2011, would, if enacted, provide, "An institution of higher education may not discriminate against or penalize in any manner, especially with regard to employment or academic support, a faculty member or student based on the faculty member's or student's conduct of research relating to the theory of intelligent design or other alternate theories of the origination and development of organisms." The sole sponsor of HB 2454 was Bill Zedler (R-District 96). When the Texas legislature adjourned, House Bill 2454 died without receiving a hearing. The former head of the Texas Education Agency, Christine Comer, lost her appeal regarding her former employer's neutrality policy on evolution and creationism. On 2 July 2010, the U.S. Court of Appeals for the Fifth Circuit upheld a lower court's decision that the education agency had the right to require its employees to be neutral when talking about evolution and creationism. In December 2007, Comer was pressured to resign from the Texas Education Agency after forwarding an e-mail about an upcoming talk by Barbara Forrest, coauthor of *Creationism's Trojan Horse*, a scholarly work that chronicles how creationist politics influence public school science curricula. In June 2010, the Institute for Creation Research (ICR) voted to close their graduate school after unsuccessfully seeking accreditation from the state for a master's degree in science education. In a lawsuit filed by the ICR to appeal the state's decision, a U.S. District Court ruled in favor of the state. On 2 March 2010, creationist Don McLeroy (R) lost his bid for reelection to the State Board of Education. McLeroy had served on the board since 1998. His nomination to chair the board was blocked by the Texas Senate in May 2009 over concerns about his support of creationism. In March 2009, the Texas state board of education voted to adopt a set of state science standards that contain a requirement that students examine "all sides of scientific evidence." The board also voted

to add or amend standards to encourage creationist claims about the age of the universe, complexity of the cell, and completeness of the fossil record. This outcome surprised some, as the board had dropped controversial language requiring that both the "strengths and weaknesses" of evolution be taught to students from their December 2008 draft standards. Two antievolution bills (HB 2800 and HB 4224) died in June 2009. HB 2800 would have allowed the Institute for Creation Research to offer a master's degree in science education even though the state denied ICR's request for certification in 2008. In June 2007, two bills troubling to evolution advocates were signed into law: HB 188, which changed the process by which textbooks are reviewed and adopted by public school districts or open-enrollment charter schools; and HB 3678, the Religious Viewpoint Anti-Discrimination Act. There is concern that HB 188 will permit nonscientific books to be incorporated into the biology curriculum as supplementary material. It appears that HB 3678 will allow students in science classes to offer religious and creationist explanations for natural phenomena in class work; further, it has served as a template for other "academic freedom" legislation in other states.

UTAH—In September 2005, the Utah State Board of Education called evolution "a major unifying concept in science and appropriately included in Utah's K–12 Science Core Curriculum."

WISCONSIN—In May 2006, AB 1143 died in the State General Assembly. This legislation would have instructed the state school board to ensure that material "presented as science within the school curriculum" is "testable as a scientific hypothesis and describes only natural processes," and is consistent with the National Academy of Sciences' definition of science. The legislation was intended to counteract actions that weakened evolution education, including the December 2004 Grantsburg School Board resolution that stated: "Students shall be able to explain the scientific strengths and weaknesses of evolutionary theory. This policy does not call for the teaching of creationism or intelligent design."

For more information

The American Institute of Biological Sciences (AIBS) Evolution Initiatives web page (www.aibs.org/public-policy/teaching_evolution.html) includes updates about current threats to evolution education and links to helpful AIBS resources for science education advocates. From this site you may also access the AIBS/National Center for Science Education State Evolution ListServ Network.