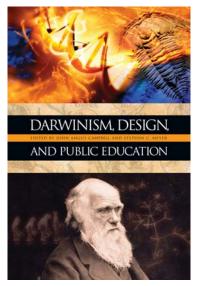
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John Angus Campbell is

Professor and Director of Graduate Studies in the Department of Communication at the University of Memphis.

Stephen C. Meyer earned his Ph.D. in the History and Philosophy of Science from Cambridge University. He is director and Senior Fellow of the Center for Science and Culture at the Discovery Institute in Seattle.



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1405 S. Harrison Rd. Suite 25

Phone: 517-355-9543 x 100 Fax: 800-678-2120 msupress@msu.edu www.msupress.msu.edu

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Darwinism, Design, and Public Education

Edited by John Angus Campbell and Stephen C. Meyer

From the Scopes Trial in 1925 through the action of the Kansas board of education, the teaching of evolution in public schools has been a flashpoint in American education. Although its implications are not yet fully evident, the advent of a modern scientific theory of intelligent design (ID), and a scholarly research community advancing this theory (the ID movement) has reenergized and is now redefining the character of this controversy. *Darwinism, Design, and Public Education* examines ID as a science, a philosophy, and a movement for educational reform. Central to all three aspects of ID is its claim that, if science education is to be other than state-sponsored propaganda, a clear and principled distinction must be drawn between empirical science and the materialist philosophy that drives contemporary Darwinian theories of origin and development.

CONTRIBUTORS

Michael J. Behe
David Berlinski
Walter Bradley
John Angus Campbell
Paul Chien
Celeste Condit
Mark DeForrest
William A. Dembski
David Depew
David K. DeWolf
Steve Fuller
Eugene Garver
Phillip E. Johnson
Michael Newton Keas
Donald Kennedy

Malcolm Lancaster
John Lyne
Stephen C. Meyer
Gordon C. Mills
Paul Nelson
Warren A. Nord
Massimo Pigliucci
Alvin Plantinga
William Provine
Marcus Ross
Michael Ruse
Bruce Weber
Jonathan Wells
Chandra Wickramsinghe

Brig Klyce

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