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*Truth in Science* is pleased to provide a complimentary review copy of the new UK edition of the textbook *Explore Evolution: The Arguments for and against Neo-Darwinism*. This textbook promotes enquiry-based learning, encouraging students to participate in the process of discovery, deliberation and argument that scientists use to form their theories.

The new textbook looks at seven areas of biology that are typically viewed as confirming the modern theory of evolution. These include fossil succession, anatomical homology, embryology, natural selection, and natural selection with mutation. For each area of study, *Explore Evolution* explains the evidence and arguments in support of Darwin's theory and then examines the evidence and arguments that lead some scientists to question the adequacy of Darwinian explanations. Each chapter concludes with a section called Further Debate that explores the current state of the discussion.

The textbook is ideally suited for use in the classroom and for teachers who wish to increase their understanding of the strengths and weaknesses of modern evolutionary theory. With detailed analyses and a balanced portrayal of various contrasting views, it offers an insight into how science works in the real world. The thoughtful student will be empowered to think more critically, recognising the difference between actual 'facts' and the 'spin' which may occasionally accompany their presentation. As a result, they will be better placed to reassess their own views - in short, trained how to think instead of simply being told what to think.

In recent years, successive UK Governments have sought to promote this approach in Science education throughout the curriculum. To accommodate this new emphasis, Examination Boards have rewritten their specifications at all key stages and a whole new raft of secondary and tertiary level textbooks have been published.

Moreover, teachers are required to explore the "moral, social, cultural and spiritual implications" of each topic [1]. This is nowhere more pressing than in the field of biological origins. In the debate over origins, students deserve to be allowed to explore the evidence for and against evolution in the science classroom, and this should include a consideration of the possibility that organised complexity is purposeful and the product of intelligent causation.

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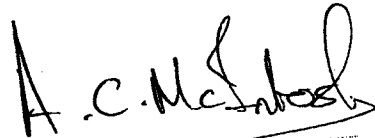
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The book is not primarily about geology, but uses classical geological timescales although there are other approaches [2-5]. *Explore Evolution* shows that even using the traditional gradual development hypothesis, the fossil evidence does not favour common evolutionary descent. There are many related current debates in physics, geology and chemistry relevant to the broader questions of origins: debates over the origin of the universe [6, 7], the age of the earth [2-5] and the origin of life [8, 9] itself. These have been deliberately left to one side.

It is our hope that a balanced and fair exploration of the evidence for and against Darwin's theory of evolution may inspire students to examine these other interesting areas, and think through the issues for themselves.

With this book, we also enclose a reply card to give the opportunity to request further copies of the textbook (if available) should anyone wish to use it in the classroom. Information may also be requested on other teaching aids including PowerPoint presentations and lesson plans. In addition, we are planning to hold regional teacher training seminars. Please use the reply card or, alternatively, please send an email requesting further information to: [info@truthinscience.org.uk](mailto:info@truthinscience.org.uk). Please also refer to the *Truth in Science* website: [www.truthinscience.org.uk](http://www.truthinscience.org.uk).

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Professor Andy C McIntosh  
on behalf of Truth in Science

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