



## Member Societies

The American Physiological Society

American Society for Biochemistry and Molecular Biology

American Society for Pharmacology and Experimental Therapeutics

American Society for Investigative Pathology

American Society for Nutrition

The American Association of Immunologists

American Association of Anatomists

The Protein Society

Society for Developmental Biology

American Peptide Society

Association of Biomolecular Resource Facilities

The American Society for Bone and Mineral Research

American Society for Clinical Investigation

Society for the Study of Reproduction

Teratology Society

The Endocrine Society

The American Society of Human Genetics

Society for Gynecologic Investigation

Environmental Mutagen Society

International Society for Computational Biology

American College of Sports Medicine

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## Federation of American Societies for Experimental Biology

---Quality Life Through Research---

January 14, 2008

Mr. Robert Scott  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701

Dear Mr. Scott:

The forced resignation of Chris Castillo Comer as Director of Science from the Texas Education Agency (TEA) is of great concern to the Federation of American Societies for Experimental Biology (FASEB) and its members. The TEA memorandum proposing disciplinary action states that by sending an email advertising a talk by an evolution-education proponent, Ms. Comer implied "that TEA endorses the speaker's position on a subject on which the agency must remain neutral."

It is unacceptable for the TEA to remain neutral on the topic of evolution. As an agency charged with providing leadership and guidance to Texas schools, the TEA has an obligation to safeguard science education. The TEA must ensure that evolution is included in the science curriculum and that Texas educators, including administrators like Ms. Comer, have the freedom to demonstrate their support for teaching this fundamental subject.

Evolution is not controversial within the scientific community. On the contrary, it is one of the most thoroughly documented and firmly supported phenomena in science. If students are to excel in genetics, ecology, immunology, anatomy and a host of other disciplines, they must have a firm grasp of evolutionary biology. Moreover, the study and application of evolutionary principles have made profound contributions to scientific and technological advancement, helping researchers to predict the spread of disease, understand the function of human genes, and protect and enhance our food supply. Removing evolution from the curriculum or minimizing its importance will impair the development of our future scientists and medical professionals.

On behalf of FASEB and the 80,000 scientists it represents, we encourage all educators to support evolution education and to

oppose efforts to introduce non-scientific or religious beliefs such as creationism and intelligent design into science curricula. We must stand in strong support of teachers, administrators, and school board members who are working to ensure that students are presented with accurate information about science. To do otherwise would impair students' critical thinking skills, their ability to differentiate scientific from non-scientific information, and their success in the 21<sup>st</sup> century workplace.

The issue of evolution education is so fundamental to biomedical science, that several of our member societies have joined us in this letter to emphasize their concern.

Sincerely,



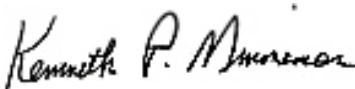
Robert E. Palazzo, Ph.D.  
President, Federation of American Societies for Experimental Biology



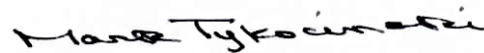
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President, American Society for Pharmacology and Experimental Therapeutics



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Olivera J. Finn, Ph.D.  
President, The American Association of Immunologists



Douglas M. Stocco, Ph.D.  
President, Society for the Study of Reproduction



Jay W. Fox, Ph.D.  
President, Association of Biomolecular Resource Facilities

cc: Don McElroy, Chair, Texas State Board of Education