



## LETTERS

Edited by Jennifer Sills

## Intelligent design endangers education

Proponents of creationism and the intelligent design (ID) hypothesis continue to undermine science education across the world (1). In the United States as of 2014, public or taxpayer-funded schools in 13 states and the District of Columbia were permitted to teach creationism alongside evolution (2). In Brazil, an Institute to advance the ID hypothesis was recently established with the support of a Brazilian private university and assistance of the U.S. Discovery Institute, which sponsors the ID movement (3). The inauguration of the new Institute was broadcast by one of the Brazilian television channels and was shared widely on the Internet (4). Meanwhile, Turkey has prohibited the teaching of evolution (5).

The global scientific community must work to ensure that only science is taught in science classrooms. American scientists, with strong support from American academic societies, have published articles and books pointing out the failures of ID and creationism and the risks of this type of approach in education (6–9). American science educators have sued in response to procreationism legislation (10). Action by scientists was also effective in South Korea. In 2012, creationists convinced publishers to remove examples of evolution from science textbooks. The outraged reaction from scientists led the government, with help from the Korean Academy of Science and Technology, to form a panel of scientific experts. Informed by the panel's conclusions, the government urged publishers to keep the examples in the textbooks (11).

The creationist movement is international, with coalitions in multiple countries and funding support that crosses geopolitical borders. The response of scientists and academic societies should be international as well. In an increasingly interconnected world, a scientifically educated population in any one country benefits us all. Scientists should speak out against the recent science education setbacks in Brazil and Turkey.

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Scientists should speak out against creationism and intelligent design in science classrooms.

## Scientists need social media influencers

Katy Perry has more than 100 million followers on Twitter. Meanwhile, celebrity scientist Neil deGrasse Tyson has only 8.7 million followers. Communicating with the public through social media is time-consuming, and most scientists are not trained for it. In fact, most of all scientists' Twitter followers are other scientists from their own discipline (1). We need inventive strategies to educate the public, particularly in critical fields such as climate change, biodiversity loss, and sustainability. Social media influencers—individuals with strong social and cultural impact over a broad audience, such as actors, singers, writers, supermodels, creators of popular YouTube videos, and athletes—can help to spread important messages of science.

For instance, scientists, environmentalists, and well-known nongovernmental organizations worked to convince Brazilian president Michael Temer not to sign a decree reducing the Amazon Protected Areas (2). They learned the president's decision only after Brazilian top model Gisele Bündchen asked him in a tweet to "say NO to reducing protection in the Amazon." Amid deep budget cuts to the Ministry of the Environment and a severe economic and political crisis, the president responded to her with a tweet saying that all changes in the decree would be rejected (3). In cases like this, extensive campaigns or scientific reports may substantially benefit from the high-profile backing or rebuke from a social media influencer.

If celebrities have the power to change what people eat and how people dress, why not leverage this influence to inspire people to embrace more rational and scientific-based attitudes? This strategy can benefit the celebrities as well as scientists and the public. For example, Gisele's tweet to the Brazilian president received much more attention (likes and retweets) than her other recent posts and was extensively covered by the Brazilian and international press (3, 4). By raising awareness for scientific causes and encouraging positive change, social media influencers could potentially broaden their audience.

As part of their public communication strategy, scientists should consider engaging with social media influencers, especially those who have indicated an

interest in promoting science. Scientists should propose a mutually beneficial partnership, in which they provide facts, findings, and arguments that can be used to accurately spread scientific messages, and those with social media followings spread the information to a wide audience. In a world of “alternative facts,” a powerful voice—or tweet—can help to improve the communication gap between scientists and the public.

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10.1126/science.aoa1990

## *Yachay’s promise*

In his News In Depth story “Turmoil imperils research university in Andes” (28 July, p. 340), E. Rodríguez Mega reported the frustrations of the recently dismissed administrators at Yachay Tech University in Ecuador. These administrators, as well as the rector (author C.C.-C.), all signed contracts indicating that they could be dismissed at any time. As members of the new leadership team, we write to express our confidence in the future of Yachay Tech University.

We are working to make Yachay Tech a world-class public research university that will help Ecuador to become a knowledge-based economy. Yachay is the first residential campus in the country. It is free to attend and has need-blind admissions. Each of its five schools consists of two departments, one concentrating on basic science and the other focusing on technology and engineering. All students receive common science, technology, engineering and mathematics training in the first 2 years and then 3 years of specialized instruction in English. We aim to hire only research-active faculty (100% with Ph.D. degrees) and to maintain a low student-to-faculty ratio that can support education through research from the undergraduate to postdoctoral levels (1).

In addition to our current programs,

we are developing subject Ph.D.s as well as interdisciplinary research programs in biodiversity, energy, nanotechnology, biomedicine, computational chemistry, physics, biology, geology, and high-performance computing (we currently use the only supercomputer in Ecuador). We are in the process of developing an ecosystem of innovation, driven by projects of critical importance to Ecuador and the Andean region, including a strong connection with the industry. The university is cooperating with several national research institutes in a joint effort to increase the concentration of researchers in the “city of knowledge” that is being built around the university (2).

The newly elected president of Ecuador, Lenin Moreno, has reiterated his commitment to the success of Yachay Tech University as an important project for the country (3), despite the economic challenges that the country is facing. We hereby express our commitment to continue creating a research-intensive university of the highest academic standards in collaboration with institutions from around the world.

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## TECHNICAL COMMENT ABSTRACTS

Comment on “Active sites for CO<sub>2</sub> hydrogenation to methanol on Cu/ZnO catalysts”

**Junji Nakamura, Tadahiro Fujitani, Sebastian Kuld, Stig Helveg, Ib Chorkendorff, Jens Sehested**

Kattel *et al.* (Reports, 24 March 2017, p. 1296) report that a zinc on copper surface undergoes oxidation to zinc oxide/copper (ZnO/Cu) during carbon dioxide (CO<sub>2</sub>) hydrogenation to methanol and conclude that the Cu-ZnO interface is the active site for methanol synthesis. Similar experiments conducted two decades ago by Fujitani and Nakamura *et al.* demonstrated that Zn is attached to formate rather than being fully oxidized.

Full text: [dx.doi.org/10.1126/science.aan8074](http://dx.doi.org/10.1126/science.aan8074)

Response to Comment on “Active sites for CO<sub>2</sub> hydrogenation to methanol on Cu/ZnO catalysts”

**Shyam Kattel, Pedro J. Ramírez, Jingguang G. Chen, José A. Rodriguez, Ping Liu**

In their Comment on our recent Report, Nakamura *et al.* argue that our x-ray photoelectron spectroscopy (XPS) analysis was affected by the presence of formate species on the catalyst surface. This argument is not valid because the reactant gases were evacuated at temperatures from 525 to 575 K, conditions under which formate is not stable on the catalyst surface. An analysis of the XPS results obtained after exposing zinc oxide/copper (111) [ZnO/Cu(111)] surfaces to hydrogen (H<sub>2</sub>) and mixtures of carbon dioxide (CO<sub>2</sub>)/H<sub>2</sub> show an absence of carbon (C) 1s signal, no asymmetries in the oxygen (O) 1s peak, and a Zn:O intensity close to 1:1. Thus, the most active phase of these catalysts contained a ZnO-Cu interface.

Full text: [dx.doi.org/10.1126/science.aan8210](http://dx.doi.org/10.1126/science.aan8210)

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## Scientists need social media influencers

Mauro Galetti and Raul Costa-Pereira

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