

**A+PEL 2005 Academic Freedom Survey  
August 2005**

**Results – October, 2005**

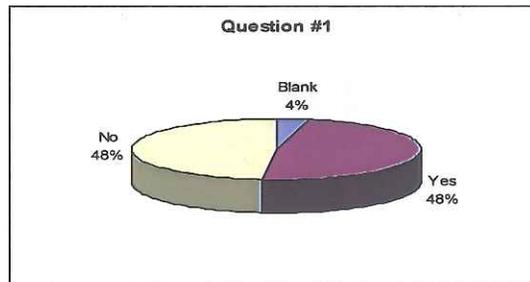
The issue of teachers' freedom to teach controversial subject matter has recently been discussed in the public square. For example, there is debate surrounding the teaching of sex education classes, teaching the Bible as History and Literature classes as a part of our national heritage, and in teaching the full range of scientific views regarding Darwin's evolution model. Some teachers confess that they are fearful of introducing such topics.

In briefly analyzing the results of the survey, questions 1, 4 and 6 deal with what a teacher knows about their legal rights to teach alternate material. At least half of the teachers do not really know what the law is and what their rights are. The 63% who do know what the No Child Left Behind Act says on the subject (#5) emphasizes this. The fact that 354% feel intimidated is significant and needs to be addressed. At the minimum teachers need to be updated on exactly what the law says. The results of #2 show that if those who are "not sure" and who did not answer are left out of the calculations then 72% believe that "More Darwin" should be taught--- meaning the full scope of the strengths of the theory, but the weakness of the theory should be taught as well.

This survey was mailed to approximately 6,000 professional A+PEL members. A+PEL received 277 responses. Respondents teach at all grade levels in every discipline.

1. **Are you concerned that teaching controversial material could affect your tenure, salary, promotions, or job security?**

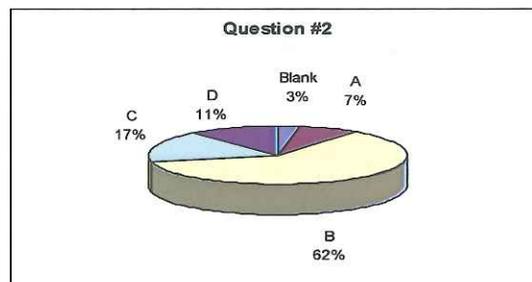
<b>Blank</b>	<b>10</b>	<b>/</b>	<b>4%</b>
<b>Yes</b>	<b>133</b>	<b>/</b>	<b>48%</b>
<b>No</b>	<b>134</b>	<b>/</b>	<b>48%</b>



2. **Which of the following two statements come closest to your own opinion?**

- A. **Biology teachers should teach only Darwin's model of evolution, and the scientific evidence that supports it.**  
 B. **Biology teachers should teach Darwin's model of evolution, but also the scientific evidence against it.**  
 C. **Neither**  
 D. **Not sure%**

<b>Blank</b>	<b>8</b>	<b>/</b>	<b>3</b>
<b>A</b>	<b>21</b>	<b>/</b>	<b>7%</b>
<b>B</b>	<b>173</b>	<b>/</b>	<b>62%</b>
<b>C</b>	<b>49</b>	<b>/</b>	<b>17%</b>
<b>D</b>	<b>32</b>	<b>/</b>	<b>11%</b>



3. Does the instructional material available to public school teachers in Louisiana help students critically evaluate the strengths and weaknesses of origins science, i.e. the beginning of life?

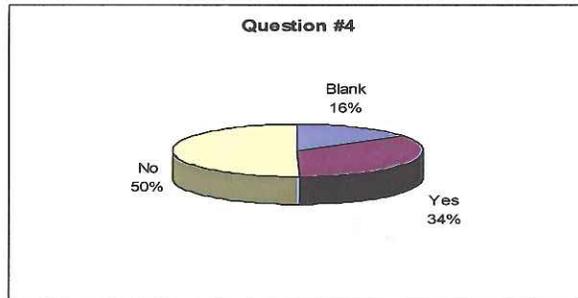
Answers: (sample)

- No (overwhelmingly most frequent answer)
- No, it allows only the Darwin theory to be discussed (which is one of the tenants of secular humanism which the Supreme Court has said is a religion. All public schools/textbook manufacturers should be sued by the ACLU for violating students' civil rights (?) my shoving secular humanism down students' throats. (But the ACLU is not what it claims to be.)
- Not at the elementary level.
- Absolutely not – it is confusing as to how much in-depth you should go.
- Not centered on education.
- No, it does not because it is biased.
- Religion beliefs belong in church teaching or in philosophy/religion classes. Science is science.

Yes (9 respondents of 231 answers)

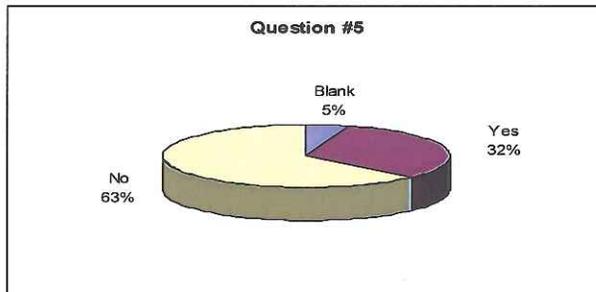
4. In examining the question of origins and the model of evolution, do you feel legally confident and free to teach alternative models and to critically examine every side of this controversial issue?

Blank	44	/	16%
Yes	93	/	34%
No	139	/	50%



5. Are you aware that the *No Child Left Behind Act Conference Report* encourages schools to present the "full range of scientific views" on controversial topics in science education (such as biological evolution)?

Blank	13	/	5%
Yes	89	/	32%
No	174	/	63%



6. Do you feel intimidated regarding the teaching of the controversy surrounding origins.?

Blank	29	/	10%
Yes	96	/	35%
No	174	/	55%

