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*Rescinds Policy Number: IKB**Issued: 2/28/79*

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The presentation and discussion of controversial issues in the classroom should be on an informative basis. The teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues until the students have had the opportunity to find, collect, and assemble factual material on the subject; to interpret the data without prejudice; to reconsider assumptions and claims and to reach their own conclusions. By refraining from expressing personal views before and during the period of research and study, the teacher is encouraging students to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, weighed, and relationships seen before drawing inferences or conclusions, is among the most valuable outcomes of a free educational system.

The policy can best be described by listing three basic rights of the student:

1. The right to study controversial issues which have political, economic, or social significance on which, at his/her level, he/she should begin to have an opinion;
2. The right to study under competent instruction in an atmosphere free from bias and prejudice;
3. The right of access to all relevant information freely available in the school or public libraries.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and unacceptable. The teacher's attitude should be that of the true scholar which is truth-seeking, open-minded, and tolerant.

Before launching a class in the study of an obviously controversial topic, a teacher shall discuss with the principal: (1) its appropriateness to the course, (2) its appropriateness for the maturity of the students, (3) the approach to instruction, and (4) the teaching materials to be used. The principal must approve the instruction on all counts in line with the statements above on teaching controversial issues.

4. In handling a controversial issue the teacher shall not suppress a student's view on that issue as long as the expression of that view is not derogatory, malicious, or abusive toward other students' views. One student shall not be permitted to dominate the discussion. In handling controversial issues in the classroom, both teachers and students shall be encouraged to keep the problem-solving attitude in mind; rather than determining what is right and what is wrong in certain issues. Students shall be encouraged to come to their own conclusions after independent inquiry.