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The Honorable Bill Haslam
Governor of Tennessee
1st Floor, State Capitol
Nashville, TN
37243

Dear Governor Haslam,

On behalf of our members and the students of Tennessee, the National Association of Biology Teacher (NABT) would like to express its opposition to House Bill 368 and Senate Bill 893 currently being considered by your state. We feel that the wording of this legislation clearly allows non-scientific explanations for topics such as biological evolution, the chemical origins of life, global warming and human cloning to be introduced into the science classroom.

The language of the bills specifically state that these subjects can "cause controversy" or "debate or disputation" and teachers should be "permitted to help students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of existing scientific theories in the course being taught."

NABT is confident that the teachers of Tennessee are already helping their "students understand, analyze, critique, and review" the scientific concepts that are being introduced into the classroom. It is also the position of NABT and our members that "biological evolution must be presented in the same way that it is understood within the scientific community: as a well-accepted principle that provides the foundation to understanding the natural world."

Concepts like evolution and climate change should not be misrepresented as controversial or needing of special evaluation. Instead, they should be presented as scientific explanations for events and processes that are supported by experimentation, logical analysis, and evidence-based revision based on detectable and measurable data.

We respectfully request that you reject HB 368 and SB 893 in support of science education that imparts to students an understanding of science based on the key components of the scientific method and content agreed upon by scientists and professional educators. As an organization dedicated to biology education, we are confident that students of your state are best served when curriculum reflects these issues appropriately and maintains scientific integrity in the science classroom.

Thank you for your consideration,

Jaclyn Reeves-Pepin
Executive Director