

Hall of the House of Representatives
85th General Assembly - Regular Session, 2005
Amendment Form

Subtitle of House Bill No. 2607

"AN ACT CONCERNING THE ESTABLISHMENT OF INTELLIGENT DESIGN."

Amendment No. 1 to House Bill No. 2607.

Amend House Bill No. 2607 as originally introduced:

Delete the Title and substitute the following:

"AN ACT CONCERNING INTELLIGENT DESIGN; PERMITTING THE TEACHING OF THE THEORY OF INTELLIGENT DESIGN IN PUBLIC SCHOOLS; AND FOR OTHER PURPOSES."

AND

Delete the Subtitle and substitute the following:

"AN ACT CONCERNING INTELLIGENT DESIGN AND PERMITTING THE TEACHING OF THE THEORY OF INTELLIGENT DESIGN IN PUBLIC SCHOOLS."

AND

Delete everything after the Enacting Clause and substitute the following:

"SECTION 1. Arkansas Code Title 6, Chapter 16, is amended to add an additional subchapter to read as follows:

6-16-1301. Findings.

The General Assembly finds that:

(1) The teaching of the theory of intelligent design does not require attributing the creation of the world or it's creatures to any god or gods;

(2) The teaching of the theory of intelligent design does not respect the establishment of any theistic religion any more than the teaching of evolutionary theory respects the establishment of the religions of secular humanism or scientific naturalism;

(3) Science should be taught in the spirit of free inquiry, including the discussion of the pros and cons of theories of origins;

(4) When topics are taught that may generate controversy, such as biological evolution, the curriculum should help students to understand the full range of scientific views that exist; and

(5) The prohibition of teaching alternative scientific theories is the cruelest and most abusive form of censorship because it prevents the very debate necessary for the scientific proof or disproof of competing theory.



6-16-1302. Definitions.

(a) As used in this subchapter “theory of intelligent design” means the scientific theory that holds that certain features of the universe and of living things are best explained by an intelligent cause and not by an undirected process such as natural selection.

(b) The theory of intelligent design:

(1) Does not claim that science can determine the identity of the intelligent cause, nor does it claim that the intelligent cause must be a divine being or a higher power or an all-powerful force;

(2) Proposes that science can identify whether certain features of the natural world are the products of intelligence;

(3) Asserts that objectivity will lead not only to good origins science, but also to constitutional neutrality in this subjective, historical science that unavoidably impacts religion; and

(4) Promotes the scientific evidence of intelligent design, because proper consideration of that evidence is necessary to achieve not only scientific objectivity but also constitutional neutrality.

6-16-1303. Theory of intelligent design.

(a) The Department of Education shall include in the educational frameworks provisions for teaching the theory of intelligent design as a parallel to evolutionary theory in such a way as to not violate the establishment clause of the first amendment to the United States Constitution.

(b) The teachers of Arkansas may include, and are encouraged to include, in their lesson plans instruction on the theory of intelligent design as a parallel to evolutionary theory in such a manner as established by the educational frameworks.”

The Amendment was read _____

By: Representative M. Martin
JDF/CDS - 03-09-2005 13:38
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Chief Clerk