

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

1 State of Arkansas
2 85th General Assembly
3 Regular Session, 2005
4

As Engrossed: H3/10/05

A Bill

HOUSE BILL 2607

5 By: Representative M. Martin
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For An Act To Be Entitled

9 AN ACT CONCERNING INTELLIGENT DESIGN; PERMITTING
10 THE TEACHING OF THE THEORY OF INTELLIGENT DESIGN
11 IN PUBLIC SCHOOLS; AND FOR OTHER PURPOSES.
12

Subtitle

13 AN ACT CONCERNING INTELLIGENT DESIGN AND
14 PERMITTING THE TEACHING OF THE THEORY OF
15 INTELLIGENT DESIGN IN PUBLIC SCHOOLS.
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19 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
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21 SECTION 1. Arkansas Code Title 6, Chapter 16, is amended to add an
22 additional subchapter to read as follows:

23 6-16-1301. Findings.

24 The General Assembly finds that:

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

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

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

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



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

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6 6-16-1302. Definitions.

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

11 (b) The theory of intelligent design:

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

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

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

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

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24 6-16-1303. Theory of intelligent design.

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

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

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35 /s/ M. Martin
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