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[House Bill 1651](#) [4], introduced in the Missouri House of Representatives on January 13, 2010, and not yet referred to a committee, is apparently the second antievolution bill of 2010. The bill would, if enacted, call on state and local education administrators to "endeavor to create an environment within public elementary and secondary schools that encourages students to explore scientific questions, learn about scientific evidence, develop critical thinking skills, and respond appropriately and respectfully to differences of opinion about controversial issues, including biological and chemical evolution" and to "endeavor to assist teachers to find more effective ways to present the science curriculum where it addresses scientific controversies." "Toward this end," the bill continues, "teachers shall be permitted to help students understand, analyze, critique, and review in an objective manner the scientific strengths and scientific weaknesses of the theory of biological and hypotheses of chemical evolution."

The chief sponsor of HB 1651 is Robert Wayne Cooper (R-District 155), joined by ten co-sponsors. Cooper was the sponsor of numerous failed antievolution bills in the past in [Missouri](#) [5]. In 2009, he introduced HB 656, which is identical to 2010's HB 1651. In 2008, he introduced the similar HB 2554. In 2006, he introduced HB 1266, which if enacted would have required that "If a theory or hypothesis of biological origins is taught, a critical analysis of such theory or hypothesis shall be taught in a substantive amount." In 2004, he introduced two bills, HB 911 and HB 1722, that called for equal time for "intelligent design" in Missouri's public schools. HB 911 moreover contained idiosyncratic definitions of various scientific and philosophical terms as well as the draconian provision, "Willful neglect of any elementary or secondary school superintendent, principal, or teacher to observe and carry out the requirements of this section shall be cause for termination of his or her contract."

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