

Dear Chairman Beard and honorable members of the Senate Education Committee,

Re: SB 2355 re: including Intelligent Design in science classes. I thank you for introducing this bill.

Having read through a number of the written testimonies; it appears evident that the term "Intelligent Design" needs to be much more clearly understood - as most of the testimony seems to assume that this bill automatically means teaching a religious doctrine of creation by God in the science classrooms - and if this were all that it was, without scientific evidence being shown and studied, then I too would be in opposition to this bill.

However, as I understand the bill, what is being called for is the full scientific evidence that supports the observational science of the clearly "intelligent design" in all life forms - which cannot be adequately explained by the "scientific method". By this I mean that while minor genetic variations (sometimes referred to as "micro-evolution") are observable by the scientific method; neither "abiogenesis" (the origin of life from non-life), nor large-scale evolution occurring at the level of species and above (sometimes referred to as "macro-evolution") can be supported by the scientific method itself - and therefore, whenever and wherever these are taught, they should be taught as a theory of "historical science" - rather than as a scientific fact, as is often the case.

Several testimonies suggested that students would be harmed by the teaching of "intelligent design"; however, when properly defined and understood, I am of the conviction that NOT including this clearly observable scientific information is the greater harm to both full disclosure of scientific information, and for full inquiry and critical thinking by students - limiting students to an "abiogenesis"-only explanation for origins, and a "large scale evolution"-only explanation for the full variety of life forms observed. Again, neither of these are supported by the scientific method itself.

As for the conclusions that students may reach upon considering a much fuller scientific treatment of observable intelligent design; that is where critical thinking opportunities come in.

While there are many resources to support my above comments - many of them being from scientists holding their degrees in the very scientific disciplines being discussed here - I would suggest the documentary: "*DISMANTLED: A Scientific Deconstruction of Theory of Evolution*" as a good place to start. Though this resource is probably coming too late to be viewed prior to the Education Committee hearing on SB 2355 on the morning of February 12th, I strongly invite those interested in this topic of life's origins and development in general, and intelligent design in particular, to watch this fascinating new documentary produced by scientists who do peer reviewed research. You may view it for free by clicking on:

<https://www.youtube.com/watch?v=fjh7SE1nW-o>

Thank you for considering this point of view.

Ken Koehler
West Fargo, ND
dcekkoehler@outlook.com
701-429-3092