

Dwyer, Mike A.

From: Dwyer, Mike A.
Sent: Wednesday, February 12, 2025 8:21 AM
To: Dwyer, Mike A.
Subject: FW:

TESTIMONY ON SB 2355
SENATOR MICHAEL DWYER, DISTRICT 47

UNLOCKING THE MYSTERIES OF LIFE

1. Where Did We Come From
2. How Did We Get Here
3. How Am I To Live

SCIENCE: THE SEARCH FOR TRUTH

1. What are the biology professors at the University of Jamestown afraid of? Are they afraid that what they believe science tells them may not be complete, and they don't want to look further, because it might alter the conclusion they currently have?
2. What are other opponents of this bill afraid of? Are they afraid that presenting more than just one theory regarding the origin of life might lead to there being a God involved in all this, and that is consistent with their world view?
3. I would submit to you that this bill has nothing to do with religion, but everything to do with continuing the search for truth, and giving our students the ability to understand and learn more than just one theory based on science.

"Biologists must constantly keep in mind that what they see was not designed, but evolved."
Francis Crick, Nobel Laureate, DNA Research

TWO QUESTIONS IN BIOLOGY

1. How Do We Get New Living Forms from Life That Already Exists
2. How Did Life Originate in the First Place (How did we go from nothing to something)
 - a. You need the stuff to make something out of
 - b. You need to come up with how all that stuff was going to come together
 - c. Do it in a way that is organized and makes sense

FINE TUNED UNIVERSE

1. The existence of our entire universe and everything in it comes down to about 30 numbers: Physicists call these the physical constants
2. Fixed values of a fundamental physical condition we find in our universe
3. Examples are Gravitational Constant, Expansion Rate of the Universe, Mass of a Proton,

Electromagnetic Force

4. If the numbers, force, size, were any different than they are, physicists agree there would be no life as we know it.
5. Physicists seem to agree either these numbers were set by a super intellect, or they occurred by a trillions of different universes that we don't know exist

GOOGLE V DNA

1. It takes about two billion lines of unique handwritten code by over 25,000 engineers and a vast empire of computers and data centers over the entire globe to run google
2. It takes over 3 billion letters of unique genetic code arranged in a precise specific manner written inside a cell weighing less than a few thousand millionths of a gram to run a far more superior system (a person) than all of google.
3. Did the google code evolve by accident?
4. Does science tell us how the DNA code evolved by accident from nothing?

THEORIES

1. The Origin of Species: By Means of Natural Selection, 1851 by Charles Darwin. (Darwin's Black Box, Dr. Michael J. Behe, Biochemist)(Evolution has gaps when it comes to the origins of life, or why we, at some point, became thinking, speaking, writing, art-making, imagining, loving, reflecting, self-aware, reasonable creatures.)(If it could be demonstrated that any complex organ existed which could not possibly have been formed by numerous, successive slight modifications, my theory would absolutely break down.) Charles Darwin
2. Biochemical Predestination: The Biochemical Challenge to Evolution: Chemical Properties of Amino Acids Provide the Proper Assembly of Proteins (Could Amino Acids Order Themselves Into Proteins Without Instruction? Where Do Genetic Instructions Come From?)
3. Intelligent Design: Life and Intelligence and the ability to think and love, comes from something that already had life and intelligence and thinks and loves.

SCIENTISTS: Dr. Stephen Jay Gould "professionally trained scientists, virtually to a person, understand the factual basis of evolution, and don't dispute it."

1. Dr. Phillip Johnson, University of California, Berkeley
2. George Lemaitre, Belgian Astronomer
3. Dr. Paul Nelson, Professor of Biology,
4. Dr Dean Kenyon, Professor of Biology, San Francisco University
5. Dr Stephen C. Meyer, Philosopher of Science, Discovery Institute
6. Dr Michael J. Behe, Biochemist, Lehigh University, Author, Darwin's Black Box
7. Jed Macosko, Molecular Biologist, University of California
8. Jonathon Wells, Biologist
9. William Dembski, Mathematician, Baylor University
10. Jeremy Walter, Ph.D. Mechanical Engineering, Applied Research, Pennsylvania U.
11. Dr. John K. G. Kramer, Research Scientist, Ph.D. In Biochemistry, U of Minn
12. Dr. Henry Zuill, Professor of Biology, Ph.D. In Biology, Loma Linda University
13. Dr. Keith H. Wanser, Ph.D, Condensed Matter Physics, University of California
14. Dr. Timothy Standish, Ph.D. In Biology, George Mason University
15. Dr. James Allen, Ph.D in genetics, University of Edinburgh, Scotland

16. Dr. Dwain I. Ford, Ph.D in chemistry, Clark University, National Science Foundation
17. Dr. John M. Cimballa, Ph.D. in Aeronautics, California Institute of Technology
18. Dr. Edward A. Boudreaux, Ph.D. in Chemistry, Tulane University
19. Dr. E. Theo. Agard, Ph.D in Physics, University of Toronto
20. Dr. Arthur Jones, Ph.D. Biology, University of Birmingham, England
21. Dr. George F. Howe, Ph.D. Botany, Ohio State University: "Upon realizing that DNA carries precise information regarding most aspects of plant life.....How did the original DNA come to possess these intricate instructions.....That is a question science cannot answer."

COMPLEXITIES OF LIFE

1. Molecules: The Parts Necessary for Life, and the Proper Assembly (DNA, which stores the cells master plan, RNA, which transports a copy of the needed Information contained in the DNA to the protein assembly station, to assemble the proteins, which make up everything from the ribosomes to the enzymes)
2. Molecular Flagellum: Molecular machines which order the assembly of proteins needed for cells to survive. Co-dependence of cellular machinery and DNA.
3. Irreducible complexities: The string of the DNA of one cell is much smaller than the head of a pin, but contains enough information to fill 1000 books, each containing 1000 pages of text.
4. Energy, matter, and information.
5. All matter originates and exists only by virtue of a force which brings the particle of an atom to vibration and holds this most minute solar system of the atom together. We must assume behind this force the existence of a conscience and intelligent mind. This mind is the matrix of all matter.

CONCLUSION

Science continues to provide new information, specifically that information (DNA) is necessary to instruct the machinery to assemble everything needed for all cells, and life itself. Scientists were once labeled as kooks who concluded that intelligent design had to be how life itself began. But more and more, many scientists are concluding that the information required for creation of life leaves the unmistakable outcome must be intelligent design. To not include this information as part of North Dakota's science content standards is a disservice to North Dakota's students.

LITIGATION

The Litigation mentioned by many of the testimonies in opposition to this bill had a different set of facts. In that case, Intelligent Design was directed to replace the teaching of evolution. In this case, it is simply requested to include this information as part of the science content standards, along with evolution. Critical thinking, in education, behooves us to thoughtfully include this information for our students.

SCIENCE CONTENT STANDARDS WRITING COMMITTEE

The DPI can correct me if I am wrong, but the writing committee for any discipline, including the science content standard, includes over 30 people from various science disciplines. Regarding the teaching of theories for the origin of life, a consensus will need to be developed that has the acceptance and approval of the committee. All theories should be included for instruction.

AMENDMENT

I offer an amendment that seeks to address an issue brought to me by the DPI. By simply requesting that this information be included in the next re-write of the science content standards, the federal portion of funding for this effort will not be jeopardized. You may need to hear from DPI and work with them to achieve the correct outcome. I believe the amendment achieves the same intent as the original bill, but preserves the federal funding. If we are lucky, federal support for education will come in the form of block grants, allowing each state to proceed with education in the manner that provides the best outcome for its students. Thank you.