

Intelligent Design

We continually hear the evolutionists' strong protest against the teaching of *intelligent design* in our schools, as an explanation for the origin of the cosmos (world). Incidentally, the word cosmos, itself, means an orderly arrangement. The dictionary defines cosmos as "the world or universe; an embodiment of order and harmony (as distinguished from *chaos*). A complete and harmonious system." This sounds like *intelligent* design to me.

The opposite of *intelligent* design is *unintelligent* design. The term *intelligent design* is redundant or superfluous. The word design itself necessarily implies the adjective *intelligent*. The dictionary definition of design is: 1. to prepare the preliminary sketch or the plans for (a work to be executed). 2. to plan and fashion artistically or skillfully. 3. to form or conceive in the mind; contrive; plan: *he is designing a plan to enlarge his garden*. 4. to assign in thought or intention; purpose: *he is designing that his son shall help him in the garden*."

The Reader's Digest thesaurus, The Family Word Finder, gives the following synonyms to the word design in its various usages: "plan, conceive, fashion, devise; draw, draft, sketch; draw up plans for; intend, destine, set up; drawing, outline, blueprint, diagram; project, intention, purpose, goal, target, objective, end, aim; scheme, plot; intrigue." All of these terms necessarily imply intelligence. All designs are intelligent, whether for good or bad. No design ever came from unintelligence. Paradoxically, the very arguments *designed* against *intelligent design* show *intelligence*. They are very wrong and detrimental, but none the less, it took intelligence to originate them.

The evolutionists insist that the teaching of intelligent design has no place in the classroom alongside science. The fact of the matter is there could be no such thing as science apart from *design*.

The dictionary definition of science is: 1. a branch of knowledge or study dealing with a body of facts or truths systematically arranged and showing the operation of general laws: the mathematical sciences. 2. systematical knowledge of the physical or material world. 3. systematized knowledge in general. 4. knowledge, as of facts or principles; knowledge gained by systematic study. 5. a particular branch of knowledge. 6. skill; proficiency."

Lay all of this alongside the definition and synonyms for *intelligent design*, as given earlier, and see if they do not coincide. So, without *intelligent design* there could be no *science*.

We wonder how many graduate degrees it took to conclude that intelligent design and science are incompatible. Or that there is any such thing other than intelligent design. Any junior high student could understand this if he took time to think about it.

The Bible was written for all people, from little children to the greatest intellectuals. Little two or three-year-olds can learn very important, valuable and essential foundations-for-life lessons from the Bible if their parents would read it to them. Parents could save themselves from a multitude of teenage problems if they would read the Bible to their children and also model these lessons in their own lives. Consider what all of these combined parental efforts would mean to our whole society!

Not only does the Bible catch the attention of youngsters and instruct them, but it also challenges the greatest minds in the world. Regardless of how bright or how well educated we are, we still must confess that we cannot comprehend everything in it. This is one of the powerful evidences that it did not originate in the minds of men. It gives information beyond the abilities of any man. It gives information about the origin of the universe before any man was around to observe – or *design* it! It gives information about eternity, from which no man has returned to inform us. It gives instruction about the ideals for man's behavior, far beyond any man's ability to fully attain, let alone originate.

Anyone in the world, from the age of accountability, which varies from child to child, but probably from about age ten or so, can understand what the Bible says about becoming a Christian, as well as the elementary things about how to live as a Christian. Anything we need to know as a requirement to be saved and get to heaven is very understandable. This is not to say that the more advanced things of the Bible, the meat of the word (1 Corinthians 3:1-2), are not valuable or essential for our spiritual development. They certainly are. But if our life ends in the early stages of that development we can still be saved. This is all an evidence of *intelligent design* – God's *intelligent design* – and it does not support evolution!

Disclaimers removed

The Leader, July 13, 2005, reports that the Beebe (AR) School Board has voted 3-2 to remove the disclaimer stickers from the front of the fourth grade through twelfth grade science books. They have to do with the insistence that the intelligent design view of the origin of the universe be taught as well as the evolutionary view. The ACLU is objecting to such stickers all over the country, because they say it is combining church and state. The ACLU knows it has the upper hand financially because the schools do not have the money nor the time to battle them in court.

The three board members who voted to remove the stickers said "they didn't want school teachers educating their children about religious matters." This is a very mistaken and shortsighted view. The universe exists. This is a fact and how it got here ought to be of interest to all, whether or not they claim to be religious.

No one was around to observe how it happened, so there is no firsthand information. That being true, there is no secondary information available, that is, information gathered from eye-witnesses.

The origin of the universe is not a scientific subject, because it cannot be reproduced in a laboratory. There is no way of checking it out. The only possible alternative to organic evolution is intelligent design. Why are the evolutionists so fearful of an alternative possibility being presented? If their view is so certain, why should they care what anyone else says? Those who believe in intelligent design do not fear the presentation of the evolutionary view.

To say that the universe displays evidence of intelligent design is hardly teaching religion. It comes as near being science as saying that it just happened, with no direction. However, neither fits the criteria of the requirements for being science. The only thing that can be said in that regard is, which view fits better with what has been learned in scientific studies?

Are the evolutionists afraid to let people make up their own minds, after hearing what both views are? Those who believe in intelligent design have no such fear. They would not say they don't want teachers presenting the evolutionary view. Let them present it all they want to as long as they also accurately present the intelligent design view. Their vehement opposition to having the intelligent design view presented, along with the evolutionary view, is a dead giveaway that they are fearful of their position. To say the least, it lacks honesty and objectivity.

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