

## **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 as an embodiment of order and harmony (as distinguished from *chaos*). A complete and harmonious system." This has to be intelligent design.

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 that if there were no *design* in the universe there could be no such thing as science.

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. –Lowell E. McCoy

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