

INTELLIGENT DESIGN REFUTES EVOLUTION

by Mary E. Traeger, CWA of MO media coordinator

For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities, all things were created by him and for him. He is before all things, and in him all things hold together. (Colossians 1:16-17)

I was never indoctrinated with the scientific fables of evolution that public school students are subjected to today. Thankfully, many are beginning to see the flaws inherent in the Evolution Theory. Some scientists openly disagree with the scientific community's practice of limiting scientific knowledge, and argue that science standards should allow teachers to discuss the logical explanations of science rather than only the natural ones. In real science, there is much more to know than what students currently are permitted to be taught.

As one looks closely at what Charles Darwin believed about the origins of life, its deficiencies become apparent. It is not possible to prove Darwin's theory of origins as there are too many missing pieces and it is not possible to scientifically recreate evolution in a laboratory. Yet, students are being taught the theory of evolution as if it were fact and they are being deprived of an education in which they are exposed to differing ideas about the origins of life.

Dr. Michael Behe, professor of biology at Pennsylvania's Lehigh University, proves the fallacy in Darwin's theory. In his book, *Darwin's Black Box*, Behe illustrates that an interdependent system such as a mousetrap needs all components interlacing in order to function as a mousetrap. If only one component is changed, the entire system would cease to function. Living things do not change one piece at a time in isolation, as Darwin's theory would have you believe; whether a single cell or an entire organ, each system has many interdependent components.

The Intelligent Design Theory (ID), on the other hand, simply uses scientific findings to provide evidence of design in the natural world. According to a Zogby poll, 71 percent of the public favors allowing teachers to acknowledge the scientific controversy surrounding the origins of life. Proponents of ID say that, for now, they merely want to teach that the Theory of Evolution has problems and gaps in its evidence. They want the scientific community to acknowledge valid criticism of Darwinism.

President Bush was recently asked a question by a reporter about whether Intelligent Design should be taught in public school science curriculums. The President replied, "You're asking me whether or not people ought to be exposed to different ideas, and the answer is 'yes'." His generic statement on teaching ID theory in public school has led to a deluge of talk shows, articles, and editorials on the topic. The President's endorsement of "academic freedom" created a secular firestorm of academic and scientific disapproval. The liberal media jumped into the frenzy. *The Washington Post* suggested that the President was "indulging in quackery" for political gain. The *Los Angeles Times* called his comment "one more example of the extreme right's attempt to create a Taliban-like society." The pro-evolutionist proponents in the liberal press certainly over-reacted to the President's reasonable statement.

The fact is that more and more credentialed scientists are questioning Darwinian evolution because of the holes in it; holes that Darwinists are not willing to discuss. They are averse to discussing any other theory of the origins of life because it would then make debating evolution legitimate. They say that Darwin's theory is a "matter of science, not a matter of faith." But what takes more faith to believe: a theory that all living matter somehow, some place in time, came up from primordial ooze, or to realize from the complexity of created matter that there must be an Intelligent Designer?

Open-mindedness, critical thinking and careful study should be the badge of scientists. Unfortunately, today in the public schools, this is not the case. The ingeniousness behind the Darwinist public school evolution curriculum is to ridicule Creationism and the Christian faith. Chuck Colson writes in *How Now Shall We Live*, "Creation is the first element of the Christian worldview, the foundation on which everything else is built. It is the basis of human dignity, for our origin tells us who we are, why we are here, and how we should treat one another." Darwin's Theory of Evolution can answer none of these fundamental human questions.

TAKE ACTION: The theory of evolution is being taught as fact in science classrooms in our public schools. Attempts to teach evolution as a theory and not fact have encountered great resistance in the public schools. Write a letter to the editor of your local newspaper refuting the opposition to Intelligent Design and in support of teaching evolution only as a theory. Write a letter to your state legislators and ask them to sponsor legislation giving the option of teaching other theories of the origins of life, like Intelligent Design.

PRAISE: God for the wisdom He has given researchers to discover His hand in our world. Pray for the doors of local public school science departments to be opened to admit Intelligent Design scientific research material for students to use and learn.

TALK: As parents, take an active part in the debate about God's Role in Modern Science. Supplement what your children are learning about origins of life in their science classes. Explain to them biblical creation and God's design for every living thing.