

The Good News

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The Advance of Macro-Evolution

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Way back in 2007, the Kansas State Board of They fail to remember that at one time, "scientific Education adopted educational guidelines which consensus" was convinced the world was flat, and remove all references to intelligent design, according even killed men who dared say that the world was not to an article from the Associated Press on Feb. 14, the center of the universe. This "consensus" did not advocates of "intelligent design," who had helped write now we know that the universe was formed from a reads. Apparently, Kansas was the exception to the evolution AND intelligent design. Most states reflect more than "consensus" to patch. the "mainstream scientific views" in that they teach evolution in Kansas, Jack Krebs, said, "Those standards represent mainstream scientific consensus about both what science is and what evolution is."

Since 2007, "scientific consensus" has completely taken over our nation, placing false truths before man, as opposed to the word of God. And unfortunately, its grip on society may be there to stay. Currently, only Louisiana and Tennessee have state laws that allow its public schools to opt out of teaching macro-evolution, or to allow them to analyze the fundamacro-evolution be taught as fact in its public schools, despite numerous issues with the theory. King David says, "When I consider Your heavens, the work of Your fingers, the moon and the stars, which You have ordained, what is man that You are mindful of him...?" (Ps. 8:3.4) David was convinced that God had created all of nature and he continues to say in vs.5ff that God has given man dominion over all His creatures. Moses was convinced that God had created all things when he recorded Gen. 1ff. Jesus says that the Lord has clothed the lilies of the field in Matt, 6:30 and that He feeds the birds of the air, vs.26. Of course, David and Moses were inspired by the Holy Spirit, and Christ is part of the Godhead.

We could quote passages all day, but the prob- Tim. 6:20). lem resides in the heart of man to believe only what he can see and prove to be true according to science.

2007. "The new guidelines reflect mainstream scientif- make these assertions facts. They would now claim ic views of evolution and represent a political defeat for that we have much more advanced technology and the standards that are being jettisoned," the article huge bang, and all life exists as a matter of course by evolution over billions of years. Yet, they have gaping rule, not the rule itself, in educating students about holes in their theories, holes that will require much

The matter at hand currently is still at a stage only evolution. One of the proponents of teaching where it can be debated, and it has not received complete acceptance. Surprisingly, only 37% of people (according to a 2000 poll, the latest I could find...) disagree with the idea of intelligent design being discussed as an alternative theory to macro-evolution. With the Lord's assistance, there will always be those who have the courage and faith to stand up to "scientific consensus" and show it to be wrong. We don't even need to use our Bibles...scientists and proponents of evolution wouldn't listen to it anyhow. We can use their own theories to refute their claims. Why are mental weaknesses of it. All other states mandate that there still apes running around? Did they miss the memo to evolve? Why do we not see apes currently evolving now? How come we cannot recreate evolution in a lab? Why do we not see any evidence of entirely new species evolving today? There are far more holes in the evolutionary theory than our society would like for us to believe.

> There are those who will only believe what they can see and prove. Yet, "Faith is the substance of things hoped for, the evidence of things not seen." (Heb. 11:1) Let us be aware of the danger that the teaching of macro-evolution poses to us as Christians and to our children in schools that are teaching evolution. We cannot let our faith, or our children's faith, be compromised by what is "falsely called knowledge" (I