



“...strengthen thy brethren”

Luke 22:32

CHURCH OF CHRIST

of Genesee County

March 1, 2015

5284 Fenton Road, Flint, Michigan 48507

Welcome All:

We are thankful to have you with us today. The Lord's church here is dedicated to the restoration of New Testament Christianity, respecting both the authority and the silence of the Scriptures.

Again, thank you for worshipping God today.

Schedule of Services

Worship...	Sunday	11:00 a.m.
	Sunday	6:00 p.m.
Bible Study...	Sunday	10:00 a.m.
	Wednesday	6:00 p.m.

www.coc-gc.org

Preacher: Michael Golwitzer (810) 771-4627

Sermons:

AM— Never, Never Give Up

PM— Five greatest days in history
and the single greatest day.

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Marty and Joyce Stearns

Helen Summers-health problems

Kim Penoyer-breathing problems

Wendy Penoyer

Charlene Steele-injuries

Chuck Smith-heart & Sciatic nerve

Lauren Weidner-for encouragement

Edith Taylor - Bill's mother.

Emily Mosher — need of prayers

Pam Bentz—has cancer

Stan Bozich—friend of Chuck

Scott Bateman-health problems

Donna Duford-Betty's daughter.

Misty Davis— health problems

Janet Davis-health problems

Pat Crain— health problems

Russ Bateman-health problems

Al Haskell-kidney problems

Sam Jones-Vivian's brother

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Remember our food closet. See Phyllis or Betty.
Ted Thrasher—Gospel Meeting—Oct. 18-21, 2015

Creation as Comparative Religion

Proverbs, an ancient book of wisdom, states that any story will sound true until the other side is heard. “He that is first in his own cause seems just; until his neighbor comes and searches him” (Proverbs 18:17). The primary strategy used to keep the evidence for creation out of public schools is to claim that teaching creation is introducing religion into schools. It is often suggested that the solution is to teach creation in a class on comparative religion.

Teaching the evidence for creation is not an issue of science vs. religion. The crux of the debate is whether students should be allowed to see all of the scientific data so that they can make up their own minds where we came from. Currently one religious belief (evolutionism) maintains such a monopoly over thought that students are only allowed to see literature favorable to it. [Evolutionism is the belief that life formed itself and that a creature can transform itself into a completely different type of creature by some natural process.] Meanwhile, the scientific evidence supporting the other possible explanation for our existence (creationism) is suppressed. [Creationism is the belief that the complexity of life requires an intelligent designer; that there is a natural limit to genetic variations; that one type of creature has never turned into a completely different kind, and that the vast majority of the fossil record is a result of an enormous worldwide flood.]

Neither evolutionism nor creationism can be proven because both deal with events of the past. Yet both provide models which can be tested by scientific observation. There is no doubt that both natural selection and mutations occur. Small variations do occur as the result of random changes within a given type of animal. Yet dogs stay dogs and frogs stay

frogs. Furthermore, there is an enormous amount of evidence supporting the creation model: 1. The fossil record shows a pattern of systematic gaps between vastly different types of animals. 2. Scientists have not come even remotely close to showing how non-living chemicals could form a living cell. 3. If the same type of code found on the DNA molecule were transmitted to earth from outer space, it would immediately be recognized as having an intelligent designer. 4. The laws of thermodynamics show that matter and energy do not just appear and matter does not, by itself, increase in ordered complexity. 5. Accelerating the mutation rate of fruit flies by a million fold has not resulted in a new creature or any new functioning feature. 6. There is abundant geological evidence for a recent massive flood of worldwide extent. These and many more evidences involving biology, geology, and physics, belong in a science class— not in a class on comparative religion. It is not the desire of creation scientists to indoctrinate students in religion. Creationists merely want students to have a chance to see all the data so they can decide for themselves whether creation or evolution is true.

Currently, students are only given the selective evidence which supports a belief in evolutionism because that faith can only survive if evidence supporting creation continues to be censored. A Barna poll conducted in 2004 showed that 68% of the people in the United States want the evidence for both creation and evolution taught in schools.

The evolution/creation debate is not about whether teaching the scientific evidence for creation will bring religion into schools. Scientific evidence belongs in a science classroom, even if that evidence points to a Creator. Allowing the evidence for creation provides students with the opportunity to think and judge for themselves.

by Bruce Malone