

Northeast Colorado Creation Group



NeCCG will host:

Bruce Malone

Search for the Truth

www.searchforthetruth.net

Thursday, April 10th – 6:30 to 8:00 PM

Carroll Community Center

418 Edison St. – Brush!

Into the Lion's Den

We only get from public education, museums, and media certain information called “facts” based only upon a naturalistic perspective.

- How do we know that what they are saying is true?
- What difference does that make in our lives?
- What if they are wrong?
- Hear why indoctrination is at the whim of naturalism
- Example: **Big Bang has huge “problems”**. Why don't they tell us the truth?
- What can we do? How can we prepare?

For more information, contact Paul Feltz: paulfeltz@gmail.com

“....make known His deeds among the peoples.” 1 Chron. 16:8b

neccg.org

(See other side)

Geology

In public schools, children are usually given only one possible explanation for the geological features of our planet. **Leaving out alternative evidence, their thoughts are guided toward only one conclusion.** A prime example is the earth science teaching on continental drift. Students are shown that there is a roughly matching fit between the North and South American continents with the African and European continents. They are then told that the rock layers at the edges of these continents match. Finally they are told that the continents are moving apart at approximately 3 cm per year. Under the “*critical thinking*” questions, students are told the continents are 3,000 miles apart and asked to calculate the time required for them to have reached their present positions.

The problem with this type of teaching is that it sounds logical and scholarly, **but** fails to give the students *all* they need to draw the correct conclusion. **Left out is the evidence that mechanisms have been identified showing how the continents could have moved apart rapidly in the past.** No mention is made of the evidence showing that the Mid-Atlantic Ridge reveals enormous and rapid geologic activity. Withheld is the evidence indicating rapid formation of mountain ranges. Nor are students exposed to the evidence that current erosion rates show that the continents could not possibly be millions of years old. If students were given all this additional information, would they still arrive at the conclusion that the earth formed billions of years ago?

“To Eber were born two sons: the name of one was Peleg, **for in his days the earth was divided...**” Genesis 10:25 NKJV

Taken from *A Closer Look at the Evidenced* by Kleiss for March 22nd

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Reprint here approved by same