even if they are not translated as pluperfect. However, the past tense as

used in English whiches it can be used as descriptive of the events following and the the previous events, another has been erroneously used by/liberals to attempt a to show when contradiction between Genesis I and Genesis 2. \*\*Sexpension\*\*

Genesis 2 lies outside the domain of the present paper.

Genesis I:1 is a verse whose interpretation abox has been much disputed.

There have been three main interpretations of the passage. There have been those who have said that this is the summary of the whole chapter that follows. There have been khissex whose who have said that it is a summary of what follows. peculiarly of all that follows. In this case, verse 2 starts very pecantents: W This as a summary is followed by a detailed account. We would expect it to start in the beginning of the detailed process. To start with the earth already in existence, and does not tell us what caused it to cone into existence. So, taking the verse las a summary is not a very logical interpretation. The second interpretation is that verse 1 describes an kx event followed by a situation described in is the product of the verse 2 which came about as an effect of the action described in verse 1. It does not say that this situation came xxxx in immediately after verse 1. It could easily be interpreted . . . it could be possible that as soon as verse l occurs, then 2 was the condition that which resulted. It could also be possible that verse I occurs, and then a long time passed, perhaps even billions of years for the rise of the condition of the earth described in verse 2.

This is only a common sense as to the possibility of interpretation,

but the proof that is possible \*kakx is quickly found \*\* is easily found a good

analogy is, for instance the statement in Isaiah that Sennacherib \* went to

Ninevah and \*\* dwelt there and it came to pass that he was worshipping in a

temple of his god that his sons killed him, and they escaped into the land of