

Education and New Age Humanism

The Humanistic Charade

Most religions consist of a unified system of beliefs that deals with basic views on such things as God and human ethics. The two basic elements in all religions are: (1) a view of God or some ultimate reality, and (2) a view of ethics, derived from ultimate reality. Most often these are expressed in some kind of holy book. Each major religion has a holy book or books. Christianity is no exception. Humanism, as well, has its holy books: *The Humanist Manifestos I and II*.

The manifesto itself regards humanism as a religion. The very first sentence reads: "Humanism is a philosophical, religious and moral point of view as old as human civilization itself."(1) So, humanism not only has its "holy books," but has a view of God as well: It says there is no God.

The second *Humanist Manifesto*, published in 1973 states; "As in 1933, humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to love and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith.

"Salvationism, based on mere affirmation, still appears as harmful, diverting people with false hopes of heaven hereafter. Reasonable minds look to other means for survival."(2)

The manifesto goes on to say, "We find insufficient evidence for belief in the existence of a supernatural; it is either meaningless or irrelevant to the question of the survival and fulfillment of the human race. As nontheists, we begin with

humans not God, nature not deity.”(3)

The *Humanist Manifesto* goes on to state, “we can discover no divine purpose or providence for the human species. While there is much that we do not know, humans are responsible for what we are or will become. No deity will save us; we must save ourselves.”(4)

Regarding the individual, the *Manifesto* says that “in the area of sexuality, we believe that intolerant attitudes, often cultivated by orthodox religions and puritanical cultures, unduly repress sexual conduct. The right to birth control, abortion, and divorce should be recognized. While we do not approve of exploitive, denigrating forms of sexual expression, neither do we wish to prohibit, by law or social sanction, sexual behavior between consenting adults.”(5)

And humanism has a firm position on ethics. Their “bible” says, “Moral values derive their source from human experience. Ethics is autonomous and situational.”(6)

In other words, morals are not derived from absolutes given by God, but are determined by the individual from situation to situation. By and large, the humanists deplore any reference to them as being “religious.” However, the Supreme Court identified secular humanism as a religion on at least two occasions: *Abington v. Schempp* and *Torcaso v. Watkins*.

In *Torcaso* the court spelled out that “religion” in the constitutional sense includes non-theistic, as well as theistic religion and the state is therefore forbidden to prohibit or promote either form of religion.(7)

The concern I have is not whether “humanism” is recognized as a religion by the humanists themselves or not. It is that those who shape the young minds of America are humanists and in most cases they are not willing to be honest about it.

The Great Brain Robbery

Humanism is the dominant view among leading educators in the U.S. They set the trends of modern education, develop the curriculum, dispense federal monies, and advise government officials on educational needs. In short, they hold the future in their hands. As Christian taxpayers we are paying for the overthrow of our own position.

Charles Francis Potter, an original signer of the first Humanist Manifesto and honorary president of the National Education Association, has this to say about public school education:

Education is thus a most powerful ally of Humanism, and every American public school is a school of Humanism.(8)

Not only are the leading educators of America promoting humanism, but so are those who write the textbooks children use in the classroom.

A sociology textbook dealing with ethics states: "There are exceptions to almost all moral laws, depending on the situation. What is wrong in one instance may be right in another. Most children learn that it is wrong to lie. But later they may learn that it is tactless, if not actually wrong, not to lie under certain circumstances."(9)

To show how this is coming about, we will go first to the basic issue the change in the philosophy of education. We will then examine some of the fruit the specific programs carrying the humanist message into the classrooms. Finally, we will examine the attitude of those in educational leadership who are trying to promote humanism in the schools, whether it be secular or cosmic in nature.

Educational Philosophy

Most of us have thought that the schools' basic responsibility is to teach what is known as the three "R's": reading, writing and arithmetic. But the fact that many students today cannot pass basic aptitude tests indicate the failure of the public schools in teaching the three "R's."

A recent *Time* magazine essay stated that "a standardized math test was given to 13-year-olds in six countries last year," and that the "Koreans did the best. Americans did the worst." Besides being shown triangles and equations, the kids were shown the statement "I am good at mathematics." Koreans were least likely to agree with this statement, while Americans were most likely to agree, with 68 percent in agreement.(10)

The conclusion one might make regarding these informative results is that American school children are not very good at math, but they feel good about it.

Today leading educators no longer see their job primarily to be the teaching of these necessary skills. The philosophy of education has undergone a fundamental change. Educators now perceive their jobs to be the complete "resocialization" of the child—the complete reshaping of his values, beliefs and morals.

Teaching is now being viewed as a form of therapy, the classroom as a clinic, and the teacher as a therapist whose job it is to apply psychological techniques in the shaping of the child's personality and values.

Teacher as Therapist

S. I. Hayakawa, U. S. Senator from California, was an educator for most of his life. On the floor of the U. S. Senate, he stated:

In recent years in colleges of education and schools of

sociology and psychology, an educational heresy has flourished . . . The heresy of which I speak regards the fundamental task of education as therapy.(11)

The National Education Association report, "Education for the 70's," states clearly that "schools will become clinics whose purpose is to provide individualized psycho-social treatment for the student, and teachers must become psycho-social therapists."(12)

The February 1968 issue of the National Education Journal states:

The most controversial issue of the 21st Century will pertain to the ends and means of human behavior and who will determine them. The first education question will not be 'What knowledge is of the most worth?' but 'What kind of human behavior do we wish to produce?'(13)

Who will determine human behavior, and what kind of behavior do we want? Who will engineer society, and what kind of society shall we design? These are the tasks the educational leaders have set for themselves. They are not thinking small.

Catherine Barrett, a former president of the NEA, said:

We will need to recognize that the so-called basic skills, which represent nearly the total effort in elementary schools, will be taught in 1/4 of the present school day. The remaining time will be devoted to what is truly fundamental and basic.(14)

Barrett wishes to press on to bigger and more significant things, such as redesigning society by reshaping our children's values. Educational leaders are saying the big question in education is: What human behavior do we want, and who will produce it?

The question we need to ask is: By what pattern do these educators propose to reconstruct society, and whose values will be taught? You can believe that it will not be the Judeo-Christian value system.

What are the basic programs carrying the humanist message into the classroom? Senator Hayakawa mentions psychodrama, role playing, touch therapy and encounter groups. Others are: values clarification, situation ethics, sensitivity training, survival training and other behavior-oriented programs. Meditation, visualization, guided imagery, along with self-esteem teaching, represent intuitive learning that has become known as "affective education."

Dr. William Coulson of the Western Sciences Institute indicated that affective learning, self-actualization, is at the root of our nation's illiteracy.(15)

These programs are designed to modify children's attitudes, values and beliefs. The primary problem is not the teaching of values, but the fact that these new programs are designed to "free" the children from the Judeo-Christian value system taught by parents and church.

These programs cover such topics as sex education, death ed, drug and alcohol education, family life, human development and personality adjustment. The teaching today by humanists is void of absolutes; there is not a basis of discerning right and wrong. The only wrong is having or holding an absolute.

Relativism is the Key

The only basis for developing morals is what the child himself wants or thinks, and /or what the peer group decides is right. Strong convictions of right and wrong are looked upon as evidence of poor social adjustment and of need for the teachers' therapy. The bottom line is this the major consensus determines what is right or wrong at any point in our culture,

there are no absolutes.

Sheila Schwartz is a member of the American Humanist Association, and her article "Adolescent Literature: Humanism Is Alive and Thriving in the Secondary School" appeared in the January/February 1976 edition of *The Humanist*. In regard to the impact of secular humanist thought in education, she makes the following statements:

Something wonderful, free, unheralded, and of significance to all humanists is happening in the secondary schools. It is the adolescent-literature movement. They may burn Slaughterhouse Five in North Dakota and ban a number of innocuous books in Kanawha County, but thank God [sic] the crazies don't do all that much reading. If they did they'd find that they have already been defeated. . . Nothing that is part of contemporary life is taboo in this genre and any valid piece of writing that helps make the world more knowable to young people serves an important humanistic function.(16)

Lastly, what are the basic attitudes of the educational leadership in America?

Sidney Simon is one of the educational elite in the U.S. He is a humanist, teaches at the Center for Humanistic Education in Amherst, Massachusetts, and is one of the main architects of values clarification theory, which is widely used in public schools. Mr. Simon is a professor. He teaches those who will later teach your children and mine in the public school. While Mr. Simon was teaching at Temple University in Philadelphia, he commented on his experience teaching high school students:

I always bootlegged the values stuff. I was assigned to teach social studies in elementary school and I taught values clarification. I was assigned current trends in American education and I taught my trend.(17)

Simon goes on to say, "Keep it subtle, keep it quiet, or the parents will really get upset."(18)

Rhoda Lorand, a member of the American Board of Professional Psychology, made some observations about the attitudes of educators before the U.S. House Sub-Committee on Education. Her testimony related to House Resolution 5163 having to do with education. Her words are as follows:

The contempt for parents is so shockingly apparent in many of the courses funded under Title III, in which the teacher is required to become an instant psychiatrist who probes the psyche of her pupils, while encouraging them to criticize their parents' beliefs, values and teachings. This process continues from kindergarten through the twelfth grade.(19)

As parents, we are expected to fund the very teaching methodology that is designed to destroy our influence upon our children.

The New Age Seduction

However, the humanist perspective on education is not the only threat we face today. The humanists became entrenched in the late 1960s and during the 1970s.

During the decade of the eighties and now in the nineties we have a new threat. Those who have bought into the New Age movement have a goal to influence the young as well. The January/February 1983 issue of The Humanist carried this article titled "A Religion for a New Age." The author stated:

I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers who correctly perceive their role as the proselytizers of a new faith: a religion of humanity that recognizes and respects the spark of what theologians call divinity in every human being. These teachers must embody the same selfless

dedication as the most rabid fundamentalist preachers, for they will be ministers of another sort, utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach, regardless of the educational level preschool day care or large state university.(20)

The main thrust of this new threat is eastern in philosophy and origin. Humanism as a religion represents a real threat to our Christian heritage, but eastern philosophical ideas by comparison are deadly to our way of life.

Instructor magazine, a publication for teachers, carried an article entitled "Your Kids are Psychic! But they may never know it without your help." The article says that "teachers in particular are in a position to play an exciting role in the psychic development of children." (21) The article goes on to identify psychic ability as the practice of telepathy, clairvoyance, precognition and retrocognition.

As teachers continue their path toward enlightenment of their students, they may step into the world of "confluent education." Dr. Beverly Galyean describes confluent education as a "wholistic" approach to learning. The basic premises of "confluent education" should cause great concern within the Christian community.

Among Dr. Galyean's premises are:

In essence we are not individuals but part of the universal consciousness [which is God]. Realizing this essential unity, and experiencing oneself as part of it, is a major goal for a child's education.

Because each person is part of the universal consciousness which is love, each contains all the wisdom and love of the universe. This wisdom and love is the 'higher self.' The child can tap into this universal mind and receive advice,

information and help from it. This is usually done through meditation and contact with spirit guides.

Each person creates his or her own reality by choosing what to perceive and how to perceive it. As we teach children to focus on positive thoughts and feelings of love, their reality will become that.(22)

Dr. Galyean sums up her beliefs by saying that

Once we begin to see that we are all God . . . the whole purpose of life is to reown the Godlikeness within us; the perfect love, the perfect wisdom, the perfect understanding, the perfect intelligence, and when we do that we create back to that old, that essential oneness which is consciousness. So my whole view is very much based on that idea.(23)

As Christians our response to New Age influences in public school education can be carried out in several ways.

First, we must develop a relationship with the school. One possibility might be through actively working as a volunteer on campus in some capacity. Another is getting to know your child's teacher and his or her worldview.

Second, we must discern the particular bias of the textbooks used in the classroom. Whether they are humanistic in their approach or eastern and whether they properly treat the Judeo-Christian world view.

Third, if we discover that our Judeo-Christian perspectives are being sacrificed for the inclusion of alternative views, then we must become politically involved and seek the election of individuals to the school board and other effective positions who reflect a more traditional stance.

Fourth, we must continue to be actively involved in our

children's lives. Furthermore, we must teach our children to become discriminators. We cannot ever accept the idea that our child's education is someone else's responsibility.

It is imperative that we educate others as to the problems within the system and then take appropriate action.

As Christians, our response to New Age influences in public school education can be carried out by developing a relationship with the school and getting to know our children's teacher and his or her particular worldview.

We must also be aware of the bias represented in our children's textbooks. However, more importantly, we must develop a deeper relationship with our children, thereby becoming the greatest of all the various influences in their young lives. Unless we achieve this goal, we will have emotionally and spiritually lost the battle for our children's future.

Notes

1. Paul Kurtz, *Humanist Manifesto I* (Buffalo, N.Y.: Prometheus Books, 1979), 9.
2. Paul Kurtz, Edwin H. Wilson, *Humanist Manifesto II* (Buffalo, N.Y.: Prometheus Books, 1979), 13.
3. Kurtz, *Humanist Manifesto II*, 16.
4. Kurtz, *Humanist Manifesto II*, 17.
5. *Torcaso v. Watkins*, 367 US 488, 1961, 495n.
6. Virginia Armstrong, *Humanism in American Education I*, (Blackstone Institute of Public Law and Policy).

7. Helen M. Hughes, *Inquiries in Sociology* (Newton, Mass.: Allyn and Bacon, 1972), 37.
8. Charles Krauthammer, "Education: Doing Bad and Feeling Good," *Time*, 5 February 1990, 78.
9. Address to the U.S. Senate, U.S. Department of Education Hearing, March 1984.
10. "Education for the 70's," National Education Report.
11. National Education Journal, (Feb. 1968).
12. Timothy D. Crater, "The Unproclaimed Priests of Public Education," *Christianity Today*, 10 April 1981, 45.
13. William R. Coulson, "Memorandum to Federal Drug Education Panel," 23 April 1988, Program Newsletter (La Jolla, Calif.: May 1988).
14. Sheila Schwartz, "Adolescent Literature: Humanism is Alive and Thriving in the Secondary School," *The Humanist*, Jan. Feb. 1976.
15. Crater, "Unproclaimed Priests," 46.
16. Ibid., 47.
17. Ibid.
18. John Dunphy, "A Religion for a New Age," *The Humanist*, Jan. Feb. 1983, 26.
19. Alex Tanous and Katherine Fair Donnelly, "Your Kids Are Psychic!," *Instructor Magazine*, April 1980, 65.
20. Frances Adeney, "Some Schools Are Looking East for Answers," *Moody Monthly*, May 1982, 19.
21. Ibid.

Welfare Reform

Many members of Congress have been pushing to reform the welfare system and break the cycles of illegitimacy and dependency. But changing the existing welfare system will not be easy. In its more than 50 years of existence, the system has indeed developed into a mass of bureaucratic idiosyncracies, and these experts say the numerous institutionalized workers are likely to resist attempts to reform them or their routines.

Most taxpayers are skeptical that real change will take place, and they have every right to be skeptical. Since 1960, Congress has passed at least six major welfare revisions so welfare recipients can find work. But the rolls increased by 460% in the same period. Nevertheless, welfare must be reformed. Since 1965, American taxpayers have been forced to pay \$5 trillion into a welfare system created to end poverty. The result? No measurable reduction in poverty. After three decades of Great Society programs to fight the war on poverty, poverty and families are doing worse.

The most visible and most cost-inefficient segment of the U.S. welfare system today is Aid for Dependent Children or AFDC. AFDC began in 1935 as a little-noticed part of the Social Security Act. Its principal purpose was to aid widows and their children until the Social Security survivors' fund could pay out claims. Currently there are more than 14 million individuals on AFDC, and 1 in 7 children is on welfare.

AFDC is not the only program of concern. In the early 1960s, the Kennedy administration proposed several other welfare

programs. Their stated purposes were the admirable goals of eliminating dependency, delinquency, illegitimacy, and disability. And the modern welfare state was born during the flood of Lyndon Johnson's Great Society programs aimed at the war on poverty.

But the road to utopia ran into some devastating chuckholes. Most social statistics indicate that the war on poverty had many casualties. The unintended consequences of these welfare programs was a system which breaks down families, traps the poor in idle frustration, and perpetuates a cycle of government dependency. One aspect of this dependency is family breakdown. Approximately half of today's AFDC recipients are mothers who have never been married to the father or fathers of their children. Another 40 percent are mothers whose husbands have left home.

Another aspect of this dependency is poverty. Half of the poor live in female-headed households. And welfare has not improved their lot. The poverty level has remained relatively unchanged since that time, while illegitimate births have increased more than 400 percent. In the 1960s we declared war on poverty, and poverty won.

Obviously, reform must take place. In fiscal year 1992, the U.S. spent \$305 billion for AFDC. This is more than the current defense budget.

Good Intentions Gone Awry

The dramatic increases in the number of welfare recipients and the length of their dependency on welfare have alarmed both liberals and conservatives. But liberals and conservatives differ in their prescriptions. Liberals argue for more effective programs and for additional job training. Conservatives, on the other hand, argue that the intractable pathologies of the welfare system (the destruction of the family unit and the fostering of dependency) are due to large-

scale governmental intervention. Their argument has been strengthened by the earlier research of Charles Murray in his book *Losing Ground*.

His thesis is that our government not only failed to win its war on poverty, but ended up taking more captives. Under the guise of making life better, it ended up making life worse for the poor. Murray said, "We tried to provide more for the poor and produced more poor instead. We tried to remove the barriers to escape from poverty and inadvertently built a trap." Murray proposes radical changes in the current welfare system, and a number of conservative proposals before Congress include various aspects of Murray's proposals.

But long before Murray's book provided a thorough statistical evaluation, social theorists and even casual observers could see that our current welfare system promotes dependency and destroys the family unit.

Welfare payments provide economic incentives for the creation of single-parent families since they provide a continuous source of income to young mothers. The welfare system was designed to assist when there was no father. But the system effectively eliminated the father entirely by tying payments to his absence.

An irresponsible man can father a child without worrying about how to provide for the child. And a dedicated father with a low-paying job may feel forced to leave home so his children can qualify for more benefits. Eventually the welfare system eliminated the need for families to take any economic initiative by rewarding single parents and penalizing married couples. The result has been an illegitimate birth rate for black women of 88 percent.

A second reason for the breakdown of the family is the "adultification" of children. Various judicial rulings have undercut the role parents can have in helping their children

with difficult decisions. Courts have ruled that parental notification for dispensing birth control drugs and devices violates the minors' rights. Courts have ruled that children need not obtain their parents' permission before they obtain an abortion. The natural progression of this continued trend toward children's rights is the breakdown of the family.

The most rapid rise in poverty rates have been among the children the system was designed to help. This astonishing increase of illegitimate births by over 400 percent is a principal reason for poverty and the perpetuation of a poverty cycle of "children raising children."

Third, the current welfare system rewards dependency and punishes initiative. Welfare does not require recipients to do anything in exchange for their benefits. Many rules actually discourage work, and provide benefits that reduce the incentive to find work. In Maryland, for example, a single parent with two children would need to earn a minimum of \$7.50 an hour to earn the same amount as provided by welfare grants and benefits. Is it any wonder that so many welfare mothers therefore conclude that staying on welfare is better than getting off.

Can Welfare Be Changed?

Now I would like to focus on the various congressional proposals that seek to end welfare as we know it. Although there has been much talk of welfare reform, there have been very few substantive changes in the welfare system in the last three decades. Since 1960, Congress has passed at least six major welfare revisions so welfare recipients can find work. But the rolls increased by 460 percent in the same period.

A report issued by the Department of Health and Human Services revealed the cost of administering welfare programs grows twice as fast as the number of recipients. According to the Congressional Budget Office, welfare as a percent of the Gross

Domestic Product has increased by 230 percent, and its cost will exceed \$500 billion by the end of this decade.

Various congressional proposals attempt to either substantially modify or else eliminate the current system. First let's focus on those proposals that want to modify welfare in the following five areas.

The first change would be in child support. Fathers are not providing child support, and these bills would tighten the loopholes and make these dads pay up. Currently unwed fathers are not named on birth certificates. The omission frequently foils attempts to collect child support. But if dad pays, then mom's welfare check does not have to be so large. The proposed bills would require the mother to identify the father in order to receive a welfare check. States can threaten deadbeat dads with garnishing wages and suspending professional and driver's licenses.

The second change is in the so-called marriage penalty. If a pregnant teen get married or lives with the father of her child, she is frequently ineligible for welfare. Congressional proposals would encourage states to abolish the "marriage penalty" and make it easier to married couples to get welfare.

Creating a family cap is another significant change. Welfare mothers can increase the size of their welfare check by having more children. Congressional bills being considered would allow states to cap payments. If a welfare mother has another child, her check remains the same.

Already in New Jersey, Arkansas, and Georgia, families receive no increase for children born while on the dole. Congressional proposals would extend and encourage this opportunity to other states. The evidence so far is that this family cap may have some deterrence.

Another change is to emphasize work. Often if a welfare mother gets a job, her check is reduced, and she is likely to lose

such benefits like Medicare and free child care. The new proposals before Congress would drop benefits after two years. If an able-bodied welfare recipient does not find a private-sector job then she would be assigned a minimum-wage government job.

A final change would be to keep teenage mothers in school. In the current system a teenager can receive a welfare check, get her own apartment, and drop out of school. Congressional proposals would require a teen mother to live at home until age 18. She has to stay in school or she will lose her benefits. If the family's income is high enough, she does not receive any check at all.

These then are a few of the elements of the congressional proposals to end welfare as we know it. They take some solid steps toward ending illegitimacy and dependency. But there are even more radical proposals, and we will consider them next.

Congressional Proposals

Now we will turn our focus to some of the bills that attempt to do more than just modify the system and actually propose elimination of certain aspects of welfare.

One bill by Congressman James Talent would no longer provide welfare checks, food stamps, and public housing to women under 21 with children born out of wedlock. The justification for such actions stems from the original work by Charles Murray who believes that only this radical solution will cause teenage mothers to change their behavior.

Illegitimacy is the underlying cause of poverty, crime, and social meltdown in the inner cities. Proponents of these more radical proposals believe it is better to stem the tide of illegitimacy than trying to build a dam of social programs to try to contain the flood of problems later on.

Illegitimacy leads to poverty and to crime. Nearly a third of

American children are born out of wedlock, and those children are four times more likely to be poor. And the connection between illegitimacy and crime is also disturbing. More than half the juvenile offenders serving prison time were raised by only one parent. If birth rates continue, the number of young people trapped in poverty and tempted by the values of the street will increase. Illegitimacy is essentially a ticking crime bomb.

Welfare is supposed to be a second chance, not a way of life, but tell that to some children who represent the fourth generation on welfare. Proponents of these radical reforms believe we must scrap the current system.

Another concern is the entangled bureaucracy of welfare. Currently governors have to ask the Federal government if they can revamp their state welfare system. And the federal bureaucracy costs money. If you took the money spent for welfare and gave it to poor families it would amount to \$25,000 a year for every family of four.

These bills would also freeze or change welfare payments. They would replace Food Stamps and AFDC with block grants to the states. Each state would then be free to design its own system.

These proposals also emphasize work by providing a transition for able-bodied welfare recipients into the workplace. The federal government would double welfare payments during the transition period, but would send the check to the employer rather than directly to the welfare recipient. This would no doubt provide greater incentive to work hard and stay on the job.

Many in Congress are skeptical of proposals to provide jobs through job training programs. In the past job training has been relatively ineffective. One 1990 study of New York welfare recipients found that 63 percent of black recipients

and 54 percent of whites have received training while on welfare, but few left the rolls for employment. Even with the training, less than 8 percent of blacks and 5 percent of white recipients were working.

Finally, these proposals would also encourage marriage. Currently the welfare system encourages fathers to leave. These proposals would not only provide social incentives but economic incentives by providing two-parent families with a \$1000 tax credit.

These then are a few of the elements of the congressional proposals to end welfare as we know it. They do take some solid steps toward ending illegitimacy and dependency.

Biblical Principles

I want to conclude this discussion of welfare and welfare reform with some biblical principles that we should use to understand and act on this vital social issue.

The Bible clearly states that we are to help those in need. Christians may disagree about how much is necessary and who should receive help, but there should be no disagreement among Christians about our duty to help the poor since we are directly commanded to do so. Let's then, look at two important questions.

First, who should help the poor? The Bible clearly states that the primary agent of compassionate distribution of food and resources should be the church. Unfortunately, the majority of poverty programs in existence today are government programs or governmentally sponsored programs. While we can applaud the excellent programs established by various churches and Christian organizations, we must lament that most poverty programs are instituted by the state.

Poverty is much more than an economic problem. It results from psychological, social, and spiritual problems. Government

agencies, by their very nature, cannot meet these needs. The church must take a much greater role in helping the poor and not be content to allow the government to be the primary agency for welfare.

A second important question is who should we help? Government programs help nearly everyone who falls below the poverty line, but the Bible establishes more specific qualifications. A biblical system of welfare must apply some sort of means test to those who are potential recipients of welfare. Here are three biblical qualifications for those who should receive welfare.

First, they must be poor. They should not be able to meet basic human needs. We should help those who have suffered misfortune or persecution, but the Bible does not instruct us to give to just anyone who asks for help or to those who are merely trying to improve their comfort or lifestyle.

Second, they must be diligent. Some people are poor because of laziness, neglect, or gluttony. Christians are instructed to admonish laziness and poor habits like drinking, drugs, or even laziness that lead to poverty. Proverbs says, "Go to the ant, you sluggard, and observe her ways and be wise." The Apostle Paul more pointedly says, "If a man will not work, neither let him eat." Lazy people should not be rewarded by welfare, but rather encouraged to change their ways. Third, the church must provide for those thrown into poverty because of the death of the family provider. The Bible commands us to provide for widows and orphans who are in need. Paul wrote to Timothy that a widow who was 60 years or older whose only husband has died was qualified to be supported by the church.

I believe the needs of the poor can and should be met by the church. Churches and individual Christians need to do their part in fighting poverty in their area. Homemakers can provide meals. Educators can provide tutoring and counseling. Businessmen can provide employment training. The church as a

whole can provide everything from a full-time ministry to the poor to an occasional collection for the benevolence fund to be distributed to those facing temporary needs brought about by illness or unemployment. The key is for the church to obey God's command to feed the hungry and clothe the naked. Helping the poor is not an option. We have a biblical responsibility which we cannot simply pass off to the government.

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National Health Care

One of the hottest areas of debate in our society today is in the area of health care. Congress, the President, state legislatures, doctors, insurance companies, and private citizens are talking about rising health costs and proposing ways to deal with this issue.

Consider the following scenario: Suppose the federal government decided to do something about hunger in America and instituted food reform. Imagine that the proposed solution was to herd everyone into food alliances. Then it required that everyone buy food from those food alliances or else required them to eat their meals in huge cafeterias, all offering the same government-approved menu at government approved prices.

What would be the impact? If everyone had to go to food alliances to buy food, the price of food would go up. Imagine if every month money were deducted from your paycheck to pay for food insurance. Then when you went to the food alliance, you gave the cash register receipt to the government for reimbursement. Since you aren't paying for it, you would rarely comparison shop. You wouldn't be looking for bargains and eventually the cost of food would sky-rocket.

The only way the federal government could keep the price down would be to institute price control. It would have to tell manufacturers what they could charge for food. But this would lead to scarcity, because some farmers and manufacturers would conclude that the price was too low for them to make a profit. And some supermarkets would find the profit margin too small so they would go out of business.

Finally what would be the impact on you—the consumer? Well, you would see less diversity and less food at the food alliance. And there would be much more governmental regulation than is really necessary.

This, essentially, is what is being proposed in the area of health care. Government will establish health alliances, set prices, and implement employer mandates. These are just a few of the elements of what is called managed competition.

But is there a better way? Of course there is, and we can return to our food analogy to find it. Currently what does the federal government do to help people who do not have enough to eat? Does it assign people to food alliances or herd them into huge cafeterias? No. It gives them food stamps which they can use in local grocery stores. They comparison shop and find the food and prices they think is best.

Many are saying that this is the model we should use for health care. Don't socialize health care and turn over the decision-making to a few federal bureaucrats and national health boards. Put the power and responsibility into the hands of 100 million individuals who would effectively organize and regulate the health care market.

This of course is just one proposal, but it illustrates rather dramatically what could happen if we made people responsible to their own actions rather than enlarge the role of government in health care.

How Many Americans Are Uninsured?

During the 1992 campaign, Bill Clinton said that there were 37 million Americans who are uninsured. We were told we need to reform health care in the U.S. in order to provide for the millions of Americans who do not have health insurance.

How many Americans are truly uninsured? During the campaign Bill Clinton stated that 37 million Americans are uninsured. But during his 1994 State of the Union speech President Clinton began using the higher figure of 58 million. Did that mean that 21 million Americans lost health insurance during the first year of the Clinton Administration? Obviously not. So what is the correct figure?

Well, it turns out that these figures only work if you include the Clinton disclaimer "some time each year." This would include anyone who changed jobs, changed health plans, moved, etc. Using that criterion, it would be true to say that I have been homeless in the past since I have been "between homes during some time during a year." But that did not mean that I slept under an overpass. Perhaps a better way to look at this issue would be to figure out how many people do not have insurance over a longer period of time—this would be the people who are chronically uninsured.

So how many Americans are chronically uninsured? It turns out that half the uninsured used in President Clinton's statistic have insurance again within six months. Only 15 percent stay that way for more than 2 years. This produces a figure of about 5.5 million chronically uninsured.

But 37 percent of those people are under the age of 25. For them, insurance plans are often a bad buy or even unnecessary because they may still be covered by their parents' plans. So if we eliminate the 37 percent, this brings the number down to approximately 3 million Americans who are chronically uninsured.

I might also add that some of these 3 million may not want to be insured. Some may be very wealthy and not want health insurance. Some of the other 3 million may want to be outside the system. The Amish may not want to be forced to buy insurance. Christians who are part of a group called "the Brotherhood" have opted out of traditional insurance and pay one another's bills.

So we may have even less than 3 million people who are chronically uninsured and want to be insured. That is no small number and it certainly isn't insignificant if you are one of those people who are uninsured. But the 3 million figure does put the problem in a different light.

We could merely expand Medicaid to include these people. We could provide supplementary insurance for these people. We could even come up with free market alternatives. But we don't need government to take over one-seventh of the American economy merely to deal with the problem of 3 million uninsured Americans.

And that's the point, some of the numbers are being used to justify rash and draconian actions. We don't need health alliances, employer mandates, national health boards, or mandated universal coverage if the real problem is that 3 million Americans are chronically uninsured. We can develop a simple program to meet their needs and avoid the problems of socialized medicine.

What About the Costs?

At this place in the discussion it's appropriate to focus on the possible cost of health care reform. Most Americans want to know the price tag of health care reform. And when you hear people talking about the potential cost, recognize that you probably aren't hearing the whole story. Proponents will talk about the direct cost of health care reform, but remember that there are other hidden costs that may be more significant.

For example, what will be the impact of health care reform on business? Proponents argue that the impact will be minimal. Business owners are not so sure. They fear that employer mandates will hurt their business, affect their bottom line, and create substantial unemployment.

During a Presidential town meeting in April 1994, President Clinton got into a verbal sparring match with Herman Cain, president and CEO of Godfather's Pizza. The President asked, "Why wouldn't you be able to raise the price of pizza two percent? I'm a satisfied customer. I'd keep buying from you." Then he asked to see Mr. Cain's calculations. Mr. Cain replied in a letter to the President (later reprinted in the *Wall Street Journal*). The following is a brief summary of the letter.

Although there are over 10,000 employees with Godfather's Pizza, two-thirds are owned and operated by franchisees. Mr. Cain focused his calculation only on the approximately one-third which were corporate-owned operations.

Mr. Cain concluded that the Clinton Health Care plan would cost nearly \$2.2 million annually. This represents a \$1.7 million increase. In other words this increase would be a 3 1/2 times their insurance premium for the previous year!

If these calculations by Mr. Cain are accurate (and no one has challenged them so far), then how did President Clinton arrive at his figures of a 2 percent increase in price of pizza? President Clinton stated that restaurants with approximately 30 percent labor need only increase prices by 2.5 percent. Apparently he multiplied 30 percent by the employer mandate of 7.9 percent.

But Mr. Cain's detailed calculations show that it just isn't that simple. He estimates that you would need a 16 to 20 percent increase in "top line" sales to produce the same "bottom line" due to variable costs such as labor, food costs,

operating expenses, marketing, and taxes.

I would argue that even a 2 percent increase in pizza costs could be devastating. Most people buy pizza to save time and money. Even a small increase in the cost of pizza would affect business. Mr. Cain noted that half of all Godfather's Pizza customers use coupons to purchase pizzas. The impact of a 16 to 20 percent increase would be devastating to Godfather's Pizza. And what would be the impact on the economy? In essence the President was predicting that health care reform would require the inflation of prices.

Will a health care reform bill with employer mandates adversely affect business? Proponents say that health care reform will not be costly to the American taxpayer or to American business. But tell that to Herman Cain and Godfather's Pizza. Their detailed spreadsheets project that these health care bills will more than triple their insurance costs in just the first year.

Health care reform may cost much more than we think it will. The direct costs may not seem like much, but don't forget to count the indirect costs to you and to American business.

Other Issues

Other key issues being discussed along with health care reform need to be examined. The first is health care costs. Originally only about 5 percent of the Gross Domestic Product was spent on health care. And until the mid-1980s, it was less than 10 percent. But now it is approximately 14 percent of Gross Domestic Product and could be as high as 18 percent by the end of the decade. In actual numbers, health care costs were \$74.4 billion in 1970 and will be approximate \$1.7 trillion by the year 2000.

Part of the problem is that a third party pays for health insurance. If there were more personal accountability, people

would comparison shop and bring market pressures to bear on some of the health care costs. For example, if I told you I was going to take you to dinner on the Probe credit card, you would probably spend a lot of time looking at the left side of the menu. However, if I said, "Let's go out to eat, Dutch treat," you would probably spend a lot more time looking at the right side of the menu. When someone else pays for our medical bills, we don't pay as much attention to cost. When we have a personal responsibility, we pay more attention and thereby lower costs.

A second issue is tax fairness. Nearly 90% of all private health insurance is employer-provided and purchased with pre-tax dollars. But the self-employed and those who buy their own insurance must buy theirs with after-tax dollars. Presently the government "spends" about \$60-billion a year subsidizing employer-based health insurance by permitting employers to deduct the cost.

Tax fairness would allow all people to buy health insurance with pre-tax dollars. One solution is to allow those who purchases their own health insurance to have a tax deduction or tax credit. This would eliminate the tax benefit for getting health insurance through an employer and employees could purchase their own insurance which leads to the next issue.

Portability is the third major issue. Americans usually cannot take their health insurance with them if they change jobs. A fair tax system would offer no tax subsidy to the employer unless the policy was personal and portable. If it belonged to the employee, then it would be able to go with the employee when he or she changed jobs.

In essence, health insurance is merely a substitute for wages. In a sense, it is an accident of history. Health insurance was provided as a benefit after World War II. Health insurance should be personal and portable. After all, employers don't

own their employees' auto insurance or homeowner's insurance. Health insurance should be no different.

Price fairness is another issue. Proponents of socialized medicine would force people with healthy lifestyles into a one tier system with people who smoke, drink too much, use drugs, drive irresponsibly, and are sexually promiscuous. A better system would be one that rewards responsibility and penalizes irresponsibility. Obviously we should provide for the very young, the very old, the chronically ill, etc., but we shouldn't be forced into a universal risk pool and effectively subsidize the destructive behavior of those who voluntarily choose sin over righteousness.

These are just a few of the key issues in the health care debate. Unfortunately many of them have been ignored. A truly ethical health care system must provide tax fairness, price fairness, and portability.

The Moral Costs

I would like to conclude by examining the social and moral implications of health care reform? Critics of health care reform warn that it will inevitably lead to rationing. Most of the government health care plans proposed will be forced to ration care and no doubt put a squeeze on the aged and on high tech medicine. This would be the only way to save money. For example, when Hillary Clinton testified before the Senate Finance Committee, she explained to the Senators their justification for health care services. She said their proposal creates "the kind of health security we are talking about, then people will know they are not being denied treatment for any reason other than it is not appropriate—will not enhance or save the quality of life." Medical services will be curtailed for those whose quality of life is not deemed necessary to treat. This has been the inevitable result in other industrialized countries that have socialized medicine. If you increase demand (by providing universal

coverage), you will have to decrease supply (health care benefits provided to citizens). Those patients whose quality of life is not deemed satisfactory will be denied treatment.

Canada, for example, has a single-payer plan. They have found that their health care costs are going up as fast as U.S. while their research is lagging behind. Patients find themselves in waiting lines and have been coming in significant numbers to the U.S. for health care. Those remaining in Canada wait in line. There are currently 1.4 million waiting for care and 45 percent say they are in pain.

There would also be a squeeze on high tech medicine. The quickest way to save money is to limit the number of CAT scans, MRIs, or other sophisticated forms of technology. In Canada high tech equipment is relatively rare and used sparingly. In the U.S., the latest technology is available to nearly all Americans.

Health care expert Danny Mendelson writing in *Health Affairs* journal predicted that "a few years down the line, you first start to see what we call silent rationing, where the patient's don't even know that they're not receiving the beneficial care that they need. Further down the line, I think it would become very clear that we were denying patients some of the latest technology in order to save money."

Finally, critics wonder if government should be entrusted with running the health care system in America. Government has not proven to be an efficient deliverer of services. As one wag put it, if we have government take over health care, we might end up with a system that has the efficiency of the post office, the compassion of the IRS, at Pentagon prices. No slight is intended to the good people who work in those areas of government, but the joke does underscore the growing concern over government delivery of services, especially health care.

As Americans begin to evaluate the costs of various health care reform packages, they are beginning to find they are a bad buy. The solution is to reduce the scope of government in health care, not expand it.

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Preparing Students for College

In Colossians 2:8 Paul states that a Christian should

See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this world rather than on Christ.

This verse has particular application for the young person who is about to engage in the intellectual and social combat that can be found on many of our campuses. Our colleges and universities are often “hotbeds” for non-Christian thought and life. The following examples bring this to our attention.

A sociology professor asked her students, “How many of you believe that abortion is wrong? Stand up.” Five students stood. She told them to continue standing. She then asked, “Of you five, how many believe that it is wrong to distribute condoms in middle schools?” One was left standing. The professor left this godly young lady standing in silence for a long time and then told her she wanted to talk with her after class. During that meeting the student was told that if she persisted in such beliefs she would have a great deal of difficulty receiving her certification as a social worker.

During the first meeting of an architecture class the students were told to lie on the floor. The professor then turned off the lights and taught them how to meditate.

At a church-related university a Christian student was surprised to learn that one requirement in an art class was to practice yoga.

At another church-related university a professor stated that "communism is infinitely superior to any other political-economic system."

In an open declaration on the campus at Harvard, the university chaplain announced that he is homosexual.

As part of the resident assistant training at Cornell University, students "were forced to watch pornographic movies of hard core gay and lesbian sex."(1)

At St. Cloud State University in Minnesota, students who believe that homosexuality is an unhealthy behavior are actually discouraged from applying to the social work program."(2)

In a nationwide survey of adults, 72% of the people between the ages of 18 and 25 rejected the notion of absolute truth.(3)

George Keller, chair of the graduate program at the University of Pennsylvania, has described many college professors in the following manner.

Most scholars have lost interest in the fundamental questions about character, people's deepest beliefs, moral sense and values. They have become procedural and instrumental and many believe that they are value-free. They carry around all sorts of "faiths"—in the basic goodness of human nature, in humankind's ability to master all of Nature's processes and secrets, that more knowledge will result in a more harmonious

society, that people can be made better by restructuring institutions or by smaller or larger government—without acknowledging the existence of these deep faiths.(4)

These are but a few of the many illustrations and statistics that could be cited as indications of contemporary college life. Are your students ready for such things? The following suggestions may be applied to help them in their preparation.

Develop a Christian Worldview

The first suggestion is to help them develop a Christian worldview. A worldview is a system of beliefs about the world and ourselves that influences the way we live. What system of beliefs do your students embrace, and does that system influence their total life? For example, if young people claim to be a Christian, that assertion implies that they believe certain things and those things should influence all aspects of their lives, including their intellects.

College campuses are “hotbeds” for a multitude of worldviews. This does not necessarily mean there is an “openness” to the variety of ideas. Academic and religious prejudice are very much alive. But it does mean that students should be prepared for the reality of this diversity. For example, they need to realize that the majority of their professors will be naturalists who leave God out of everything and have contempt toward those who think otherwise. So how can students begin to think with a Christian worldview? James Sire has suggested a series of questions that can help determine what your students’ worldviews may be.(5) These questions are unusual and challenging, but my experience has shown me that once students begin to concentrate, the majority of them respond.

1. Why is there something rather than nothing?

Some say that something came from nothing. Others believe in an impersonal beginning. Or some assert that matter is

eternal. Christians believe in a beginning caused by a personal God.

2. How do you explain human nature?

One answer is that we are born neither good nor evil. Another answer is that we are born good, but society causes us to behave otherwise. Or others contend that we are evolved social animals who have instinctive traits that cause internal conflict. The Christian faith affirms that we are created in the image of God—but have a fallen nature.

3. What happens to us at death?

Some believe that death brings individual extinction. Others presume that we are reincarnated. Christianity affirms that believers will spend eternity in heaven with God.

4. How does one determine right and wrong?

Among the views held by non-Christians are these: ethics are cultural or situational; there is no free choice; “oughts” are derived from an “is”; or might makes right. The Christian position is that standards of conduct are revealed by God.

5. How do you know that you know?

Many trust in the mind as the center of knowledge. Others trust in the senses; we know only what is perceived. The Christian understands there are some things we know only because we are told. God has revealed Himself.

6. What is the meaning of history?

Some say there is no meaning. Some believe history is progressing to a heaven on earth. The Christian sees that we are being prepared for life with a loving and holy God.

If you can encourage your students to consider such questions, they will be much more secure in the college environment.

The Mind is Important

The second suggestion is to lead young people to understand that the mind is important in a Christian's life. The Bible puts significant stress on the mind. For example, Jesus responded to a scribe by stating the most important commandment:

The foremost is, "Hear O Israel; the Lord our God is one Lord; and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength." (Mark 12:29-30)

John Stott has written that "God certainly abases the pride of men, but he does not despise the mind which he himself has made."(6) Your college-bound students should be encouraged to see their minds as vital aspects of their devotion to God.

Make Christian Beliefs Their Own

Third, help your student make Christian beliefs their own. Too often Christian young people spend their pre-college years repeating phrases and doctrines without intellectual conviction. They need to go beyond cliches. It will be much better for them to do this with you rather than a professor or another student who may be antagonistic toward Christianity.

Paul realized that his young friend Timothy had become convinced of the truth of Christianity. Paul wrote to Timothy, saying "continue in the things you have learned and become convinced of, knowing from whom you have learned them" (2 Tim. 3:14). Paul praised the early Christians of Berea for the way they examined the truth. He wrote, "Now these were more noble-minded than those in Thessalonica, for they received the word with great eagerness, examining the Scriptures daily, to see

whether these things were so" (Acts 17:11).

If a student has ownership of his beliefs he is going to be much better prepared for the questions and doubts that can arise while interacting with contrary ideas.

From the "What" to the "Why"

Fourth, encourage students to go beyond the "What?" to the "Why?" of their beliefs. As young people enter the last few years of secondary education, they begin to think more abstractly and begin to ask "Why?" more frequently. Paul Little speaks to this.

"Doubt is a word that strikes terror to the soul and often it is suppressed in a way that is very unhealthy. This is a particularly acute problem for those who have been reared in Christian homes and in the Christian Church."(7)

The apostle Peter affirms the need to find answers to tough questions in 1 Peter 3:15. He writes, "Sanctify Christ as Lord in your hearts, always being ready to make a defense to every one who asks you to give an account for the hope that is in you, yet with gentleness and reverence." If students are going to live and think as Christians on campus, they will be asked to defend their faith. Such an occasion will not be nearly as threatening if they have been allowed to ask their own questions and receive answers within the home and church.

Breaking the Sacred-Secular Barrier

The fifth suggestion is to help students begin to break down the sacred/secular barrier.

"All truth is God's truth" is a maxim that should be understood by all Christians. To deny this is to deny a unified worldview and tacitly to deny the truth.(8) Arthur Holmes has addressed this with insightful comments:

“If the sacred-secular distinction fades and we grant that all truth is ultimately God’s truth, then intellectual work can be God’s work as much as preaching the gospel, feeding the hungry, or healing the sick. It too is a sacred task.”(9)

The first chapter of Daniel offers wonderful insights into this issue. Daniel and his friends were taught all that the University of Babylon could offer them, but they “graduated” with their faith strengthened. They entered an ungodly arena with the understanding that the truth would prevail.

Expose Them to Christian Scholarship

The sixth suggestion is to familiarize your student with Christian scholarship. “Christian students have available many books on Christianity and scholarship; they need to read these if they are seeking a Christian perspective in their studies.”(10) When I began my college career in the early 60s I had no idea there were Christian scholars who had addressed every academic discipline I might study. It wasn’t until many years later that this ignorance was alleviated. Christian students need to know there is help. A Christian scholar has written something that will help them sort out the many issues that come their way.

Admittedly, this is probably the most difficult of the suggestions we have offered to this point. You may not know where to turn for resources. Begin with your pastor. If you don’t get the response you need, call a nearby seminary or Christian college that you trust. Or call Probe Ministries and purchase one of our college prep notebooks. These notebooks contains numerous bibliographies.

Ask First, “Is it True?”

The last suggestion is to teach them to ask first, “Is it true?” not “Does it work?” Of course the truth about any subject should be applied. But the student should first be as

sure as possible that it is the truth that is being applied.

There are things that are absolutely true, and the student needs to understand that, especially in a collegiate atmosphere that tends to deny truth. Jesus said, "If you abide in My word, then you are truly disciples of Mine; and you shall know the truth, and the truth shall make you free" (John 8:31-32). He also said, "I am the way, and the truth, and the life; no one comes to the Father, but through Me" (John 14:6). The Christian student who is dedicated to Christ has insights to the truth that many of his professors, tragically, may never possess.

How Do We Teach These Things?

In reading the preceding suggestions you may have begun to wonder how you could relate such ideas. The subsequent recommendations may be of help.

First, do role playing with your students occasionally. This can be done either with an individual or a group of youth.

For example, if you are working with a group, find someone from outside your church or school that the students do not know. This person should have a working knowledge of the ways in which non-Christians think. Introduce him to the group as a sociology professor from a nearby college or university. Tell the students you recently met the professor in a restaurant, at a lecture he was delivering, or devise some other scenario. Also mention that the professor is doing research concerning the beliefs of American teenagers and he would like to ask them some questions. Then the "professor" is to begin to ask them a series of blunt questions regarding their beliefs. The six worldview questions we discussed earlier in this pamphlet are apropos. The idea of all this is to challenge every cliché the students may use in their responses. Nothing is to be accepted without definition or elaboration. Within ten minutes of the closing time for the

meeting the pseudo- professor should tell them his true identity and assure them that he is also a believer. After the students gasp, tell them you are planning a teaching series on apologetics so that they can be better prepared for the issues that were raised during the role play.

Second, write to the colleges and universities that are of interest to your students. Ask to receive a catalog that includes course descriptions. Look through these descriptions and discuss the worldviews that are espoused. For example, the majority of course descriptions within the sciences are going to emphasize evolution. Read what is stated and talk about the assumptions that are inherent in the synopses, as well as the things that are left out that a Christian may want to consider.

Third, show your students, by example, how to ask good questions. For instance, if naturalist professors begin to decry the moral condition of society, they are borrowing such a position from a worldview other than their own. Thus it may be legitimate to ask what brings them to the conclusion that rights and wrongs exist and how do they determine the difference? More role playing in this regard can be effective.

Fourth, send your student to a Probe Mind Games College Prep Conference. Or, better yet, organize one in your own community. We at Probe have begun to travel around the country to help older youth, their parents, and college students prepare for contemporary college life. If you are interested in this possibility, simply call us at 1-800-899-7762. God has been blessing this wing of our ministry, and we would be honored to share it with you and help in any way we can.

But whether it is through Probe, or through your energies, let's do what we can to help our students prepare for the intellectual challenges of college life.

Notes

1. J. Stanley Oakes, "Tear Down the System," *The Real Issue*, November/December 1993), 11.
2. Ibid.
3. George Barna, *What Americans Believe* (Ventura, Calif.: Regal Books, 1991), 83.
4. George Keller, quoted in "Examining the Christian University," D. Ray Hostetter, *Messiah College President's Report* (September 1993), 3-4.
5. James W. Sire, *The Universe Next Door* (Downers Grove, Ill.: InterVarsity, 1988), 18.
6. John R. W. Stott, *Your Mind Matters* (Downers Grove, Ill.: InterVarsity, 1972), 10.
7. Paul E. Little, *Know Why You Believe* (Downers Grove, Ill.: InterVarsity, 1968), 5.
8. Arthur Holmes, *All Truth Is God's Truth* (Downers Grove, Ill.: InterVarsity, 1977), 16.
9. Ibid., 27.
10. Brian J. Walsh, and J. Richard Middleton, *The Transforming Vision* (Downers Grove, Ill.: InterVarsity, 1984), 185.

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Globalism and Foreign Policy

A small but powerful group of internationalists is bent on bringing every aspect of our world society under one, universal political system. The philosophy behind this movement is known as globalism. In this article we will be looking at the subject and describing how it has been promoted by the Bush and Clinton administrations. First, I would like to begin by looking at the goals of globalists. Though they are a diverse and eclectic group of international bankers, politicians, futurists, religious leaders, and economic

planners, they are unified in their desire to unite the planet under a one-world government, a single economic system, and a one-world religion. Through various governmental programs, international conferences, and religious meetings, they desire to unite the various governments of this globe into one single network.

Although this can be achieved in a variety of ways, the primary focus of globalists is on the next generation of young people. By pushing global education in the schools, they believe they can indoctrinate students to accept the basic foundations of globalism. According to one leader of this movement, global education seeks to “prepare students for citizenship in the global age.” They believe that this new form of education will enable future generations to deal effectively with population growth, environmental problems, international tensions, and terrorism.

But something stands in the way of the designs of the globalists. As a result, they have targeted for elimination three major institutions whose continued existence impedes their plans to unite the world under a single economic, political, and social global network.

Three Institutions Under Attack

The three institutions under attack by globalists today are: the traditional family, the Christian church, and the national government. Each institution espouses doctrines antithetical to the globalist vision. Therefore, they argue, these institutions must be substantially modified or replaced.

The traditional family poses a threat to globalism for two reasons. First, it is still the primary socializing unit in our society. Parents pass on social, cultural, and spiritual values to their children. Many of these values such as faith, hard work, and independence collide with the designs of globalists. Instead, they envision a world where the norm is

(1) tolerance for religion, (2) dependence on a one-world global community, and (3) international cooperation. Because these values are not generally taught in traditional American families, the globalists seek to change the family.

Second, parental authority in a traditional family clearly supersedes international authority. Children are taught to obey their parents in such families. Parents have authority over their children, not a national or international governmental entity. Globalists, therefore, see the traditional, American family as an enemy not a friend.

Well-known humanist and globalist Ashley Montagu speaking to a group of educators declared that, "The American family structure produces mentally ill children." From his perspective, the traditional family which teaches such things as loyalty to God and loyalty to country is not producing children mentally fit for the global world of the twenty-first century.

One of the reasons globalist educators advocate childhood education begin at earlier and earlier ages is so that young children can be indoctrinated into globalism. The earlier they can communicate global themes to children, the more likely they are at breaking the influence of the family.

The Christian church, because of its belief in the authority of the Bible, is another institution globalists feel threatens their global vision. Most other religions as well as liberal Christianity pose little threat. But Christians who believe in God, in sin, in salvation through faith in Jesus Christ alone, stand in the way of globalist plans for a one-world government and a one-world religion.

The coming world religion will merge all religions and faiths into one big spiritual amalgam. Hinduism and Buddhism are syncretistic religions and can easily be merged into this one-world religion. But orthodox Christianity cannot.

Jesus taught that "I am the way, and the truth, and the life; no one comes to the Father, but through Me" (John 14:6). Globalists, therefore, see Christianity as narrow, exclusive, and intolerant. Paul Brandwein even went so far as to say that, "Any child who believes in God is mentally ill." Belief in a personal God to which we owe allegiance and obedience cannot be tolerated if globalists are to achieve their ultimate vision.

National governments also threaten globalism. If the goal is to unite all peoples under one international banner, any nationalism or patriotism blocks the progress of that vision. Globalist and architect, Buckminster Fuller once said that, "Nationalism is the blood clot in the world's circulatory system."

Among nations, the United States stands as one of the greatest obstacles to globalism. The European community has already acquiesced to regional and international plans, and other emerging nations willingly join the international community.

By contrast, the United States remains independent in its national fervor and general unwillingness to cooperate with international standards. Until recently, Americans rejected nearly everything international; be it an international system of measurements (metric system) or an international agency (such as the United Nations or the World Court).

The globalists' solution is to promote global ideas in the schools. Dr. Pierce of Harvard University speaking to educators in Denver, Colorado, said, "Every child in America who enters schools at the age of five is mentally ill, because he comes to school with allegiance toward our elected officials, toward our founding fathers, toward our institutions, toward the preservation of this form of government." Their answer is to purge these nationalist beliefs from school children so they will come to embrace the goals of globalism.

All over the country programs on Global Education, Global History, and Global Citizenship are springing up. Children are being indoctrinated into a global way of thinking. Frequently these programs masquerade as drug awareness programs, civics programs, environmental programs. But their goal is just the same: to break down a child's allegiance to family, church, and country. And to replace this allegiance to the globalist vision for a one-world government, a one-world economic system, and a one-world religion.

New World Order

The term "New World Order" has been used by leading establishment media and think tanks. These groups advocate a world government, a merging of national entities into an international organization that centralizes political, economic, and cultural spheres into a global network.

Those promoting this idea of a new world order are a diverse group. They include various political groups, like the Club of Rome, the Council on Foreign Relations, and the Trilateral Commission. The concept has also been promoted by foreign policy groups, secret societies, and international bankers.

Historically internationalists have used the term to describe their desire to unite the world political, economically, and culturally, and it is hardly a recent phenomenon. After World War I, President Woodrow Wilson pushed for the world's first international governmental agency: the League of Nations. Yet despite his vigorous attempt to win approval, he failed to get the United States to join the League of Nations.

But by the end of World War II, the world seemed much more willing to experiment with at least a limited form of world government through the United Nations. President Harry Truman signed the United Nations Charter in 1945, and a year later John D. Rockefeller, Jr., gave the U.N. the money to purchase the eighteen acres along the East River in New York City where

the U.N. building sits today.

For the last forty years, globalists have tried to use the U.N. and other international organizations to birth this new world order. Yet most of their actions have been to no avail. Except for its peace-keeping action during the Korean War, most of the time the U.N. has been nothing more than an international debate society.

Although the U.N. has not provided internationalists with much of a forum for international change, that does not mean they have not been making progress in their desire to unite the world. Through political deals and treaties of economic cooperation, internationalists have been able to achieve many of their goals.

How these goals fit within the current political context is unclear. But we already have an emerging world order in Europe through the European Economic Community. This European Community is more than just a revised Common Market. Europeans are beginning to speak of themselves as Europeans rather than as Germans or as English. They have developed various cooperative arrangements including a common European currency.

Even more surprising is talk of a United European Community that stretches from the Atlantic to the Eastern end of the former Soviet Union. In his book *Perestroika*, Mikhail Gorbachev proposed a United Europe stretching "from the Atlantic to the Urals." And Pope John Paul II, during a mass held in Germany, appealed for a United Europe "from the Atlantic to the Urals."

Other signs of a change in thinking came when former President Bush delivered his September 1990 speech to a joint session of Congress when he referred four times to a "new world order." Supposedly the reason for all of this talk of a new world order is a changing world situation. Lessening tensions in Eastern Europe and increasing tensions in the Middle East are

the supposed reason for President Bush talking about a new world order. But, as we have already noted, this term precedes any of the recent world events.

Notice how *Newsweek* magazine described the genesis of President Bush's vision of the new world order: "As George Bush fished, golfed and pondered the post cold-war world in Maine last month, his aides say that he began to imagine a new world order."

It went on to say that "It is a vision that would have chilled John Foster Dulles to the marrow: the United States and the Soviet Union, united for crisis management around the globe." Perhaps it would have surprised former government leaders, but it is noteworthy that nearly all secular media and most politicians seem ready to embrace the concept of a new world order.

When President Bush addressed the joint houses of Congress, this is how he expressed his vision: "The crisis in the Persian Gulf, as grave as it is, also offers a rare opportunity to move toward an historic period of cooperation. Out of these troubled times, our fifth objective—a new world order—can emerge; a new era, freer from the threat of terror, stronger in the pursuit of justice, and more secure in the quest for peace. An era in which the nations of the world, east and west, north and south, can prosper and live in harmony."

Recently President Clinton has proposed a variation of this idea. He describes it as global multilateralism. When the Clinton foreign policy team took office, they wanted to extend President Bush's ideal of a new world order. Dedicated to the rapid expansion of U.N.-sponsored "peace keeping operations," the Clinton team began developing agreements to deploy American troops to hot spots around the globe. The goal was to upgrade the professionalism of the U.N. troops and placement of American troops under U.N. commanders using U.N. rules of

engagement.

All seemed to be going well for the Clinton policy until U.S. troops in Somalia got cut down in an ambush, and Americans discovered that the operation was led by a Pakistani General. Suddenly, American fathers and mothers wanted to know why their sons' lives were put at risk by placing U.S. troops in harm's way and by placing them under U.N. command.

The Clinton policy of global multilateralism attempts to honor the U.N. request for a standing rapid deployment force under the secretary-general's command. But what it ends up doing is calling for American servicemen to risk life and limb for ill-defined causes in remote places under foreign leaders with constrained rules of engagement. The loss of American sovereignty and the undermining of strategic interests of the United States is significant.

What's the solution? We need a foreign policy based upon American interests, not the ideals of the globalists.

Practical Suggestions

We must challenge the goals and vision of globalists. In an effort to unite all peoples under a one-world government, one-world economic system, and one-world religion, globalists will attack the traditional family, the Christian church, and the American government. We, therefore, must be willing and able to meet the challenge. Here are some important action steps we must take to prevent the advance of globalism in our communities.

First, we must become informed. Fortunately a number of books have been written which provide accurate information about the goals and strategy of globalism.

Second, find out if globalism is already being taught in your school system. Materials from groups like the Center for Teaching International Relations at the University of Denver

are already being used in many school districts. Look for key words and names that may indicate that global education is being used in your district.

Other names for global education are: International Studies, Multicultural International Education, Global R.E.A.C.H. (Respecting our Ethnic and Cultural Heritage), Project 2000, Welcome to Planet Earth, and World Core Curriculum. Key buzzwords for globalists include: global consciousness, interdependence, and new world order.

Third, express your concerns to educators and leaders in your community. Often educators teaching globalism are unaware of the implications of their teaching. Globalism in attempting to unite nations and peoples will have to break down families, churches, and governments. Educate them about the dangers of globalism and its threat to the foundations upon which your community rests. Encourage them to be better informed about the true goals of globalists and the danger they pose to our society.

Fourth, Christians should be in prayer for those in government. We are admonished in 1 Timothy 2 to pray for leaders and others in authority. Pray that they will have discernment and not be lead astray by the designs of globalists.

Finally, I believe Christians should question the current interest many of our leaders have in developing a new world order. What are our leaders' calling for us to do? Are they proposing that the United States give up its national sovereignty? Will we soon be following the dictates of the U.N. Charter rather than the U.S. Constitution?

These are questions we should all be asking our leaders. What does President Clinton intend with his policy of global multilateralism? What role will the United States play? Aren't we merely being moved towards the globalists' goal of a one-

world government, a one-world economy, and a one-world religion?

Moreover, what will this new world order cost the American taxpayer? From the operations of Desert Storm to the more recent military actions in Somalia, Bosnia, and Haiti we can see a trend. American troops do the fighting and the American people pay the bill. If we do not re-evaluate our foreign policy, it may end up costing the American taxpayer plenty.

If you have concerns, I would encourage you to write or call and express your thoughts. Congress and the President need to know that you have questions about current attempts to move us into a new world order.

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Self-Esteem Curricula

Controversy Over Self-Esteem Curricula

In the last several years a controversy has been building over the use of self-esteem curricula in our schools. Educators claim that these programs encourage creativity, increase concentration, decrease drug use, and delay sexual activity. These so-called life skills programs are being used in gifted, sex-ed, drug-ed, and regular classrooms, in public and private schools.

Opponents of the programs argue that the current focus on self-esteem is a direct result of a change in the way we view human nature. This change has been towards a relativistic view of morality, which discourages belief in transcendent moral values. Students are prompted to seek truth within and to see

moral values, or ethics, as emanating from that process. Truth is seen as tied to a particular person; it becomes biographical. What is true for you may not be true for me.

Hundreds of self-esteem-oriented programs are now used in schools. "Quest," one of the most popular programs, is used in 20,000 schools throughout the world. "DUSO" and "Pumsy" have caused controversy in hundreds of elementary schools across the country.

Although the philosophical foundation for these programs goes back a number of decades, a turning point occurred in 1986 when California sponsored a study on self-esteem called the "California Task Force to Promote Self-Esteem and Personal and Social Responsibility. The driving force behind the legislation was California State Assembly member John Vasconcellos. His personal search for self-esteem sheds light on the nature of this movement. Vasconcellos was raised in a strict Catholic home. He writes, "I had been conditioned to know myself basically as a sinner, guilt-ridden and ashamed, constantly beating my breast and professing my unworthiness."[\(1\)](#) But in the 1960s he went through a period of Rogerian person-centered therapy with a priest-psychologist and claims that he became more fully integrated and more whole. Thus he turned his life work toward this issue of self-esteem.

Vasconcellos sees two possible models for defining human nature. The first he labels a constrained vision, supported by the writings of Adam Smith, Thomas Hobbes, and Frederick Hayek. The second is an unconstrained vision, associated with Jean-Jacques Rousseau and John Locke. The constrained vision sees man as basically evil, needing to be governed and controlled. The unconstrained vision sees man as "basically good, even perfectible." Vasconcellos chose the second view after hearing Carl Rogers speak on the subject. Vasconcellos argues that the self-esteem movement is built upon the "faith that people are basically good and that a relationship exists

between self-esteem and healthy human behavior. He adds that self-esteem is a “deeply felt appreciation of ‘oneself and one’s natural being,’ a trust of one’s instincts and abilities.” (2) This information about Vasconcellos is important for understanding why this controversy is so heated and significant. It is not just about what curricula will be used to teach our children, but about how we view human nature itself. Our view of human nature will determine the kind of education we design for our children and the goals towards which that education will aspire.

Visualization and Self-Esteem

Vasconcellos believes that self-esteem results from developing a deeply felt appreciation of oneself and one’s natural being. But what is our natural being? Some who hold an Eastern view of human nature have argued that our natural being is spiritual and ultimately one with the rest of the universe.

A subtle example of this is a curriculum called “Flights of Fantasy” by Lorraine Plum. The manual says that

Flights of Fantasy is designed to enhance and refine children’s natural inclination to image and fantasize—to use this special ability as a powerful vehicle for developing language, creativity, relaxation and a positive self-concept.

It adds that

...only when we consciously and consistently provide experiences that acknowledge the body, the feelings, and the spirit, and honor both hemispheric functions of the brain, can we say with any sense of integrity that we are striving to develop the whole person. (3)

Just what is meant by providing experiences that acknowledge a person’s spirit?

The author argues that two types of seeing are available to us. The first is "external seeing," a combination of optical sensory abilities and the interpreting ability of the brain. The other type is "internal seeing," which utilizes the brain's ability to visualize or fantasize. Plum believes that both are real experiences in the sense that our bodies respond equally to both. Finally, here's the pitch for an Eastern view of human nature: Plum asserts that, with its visualization and fantasy experiences, "Flights of Fantasy" will help students feel connected to nature and the entire universe, be more open to risk-taking, develop a sense of wonder, and become aware of personal power. All of these notions fit well into an Eastern, New Age perspective.

A monistic, Eastern worldview believes that all is one. Distinctions in the physical realm are mere illusions. When we get in touch with this oneness, we will have inner powers similar to Christ and other so-called risen masters. In a sense, humans are gods, limited gods who suffer from amnesia. A consciousness-raising experience is necessary to reconnect with this oneness. Various meditative states, visualization techniques and Yoga are used to experience oneness with the universe.

Not every instructor using these materials buys into this religious view. Many use them innocently, hoping to bring experiences into their classroom that might somehow benefit troubled students. But authors such as Jack Canfield, a friend of John Vasconcellos, have a definite purpose in mind. In his article "Education in the New Age," Canfield promotes activities that put children in contact with wisdom that he believes lies deep within each of us. He sees himself as a bridge between Eastern and Western thought, particularly in our schools. [\(4\)](#)

At minimum, "Flights of Fantasy" gives the impression that people can change their psychological state by sheer self-will. The manual states that if our mental images are

...portraits of self-doubt and failure, we have the power to replace them with self-confident, successful images. If we are unable to get into the image mentally, we will not get into the behavior physically.

This view of human nature leaves out any notion of sin or an obligation to a transcendent moral order. In its view we are perfectible, self-correcting, autonomous beings.

The curriculum may also be laying the ground-work for an Eastern view of human nature, one that conflicts dramatically with the biblical view that we are the creation of a personal, all-powerful, loving God.

Pumsy

A very popular theme of modern culture is the concept of "wisdom within": the heroes in George Lucas's Star Wars trilogy used the power of "The Force," and Shirley MacClaine's New Age gospel teaches that we must turn inward to find truth. Pumsy, a self-esteem curriculum used in primary schools across the country, focuses on this "wisdom within" theme. Although Pumsy teaches behavior that Christians can wholeheartedly endorse and attempts to help children be independent from peer influence, it also teaches in a subtle way that children have an autonomous source of wisdom within themselves.

Advocates of self-esteem curricula argue that these programs are needed to help those children who are overwhelmed by the negative aspects of culture or home environment, but they also claim that all children can benefit from class time spent focusing within themselves and being told how naturally good they are. Again we find the idea that by getting in touch with our natural goodness we will automatically behave in a manner that is personally rewarding. An example of this belief in our natural goodness is found in the Pumsy student storybook:

Your clear mind is the best friend you'll ever have. It will always be there when you need it. It is always close to you and it will never leave you. You may think you have lost your clear mind, but it will never lose you.

Attributes of this clear mind are worth noting. According to the workbook, "It always finds a way to get you to the other side of the wall, if you just listen to it . . . trust and let it do good things for you." According to the manual, clear minds are also a source of peacefulness and strength.

When Pumsy, an imaginary dragon, is in her clear mind, she feels good about herself; when she is in her mud mind, nothing goes right—she doesn't like herself or anything else. Students are told that they can leave behind their mud minds and put on a clear mind whenever they choose to. In other words, bad feelings can be overcome merely by choosing to ignore them, by positing a clear mind.

Songs sung by the children focus on the same theme. Lyrics to one say, "I am special. So are you. I am enough. You are, too." Another says, "When I am responsible for my day, many, many things seem to go my way. Good consequences. Good consequences. That's the life for me!" The message of this curriculum is not very subtle: Humans have the power to perfect themselves emotionally and psychologically, they only need to choose to do so. The only sin that exists is not choosing a clear mind.

This curricula prompts some important questions. Are all negative feelings bad? Is it necessarily a good thing to be able to shut off mourning for a lost loved one? Can a person really alter his or her situation merely by thinking positively? We all recognize the importance of self-confidence, but how closely does the self-esteem taught by this program match reality? Does it really benefit our students? When we read that American students perform poorly

on international math tests, yet feel good about their ability to do math, something is wrong. Could we be causing students to develop a false security based on feelings that may not match reality? From a Christian viewpoint, our children need to know that they bear God's image, which bestows great dignity and purpose to life. They must be aware that they are fallen creatures in need of redemption and transformation and a renewal of their minds in order to be more like Christ.

Quest

Quest is one of the most used drug-education programs in America. It includes high-school, junior-high, and some grade-school components. What makes discussion of this curriculum difficult is that its founder, Rick Little, is a Christian who used input from other Christians in its development. In its original form, the program used values clarification and other non-directive techniques, visualization exercises, and moral decision-making models. These methods have not proven successful in reducing drug use and have been accused of promoting a value-relative worldview. Howard Kirschenbaum, who is closely associated with the values-clarification movement of the 1970s, was hired to write the original curriculum and directed the program towards this approach. Quest makes some of the same assumptions about human nature as Pumsy. If students get in touch with their true selves, which are by nature good, they will not do drugs or be sexually active at an early age. If they see their true value, they will choose only healthy options. The key, according to Quest authors, is not to preach or be highly directive to the kids. Teachers are to be facilitators of discussion, not builders of character. The students naturally determine what is right for them via the decision-making model presented in class. Once they arrive at the right values, Quest assumes they will live consistently with them. The presumptions are that humans desire to do what is right once the right is determined and that they can do so using their own moral convictions.

To be fair, some of the more blatant values-clarification and visualization techniques have been removed, and Kirschenbaum is no longer part of the program. But many still find the overall emphasis to be non-directive and morally relativistic. Ken Greene, an executive director who left the company in 1982, has said,

We thought we were doing God's will and had invested tremendous amounts of energy and time. . . . It still leaves me a little confused. I sometimes say "Lord, did we forsake the cross?"[\(5\)](#)

Dr. James Dobson, a contributor to the original Quest textbook, has recently voiced his concerns about parts of the program. Although he notes that the curriculum has positive aspects, he adds that the authors have incorporated the work of secular humanists into the curriculum and have prescribed group exercises and techniques closely resembling those employed in psychotherapy. This, he argues, is a "risky practice in the absence of professionally trained leadership."[\(6\)](#) According to William Kilpatrick,

Despite its attempts to distance itself from its past . . . Quest remains a feelings-based program. It still operates on the dubious assumption that morality is a by-product of feeling good about yourself, and it still advertises itself as a child-centered approach.[\(7\)](#)

In spite of the fact that non-directive, values-clarification-based curricula have been used for decades, there is little evidence that they actually reduce the use of drugs or other harmful behaviors. In 1976, researcher Richard Blum found that an "affective drug program" called "Decide" had little positive effect on drug use. Those who sat in the class actually used more drugs than a control group. He found similar results in a repeat of the study in 1978. Research was done on other affective programs in the 1980s. "Smart,"

“Here’s Looking at You,” and Quest all were found to increase drug use rather than reduce it.[\(8\)](#) Some states have removed Quest from their approved drug education list because it fails to comply with federal mandates that these programs clearly state that drugs are harmful and against the law.

Criticism and an Alternative

Although an early advocate of non-directive, self-esteem-oriented therapy, humanistic psychologist Abraham Maslow began to question the use of this approach for children later in his life. He argued that

...self actualization does not occur in young people . . . they have not learned how to be patient; nor have they learned enough about evil in themselves and others . . . nor have they generally become knowledgeable and educated enough to open the possibility of becoming wise. They have not acquired enough courage to be unpopular, to be unashamed about being openly virtuous.”[\(9\)](#)

Nondirective therapeutic approaches used by Carl Rogers, Abraham Maslow, and William Coulson produced a pattern of failure in schools even in the hands of these founding experts. Coulson now says, “We owe the American public an apology. Can we expect relatively untrained teachers to achieve better results?”

One specific objection to these programs is their use of hypnotic trance induction and suggestion techniques. Psychologists feel that the constant use of trance-induced altered states of consciousness may cause difficulty for some students in differentiating reality and fantasy. An altered mental state is the mind’s defense mechanism, particularly in children, for enduring extremely stressful situations. If these self-protective mechanisms are taught when a child is not under life-threatening stress, the ability to distinguish

reality from fantasy in the future may be impaired.

Some feel that affective educational programs undermine authority as well. Along with an emphasis on moral tolerance, these programs often state that there are no right or wrong answers to moral questions. This leaves students open to the considerable power of peer pressure and group conformity and reduces the validity of parental or church influence. Although this approach may leave students with an uncritically good feeling about themselves, there is little evidence that this feeling correlates to academic success or healthy, moral decisions.

Many wonder whether schools can deal with values in a manner that isn't offensive to Christians and still be constitutional. Dr. William Kilpatrick, an education professor at the University of Boston, thinks they can. He advocates "character education, an approach that fell out of favor in the 1960s.

Character education is not a method. It is a comprehensive initiation into life rather than a debate on the difficult intricacies of moral dilemmas. It assumes that most of the time we know the right thing to do; the hard part is summoning the moral will to do it. Thus its emphasis is on moral training; the process of developing good habits. Honesty, helpfulness, and self-control need to become second nature, or instinctive responses, to life's daily temptations and difficulties.

In reality, one cannot choose to do the right thing unless he or she has the capacity to do so. Selfless behavior is only possible for those who have been trained, via modeling and correction, not to be self-centered. Until we recognize that the virtuous path is the more difficult one, we rob our children even of the possibility of moral discipline. Values-clarification methods, on the other hand, are easy to teach and are fun for the kids. They require little commitment or

moral persuasion.

The apostle Paul wrote to the church at Philippi,

Whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, let your mind dwell on these things.

This maxim transfers well into the secular realm. Children who are exposed to noble, virtuous behavior, who are given heroes that exhibit selfless sacrifice, are much more likely to do the same when confronted with moral choices.

Notes

1. Andrew M. Mecca, ed., *The Social Importance of Self- Esteem* (Los Angeles: University of California Press, 1989), xv.
2. Ibid., xii
3. Lorraine Plum, *Flights of Fantasy*, (Carthage, Ill.: Good Apple, 1980) 2. Emphasis added.
4. William Kilpatrick, *Why Johnny Can't Tell Right from Wrong* (New York: Simon and Schuster, 1992), 216.
5. Michael Ebert, *Quest's Founder Listens to Kids Citizen* (20 July 1992), 15.
6. Ibid., 2.
7. Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, 47.
8. Ibid., 32.
9. Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, , 33.

The Culture of Disbelief

A new book, *The Culture of Disbelief* by Stephen Carter, may be the catalyst to open up a much needed discussion on the role of religious belief in public life. It has even caught the attention of President Clinton. The author teaches law at Yale University, is an Episcopalian, an African-American, and to a great degree an iconoclast, a nonconformist whose ideas will please neither the right nor the left, the liberal nor the conservative. But, just as it took a Nixon, with his irrefutably conservative credentials, to open the door to better relations with communist China, it may be necessary for a Stephen Carter to help bring back into balance the role of religion in America.

This book is provocative, in an irksome, irritating, vexing way, but also in an alluring, insightful way. Carter's defense of religiously motivated actions in the public square (in government, education, and the marketplace, or wherever people conduct public business) is worth cheering about. Carter argues that our government has trivialized serious religious belief to the point that we are losing the protection once provided by the First Amendment, which was written, according to Carter, to protect religious groups from government interference, not to protect the non-religious from the religious in our society.

The vexing part of Carter's book is his consistent rejection of conservative biblical positions. He argues vehemently for the right of others to hold them, but then declares these positions to be naive, developed by shoddy thinkers, and just plain wrong. His complete confidence in his position, often without stating why, will be very irritating to readers who hold to biblical inerrancy and a biblical worldview.

With that warning said, this is still an important book for anyone interested in the role of religious belief in America.

Carter rightfully points out that the Constitution and First Amendment were written for a world in which regulation was expected to be rare and would almost never impinge on religious liberty. Today, we live in a highly regulated welfare state, one which sees no limits to its regulatory powers. There is literally no place to hide for those who are religious and try to act in a way consistent with those beliefs.

Professor Carter makes a powerful argument that governmental agencies are removing religion as an "ground for objection" to its various mandates, whether they be sex education in the schools or housing anti-discrimination laws. In other words, the beliefs or disbeliefs of those running our government are being imposed on Christians via the power of the ever expanding ruling bureaucracy.

Carter responds to this governmental encroachment into the intimate details of our lives by calling those on both sides of the ideological debates to value, not oppose, those who refuse to accede to the authority of others, for it yields the diversity that America needs. His lucid arguments for true religious freedom, especially from his political and religious position, are helpful and well thought out. Carter is willing to speak boldly against the tyranny of secular government, especially when governmental agencies become oppressive.

Again, let me be very clear. This book will be difficult to read for many believers. Professor Carter bends over backwards to make his message palatable to the more politically correct crowd on our college campuses and in government. On the other hand, conservative Christians can benefit from a close reading of this book. If this book has a significant impact, our government could return to (in regard to religious freedoms) a position much closer to that of our Founding Fathers.

God as a Hobby

The most powerful message of *The Culture of Disbelief* is that religion has been trivialized in America. By religion, professor Carter is referring to any worshipping group that believes in a supernatural God and that actually makes demands on its members, in this life, based on its beliefs about the nature and character of God. He notes that "More and more, our culture seems to take the position that believing deeply in the tenets of one's faith represents a kind of mystical irrationality, something that thoughtful, public-spirited American citizens would do better to avoid. If you must worship your God, the lesson runs, at least have the courtesy to disbelieve in the power of prayer; if you must observe your sabbath, have the good sense to understand that it ...is just like any other day of the week." According to Mr. Carter, this development is both unfortunate and dangerous to our religious freedoms in America.

This bias has encouraged some of our public institutions to accept religious prejudice as neutrality. The public schools are one of the more obvious illustrations of this bias. One recent example involves a Colorado public school teacher who was told by superiors to remove his Bible from his desk where students might see it. He was told not to read it, even silently, when students were present. He was also ordered to remove books on Christianity from his classroom library, even though books on Native American religious traditions and the occult were allowed to remain. According to Carter, "The consistent message of modern American society is that whenever the demands of one's religion conflict with what one has to do to get ahead, one is expected to ignore the religious demands and act...well...rationally."

Another example of this bias towards religious faith in general is found in modern America's phobia about those who attempt societal change as a result of religious beliefs. An

anti-abortion protestor that is against abortion for religious reasons will conjure up grim pictures of religious wars, inquisitions, and other assorted religious atrocities as examples of people trying to impose their religious will on other people. It is like saying that if those murdered for religious reasons had somehow had a choice, they would have chosen a secular killer: "that those whose writings led to their executions under, say, Stalin, thanked their lucky stars at the last instant of their lives that Communism was at least godless."

Professor Carter's response to liberal America's religious bigotry is to remind them that the civil rights movement "was openly and unashamedly religious in its appeals as it worked to impose its moral vision" on America. One can also remember a time when getting out the evangelical vote for a Democratic Presidential candidate was considered a good thing by many in the press. Jimmy Carter's campaign was never charged with advocating a narrow sectarianism, as was Ronald Reagan's or George Bush's, because his religious sentiments promoted policies that were more in line with the liberal mindset.

Professor Carter recognizes that much of society's current intolerance of those who are religious focuses on those who advocate a conservative set of values that arise from the belief that God has communicated via the Bible truth about human nature and righteous living, truth that is not available to us via reason alone. Mr. Carter disagrees with the conservative view but sees danger in using the power of government to remove the political freedoms of those who hold to it.

Separation of Church and State

In this important book the author makes some interesting observations concerning church and state in America. For example, Carter believes that, "Simply put, the metaphorical separation of church and state originated in an effort to

protect religion from the state, not the state from religion." As Thomas Jefferson declared, religious liberty is "the most inalienable and sacred of all human rights." The First Amendment was written to provide the maximum freedom of religion possible. Philip Schaff once called it "the Magna Carta of religious freedom," and "the first example in history of a government deliberately depriving itself of all legislative control over religion."

How have these founding ideas about church and state been applied recently in our society? Not very well according to Mr. Carter. The Supreme Court, whose duty it is to interpret the Constitution, has arrived at something called the Lemon test, an appropriate name because it is nearly impossible to apply. It includes three criteria for a statute to satisfy the requirements of the First Amendment. First, the law must have a secular purpose; second, it must neither advance nor inhibit religion; and finally, it must not cause excessive state entanglement with religion.

It is apparent to many that this ruling by the Court works in favor of those trying to build an impenetrable wall between religious belief and our government. Professor Carter notes that if this ruling is taken seriously one would have to question the legality of religiously motivated civil rights legislation. Another question is whether or not one can act in a manner that neither advances nor inhibits religion? For instance, does the government advance religion if it grants tax relief to parents who send their children to private schools? If so, does denying the tax relief inhibit religion by causing parents to be taxed twice for their children's education?

Carter notes that even the Court has had difficulty in applying this set of standards, mainly because of the way it has defined what is meant by a secular purpose. The Court often focuses on the motivation for a piece of legislation, rather than its political purpose. In other words, the

criteria that many would like the Court to use in determining secular purpose would be to ask if the legislation is pursuing a legitimate goal of government or not, rather than inquiring into the religious motivation of the bill's sponsors. As Professor Carter writes, "The idea that religious motivation renders a statute suspect was never anything but a tortured and unsatisfactory reading of the [establishment] clause... What the religion clauses of the First Amendment were designed to do was not to remove religious values from the arena of public debate, but to keep them there."

Mr. Carter understands the difficulty and complexity of law and notes that simply removing the Lemon test would not solve our legal inequities regarding religious belief in America. The legal community is very much split over what should replace the test. Yet he argues that we must not give in to the current notion that the Establishment Clause of the First Amendment was written to protect the secular from the religious for this would lead to establishing "religion as a hobby, trivial and unimportant for serious people, not to be mentioned in serious discourse. And nothing could be further from the constitutional, historical, or philosophical truth."

The Accommodation of Religion

Although Professor Carter does not agree with positions held by conservative evangelicals on moral issues, he argues eloquently, not only for our right to hold these positions, but to take part in the public debate over them and, if possible, to convince our fellow citizens of the rightness of our policies.

Mr. Carter sees the current culture war as a result of a collision between the ever expanding welfare state and religious autonomy. In its attempt to enforce gender, racial, and sexual preference equity, the government was bound to clash with the discriminatory practices that are part of religious belief. This, in itself, is a remarkable admission

from someone who generally agrees with the policies of the current welfare state. Fortunately, Professor Carter values freedom of religion and fears secular governmental tyranny enough to prefer that we err on the side of freedom rather than government control.

How then should the courts rule when religious groups balk at compliance to government established policies like anti-housing discrimination laws? Recent court cases have tended to ignore the significance of religious belief. Carter, however, contends that religious groups ought to be able to establish when and how they are called to discriminate in public settings, with some limitations. He would place a high standard, that of compelling interest, between government policy and religious observance. In other words, government should not be able to force a Christian couple to rent their apartment to two homosexual men unless the it can prove that it has a compelling interest in the issue. Doing so under the standard Carter proposes would be much more difficult than under current standards. Yet without this high standard, or something similar, government will continue to virtually ignore religious faith in creating its rules and regulations.

Professor Carter is very cognizant of the power government has to control or destroy groups via taxation, regulation, or the threat of secular leveling. That occurs when government tries to force every organization to reflect current government policy within its own internal organizational structure and practice. Unfortunately, Mr. Carter's plan for implementing protection of religious groups is not as satisfying as his defense of religious freedoms. In fact, he comes to the conclusion that satisfying both equality and religious autonomy may not be possible. In one obvious example, that of homosexual employment rights versus the rights of religious groups not to hire homosexuals, Carter's rejection of biblical constraints on homosexual behavior leaves him without direction. Even so, conservative readers will want to note his

fine defense of religiously motivated actions in society.

Carter believes that it is difficult “to see how the law can protect religious freedom in the welfare state if it does not offer exemptions and special protection for religious devotion.” Unfortunately, he never questions the wisdom of the welfare state in general. However, he does see the need for autonomous religious groups that challenge the moral and political orthodoxies of the day, whether they be religiously motivated civil rights groups in the 50s and 60s or anti-abortion groups in the 90s. Government neutrality is a myth, and without religious freedom whatever orthodoxy currently exists in government might be sustained via coercion and intimidation if religious groups are not given sufficient power to act as mediating structures.

Professor Carter’s book is an important one merely because it takes religious belief seriously even though it is sometimes inconsistent and strident in its treatment of conservative evangelicals. Next we will look at another model that some feel is a more biblical approach to the problem of unconstrained government and at what might replace the notion of a welfare state.

Another Model

Although written from a liberal perspective, both politically and theologically, the book argues very effectively for a return to a form of religious freedom that better reflects our Founding Fathers’ thinking. Once the reader gets past the author’s general disregard for what he calls the “Christian Right,” a great deal of helpful material can be garnered for the support of a society which respects religious belief and allows those who are religious full participation in the public affairs of the nation. In light of recent attacks on the role of Christians in politics by the media, this defense by a Yale law professor couldn’t come at a more opportune time.

Professor Carter charges that unless secular liberal theory finds a way to include religious participation in the public moral debate, political disaster may be the result. The outcome will be a narrowly focused elitist theory of government and public life that would indeed inflame the current culture war and drive a greater wedge between those who are religious and those who are not.

Conservative evangelicals should applaud Mr. Carter's view of religious freedom. His emphasis on religious groups acting as mediating structures between the individual and government and on the rights of families to direct the education of their children are a much needed message for our society. All societies need to determine the distribution of power and authority among its citizens. Many supporting the current welfare state argue that government and individuals should possess the bulk of decision-making ability in our political and judicial framework. This leaves out mediating structures, such as the church, which serves the vital role of challenging both political tyranny and individual anarchy. Professor Carter rightly sees the danger in this position. If authority is focused on state power and individual rights, the state will eventually extinguish the voices of individuals it finds antagonistic to its plans.

Mr. Carter is closer to a Calvinistic view of society than the welfare state model many liberals find comforting. Professor Carter seems to endorse the concept of spheres of influence, the idea that government, the church, and the family all have legitimate, in fact, God-given, authority in their respective domains.

Romans 13 and 1 Timothy 2 declare that God's purpose for government is to maintain order by punishing the wrongdoer and thus create a peaceful society in which we might live in all godliness and holiness. Ephesians 5, 1 Timothy 3, as well as other passages, lay out the structure and importance of the family in God's plan for human society. The origin and purpose

of the Church is referred to throughout the New Testament. First Timothy 3:15 talks of God's household, which is the church of the living God, the pillar and foundation of the truth. Those with a high view of Scripture believe that God has ordained these structures within society for good reason. If any of these three spheres try to function outside of its God-given role, the society will suffer as a whole.

The value of Professor Carter's book is that he is warning society that it has placed far too much authority and power in the hands of our government at the expense of religious groups and families. This is an important message that counters the often held belief that government is the only agent in our culture that can bring about change.

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Outcome Based Education

Outcome Based Education

Times are changing. The pressure on our public schools to improve, and change, has become intense. Since 1960 our population has increased by 41%, spending on education has increased by 225% (in constant 1990 dollars), but SAT scores have fallen by 8% (or 80 points). Although few would argue that the schools are solely to blame for our children's declining academic performance, many are hoping that schools can turn this trend around.

The decade of the 80s brought numerous education reforms, but few of them were a dramatic shift from what has gone on

before. Outcome-based education (OBE) is one of those that is new, even revolutionary, and is now being promoted as the panacea for America's educational woes. This reform has been driven by educators in response to demands for greater accountability by taxpayers and as a vehicle for breaking with traditional ideas about how we teach our children. If implemented, this approach to curriculum development could change our schools more than any other reform proposal in the last thirty years.

The focus of past and present curriculum has been on content, on the knowledge to be acquired by each student. Our language, literature, history, customs, traditions, and morals, often called Western civilization, dominated the learning process through secondary school. If students learned the information and performed well on tests and assignments, they received credit for the course and moved on to the next class. The point here is that the curriculum centered on the content to be learned; its purpose was to produce academically competent students. The daily schedule in a school was organized around the content. Each hour was devoted to a given topic; some students responded well to the instruction, and some did not.

Outcome-based education will change the focus of schools from the content to the student. According to William Spady, a major advocate of this type of reform, three goals drive this new approach to creating school curricula. First, all students can learn and succeed, but not on the same day or in the same way. Second, each success by a student breeds more success. Third, schools control the conditions of success. In other words, students are seen as totally malleable creatures. If we create the right environment, any student can be prepared for any academic or vocational career. The key is to custom fit the schools to each student's learning style and abilities.

The resulting schools will be vastly different from the ones recent generations attended. Yearly and daily schedules will change, teaching responsibilities will change, classroom

activities will change, the evaluation of student performance will change, and most importantly, our perception of what it means to be an educated person will change.

What is OBE?

Education is a political and emotional process. Just ask Pennsylvania's legislators. That state, along with Florida, North Carolina, and Kansas, has been rocked by political battles over the implementation of outcome-based educational reforms. The governor, the state board of education, legislators, and parents have been wrestling over how, and if, this reform should reshape the state's schools. Twenty-six other states claim to have generated outcome-based programs, and at least another nine are moving in that direction.

Before considering the details of this controversy, let's review the major differences between the traditional approach to schooling in America and an outcome-based approach.

Whereas previously the school calendar determined what a child might do at any moment of any school day, now progress toward specific outcomes will control activity. Time, content, and teaching technique will be altered to fit the needs of *each* student. Credit will be given for accomplishing stated outcomes, not for time spent in a given class.

The teacher's role in the classroom will become that of a coach. The instructor's goal is to move each child towards pre-determined outcomes rather than attempting to transmit the content of Western civilization to the next generation in a scholarly fashion. This dramatic change in the role of the teacher will occur because the focus is no longer on content. Feelings, attitudes, and skills such as learning to work together in groups will become just as important as learning information—some reformers would argue more important. Where traditional curricula focused on the past, reformers argue that outcome-based methods prepare students for the future and

for the constant change which is inevitable in our society.

Many advocates of outcome-based education feel that evaluation methods must change as well since outcomes are now central to curriculum development. We can no longer rely on simple cognitive tests to determine complex outcomes. Vermont is testing a portfolio approach to evaluation, in which art work, literary works, and the results of group projects are added to traditional tests in order to evaluate a student's progress. Where traditional testing tended to compare the abilities of students with each other, outcome-based reform will be criterion based. This means that all students must master information and skills at a predetermined level in order to move on to the next unit of material.

Implementing OBE Reform

Reformers advocating an outcome-based approach to curriculum development point to the logical simplicity of its technique. First, a list of desired outcomes in the form of student behaviors, skills, attitudes, and abilities is created. Second, learning experiences are designed that will allow teachers to coach the students to a mastery level in each outcome. Third, students are tested. Those who fail to achieve mastery receive remediation or retraining until mastery is achieved. Fourth, upon completion of learner outcomes a student graduates.

On the surface, this seems to be a reasonable approach to learning. In fact, the business world has made extensive use of this method for years, specifically for skills that were easily broken down into distinct units of information or specific behaviors. But as a comprehensive system for educating young minds, a few important questions have been raised. The most obvious question is who will determine the specific outcomes or learner objectives? This is also the area creating the most controversy across the country.

Transitional vs. Transformational OBE

According to William Spady, a reform advocate, outcomes can be written with traditional, transitional, or transformational goals in mind. Spady advocates transformation goals.

Traditional outcome-based programs would use the new methodology to teach traditional content areas like math, history, and science. The state of Illinois is an example of this approach. Although outcomes drive the schooling of these children, the outcomes themselves reflect the traditional content of public schools in the past.

Many teachers find this a positive option for challenging the minimal achiever. For example, a considerable number of students currently find their way through our schools, accumulating enough credits to graduate, while picking up little in the way of content knowledge or skills. Their knowledge base reflects little actual learning, but they have become skilled in working the system. An outcome-based program would prevent such students from graduating or passing to the next grade without reaching a pre-set mastery level of competency.

The idea of transformational reform is causing much turmoil. Transformational OBE subordinates course content to key issues, concepts, and processes. Indeed, Spady calls this the "highest evolution of the OBE concept." Central to the idea of transformational reform is the notion of outcomes of significance. Examples of such outcomes from Colorado and Wyoming school systems refer to collaborative workers, quality producers, involved citizens, self-directed achievers, and adaptable problem solvers. Spady supports transformational outcomes because they are future oriented, based on descriptions of future conditions that he feels should serve as starting points for OBE designs.

True to the spirit of the reform philosophy, little mention is

made about specific things that students should know as a result of being in school. The focus is on attitudes and feelings, personal goals, initiative, and vision—in their words, the whole student.

It is in devising learner outcomes that one's worldview comes into play. Those who see the world in terms of constant change, politically and morally, find a transformation model useful. They view human nature as evolving, changing rather than fixed.

Christians see human nature as fixed and unchanging. We were created in God's image yet are now fallen and sinful. We also hold to moral absolutes based on the character of God. The learner outcomes that have been proposed are controversial because they often accept a transformational, changing view of human nature. Advocates of outcome-based education point with pride to its focus on the student rather than course content. They feel that the key to educational reform is to be found in having students master stated learner outcomes. Critics fear that this is exactly what will happen. Their fear is based on the desire of reformers to educate the whole child. What will happen, they ask, when stated learner outcomes violate the moral or religious views of parents?

For example, most sex-education courses used in our schools claim to take a value-neutral approach to human sexuality. Following the example of the Kinsey studies and materials from the Sex Education and Information Council of the United States, most curricula make few distinctions between various sex acts. Sex within marriage between those of the opposite sex is not morally different from sex outside of marriage between those of the same sex. The goal of such programs is self-actualization and making people comfortable with their sexual preferences.

Under the traditional system of course credits a student could take a sex-ed course, totally disagree with the instruction

and yet pass the course by doing acceptable work on the tests presented. Occasionally, an instructor might make life difficult for a student who fails to conform, but if the student learns the material that would qualify him or her for a passing grade and credit towards graduation.

If transformational outcome-based reformers have their way, this student would not get credit for the course until his or her attitudes, feelings, and behaviors matched the desired goals of the learner outcomes. For instance, in Pennsylvania the state board had recommended learner outcomes that would evaluate a student based on his or her ability to demonstrate a comprehensive understanding of families. Many feel that this is part of the effort to widen the definition of families to include homosexual couples. Another goal requires students to know about and *use* community health resources. Notice that just knowing that Planned Parenthood has an office in town isn't enough, one must use it.

Parents vs. the State

The point of all this is to say that transformational outcome-based reform would be a much more efficient mechanism for changing our children's values and attitudes about issues facing our society. Unfortunately, the direction these changes often take is in conflict with our Christian faith. At the core of this debate is this question, "Who has authority over our children?" Public officials assume they do. Governor Casey of Pennsylvania, calling for reform, told his legislature, "We must never forget that you and I—the elected representatives of the people—and not anyone else—have the ultimate responsibility to assure the future of our children." I hope this is merely political hyperbole. I would argue that parents of children in the state of Pennsylvania are ultimately responsible for their children's future. The state has rarely proved itself a trustworthy parent.

Outcome-based education is an ideologically neutral tool for

curricular construction; whether it is more effective than traditional approaches remains to be seen. Unfortunately, because of its student-centered approach, its ability to influence individuals with a politically correct set of doctrines seems to be great. Parents (and all other taxpayers) need to weigh the possible benefits of outcome-based reform with the potential negatives.

Other Concerns About OBE

Many parents are concerned about who will determine the learner outcomes for their schools. One criticism already being heard is that many states have adopted very similar outcomes regardless of the process put in place to get community input. Many wonder if there will be real consideration of what learner outcomes the public wants rather than assuming that educators know what's best for our children. Who will decide what it means to be an educated person, the taxpaying consumer or the providers of education?

If students are going to be allowed to proceed through the material at their own rate, what happens to the brighter children? Eventually students will be at many levels, what then? Will added teachers be necessary? Will computer-assisted instruction allow for individual learning speeds? Either option will cost more money. Some reformers offer a scenario where brighter students help tutor slower ones thereby encouraging group responsibility rather than promoting an elite group of learners. Critics feel that a mastery-learning approach will inevitably hold back brighter students.

With outcome-based reform, many educators are calling for a broader set of evaluation techniques. But early attempts at grading students based on portfolios of various kinds of works has proved difficult. The Rand Corporation studied Vermont's attempt and found that "rater reliability—the extent to which raters agreed on the quality of a student's work—was low." There is a general dislike of standardized tests among the

reformers because it focuses on what the child knows rather than the whole child, but is there a viable substitute? Will students find that it is more important to be politically correct than to know specific facts?

Another question to be answered by reformers is whether or not school bureaucracies will allow for such dramatic change? How will the unions respond? Will legislative mandates that are already on the books be removed, or will this new approach simply be laid over the rest, creating a jungle of regulations and red tape? Reformers supporting outcome-based education claim that local schools will actually have more control over their programs. Once learner outcomes are established, schools will be given the freedom to create programs that accomplish these goals. But critics respond by noting that although districts may be given input as to how these outcomes are achieved, local control of the outcomes themselves may be lost.

Finally, there are many who feel that focusing on transformational learner outcomes will allow for hidden agendas to be promoted in the schools. Many parents feel that there is already too much emphasis on global citizenship, radical environmentalism, humanistic views of self-esteem, and human sexuality at the expense of reading, writing, math, and science. They feel that education may become more propagandistic rather than academic in nature. Parents need to find out where their state is in regards to this movement. If an outcome-based program is being pursued, will it focus on traditional or transformational outcomes? If the outcomes are already written and adopted, can a copy be acquired? If they are not written yet, how can parents get involved?

If the state is considering a transformational OBE program, parental concerns should be brought before the legislature. If the reform is local, parents should contact their school board. Parents have an obligation to know what is being taught to their children and if it works. Recently, parental

resistance halted the OBE movement in Pennsylvania when it was pointed out to the legislature that there is no solid evidence that the radical changes pro-posed will actually cause kids to learn more. While we still can, let's make our voices heard on this issue.

Notes

1. "Beyond Traditional Outcome-Based Education," *Educational Leadership* (October 1991), p. 67.
2. "Taking Account," *Education Week* (17 March 1993), p. 10.
3. "Beyond Traditional," p. 70.
4. "Amid Controversy, Pa. Board Adopts 'Learner Outcomes,'" *Education Week* (20 January 1993), p. 14.
5. "Casey Seeks Legislative Changes in Pa. Learning Goals," *Education Week* (3 February 1993), p. 19.
6. "Taking Account," p. 12.

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Schooling Choices

Difficult Choices

Americans seem to be consumed by the idea of choice. But choice can be a burden as well as a blessing. Many Christian parents are confronted today with the complicated choice of how best to educate their children. As the moral standards in our society move further and further from biblical ones, the importance of choice looms ever larger.

In a recent conversation with a friend, this dilemma became

even more evident to me. His daughter is about to enter high school. She's bright and concerned about living Christianly. But her parents are afraid that her desire to be part of the "in" group, to be accepted, could cause her to be negatively influenced by her peers.

The public high school in town is very good. It could be considered above average in many ways. It offers a good academic program and a wide variety of activities. But these parents have some important reservations about sending their daughter there. Like most Christians, they are aware that public schools, by law, are supposed to maintain a strict neutrality concerning religious topics. This has, in recent years, been interpreted by many school administrators to mean that Christian views are to be removed from the classroom.

My friends are also aware that the ethical standards they believe are central to the upbringing of their children are considered quite unusual by most of the students, teachers, and other parents in the community, and that this would place an added burden on their daughter.

They don't feel capable of home schooling, although they are sympathetic with the philosophy of that movement. A Christian school is available, but it is an hour's drive away and represents a substantial financial commitment.

These friends, like many other people, are trying to sort through one of the more perplexing dilemmas facing our nation's parents. By what criteria should parents choose their children's schools?

Education is a fairly emotional topic: we all tend to return to our own mental images of what it means to be schooled. Some remember public schooling as a joyous time with Christian teachers and a peer group that resulted in lifelong friendships. Others may remember a private school setting that was overly restrictive, resulting in a negative experience.

But should we make the decision of how to educate our children today based on how things were twenty or thirty years ago, even in the same school system?

A helpful book titled *Schooling Choices: An Examination of Private, Public, & Home Education*, edited by Dr. Wayne House, allows three advocates to argue for their favorite schooling environment. Dr. David Smith, a superintendent of schools in Indiana, argues for parents making use of our public schools. Dr. Kenneth Gangel, a professor at Dallas Theological Seminary, defends the Christian school, and Greg Harris, the director of Christian Life Workshops, promotes home schooling. No conclusions are offered by the book; instead, the issues are developed by the proponents themselves, and then critiqued by the other two writers.

If we assume that Christian parents have a God-given responsibility to raise and educate their children in a manner that glorifies God, this discussion of educational choices becomes central to our parenting task. My own children have experienced all three forms of educational institutions. But rather than simplifying the dilemma, this experience has taught me to be hesitant to tell a parent that there is one best educational environment for every child in all circumstances.

Biblical Evidence

In support of a Christian school setting, Dr. Kenneth Gangel argues that all of a child's education should be Bible-centered. Ephesians 6:4 states, "Parents, do not exasperate your children, instead, bring them up in the training and instruction of the Lord." If we tell our children to live biblically but train them in a secular setting, we may indeed exasperate them. The question goes beyond sheltering our children from a classroom that is openly hostile to Christianity. Even a neutral approach, if that were possible, would be insufficient. The whole teaching environment must be

centered around a Christian worldview.

Public school superintendent Dr. David Smith feels that this is not necessarily true. Quoting Luke 8:16 and Matthew 28:19-20, he prompts Christians to be salt and light and to fulfil the Great Commission in the public schools. Dr. Smith sees public schooling as an experience that will strengthen our children, preparing them for the real world.

Dr. Gangel replies that nowhere does the Bible say, "Give a child twelve years of training in the way he should not go, and he will be made strong by it." Instead, God tells us, "Train a child in the way he should go, and when he is old he will not turn from it."

Both Kenneth Gangel and Greg Harris emphasize the importance of peer influence or companionship. Both of them quote Proverbs 13:20, "He who walks with the wise grows wise, but a companion of fools suffers harm," and 1 Corinthians 15:33, "Do not be deceived, bad company ruins good morals." It seems clear that our children's closest companions are to view morality biblically.

Luke 6:40 states, "Every one when he is fully taught will be like his teacher." Although David Smith feels that public school teachers are a conservative group and that many are Christians, both Gangel and Harris feel that having a Christian teacher is a requirement that should not be left to chance. Greg Harris goes one step further, arguing that parents are in the best position to teach and be companions to their children.

Another major concern is the nature of knowledge and true wisdom. If we believe that "the fear of the Lord is the beginning of knowledge" (Prov. 9:10) and that "in Christ are hidden all the treasures of wisdom and knowledge" (Col. 2:3), then the ability of a public school to give our children a true perspective on the way things really are is placed in

question. Perhaps public schools could function as vocational education centers, but even then moral questions would be involved.

Although we can see how Christian public school teachers might influence their students, they will be in constant conflict with textbooks that assume a naturalistic viewpoint and a curriculum that steers clear of controversy. Greg Harris argues that nothing will kill the zeal of a Christian teacher quicker than a public school setting. He feels that many Christians imagine they are having a quiet impact and rationalize that someday the fruit will be more visible, when in fact they are promoting a non-Christian worldview by dividing their professional life from their Christian faith.

Both Harris and Gangel would argue that Christians need to integrate their beliefs with all of their activities. This is becoming more and more difficult in the public school setting, where textbooks, self-esteem programs, drug- and sex-ed curricula, and even the teacher's unions have adopted a view of humanity and morality that portrays mankind as autonomous from God.

Spiritual Benefits

As Christian parents, we want our children to become spiritually mature more than anything else. While recognizing that their own free will is the greatest factor in their future growth, the Bible does give us hope that training in righteousness now will pay off later.

While admitting that one environment is not necessarily the best for all students, Dr. Smith feels that young people can develop a mature Christian walk in our public schools. In fact, he states that some Christian schools and home schoolers may be doing more harm than good. Because of their narrow, authoritarian, and defensive view towards society, some Christian parents may retard their children's spiritual and

educational development. He feels that these parents are building high emotional walls between themselves and the rest of the evangelical community. Two authors he spotlights for having encouraged such a view are Phyllis Schlafly and Tim LaHaye.

Mr. Harris, on the other hand, sees the home school as a vehicle for restoring the home as the center of life and faith. Our children can be nurtured in the warmth and security of the home while they are still developing spiritually and emotionally. Once their confidence has been built concerning who they are and what they believe, then they are better prepared for the cruel elements of life. Mr. Harris also argues that by not placing our children in an age-segregated setting, they will be less peer-oriented.

Dr. Gangel believes that Christian schools will teach our children that God's program of joy in Christ supersedes the world's program of pleasure. He points to Romans 12:2 and the admonition that we are not to be conformed to this world but transformed by the renewing of our mind. This transformation of our minds should take place in all areas of life, including morality and our personal concept of truth. Christian schools afford moments where biblical discussions on these topics are encouraged, not ridiculed.

Although some may feel that a Christian school shelters its students from the real world, Dr. Gangel feels that just the opposite is true. Sheltering occurs when one is taught that man is basically good and that sin is not his most pressing problem. The fact that parents want to remove their children from a setting where 282,000 of them are attacked each month and 112,000 are robbed is not sheltering—it's common sense.

The question posed by these writers seems to be a simple one: Is it better to educate our children in an environment potentially hostile to the Christian faith or to train them in one that holds exclusively to that view? I do not feel that

any of the writers would argue that we should not see the public schools as a potential mission field. The difference is that Mr. Smith wants our children to be the missionaries, where the others feel that only well-grounded adults (and occasionally a rare student) are capable of making an impact without compromising their faith.

Will a child mature more in an exclusively Christian setting or in one governed by secular standards? My personal belief is that it depends greatly on the spiritual maturity of the child. If a student understands the nature of the spiritual battle occurring in our society, and is being equipped at home and at church with the ammunition needed to withstand the inevitable onslaught, then his faith will probably grow. But how many of our young children fit this description? And how many parents are willing to risk their children becoming casualties before they have had the benefit of as much Christian training as possible?

Educational Advantages

Dr. Smith believes that the key to understanding public schools and their ability to educate is tied to the task that public schools have been given. All children are admitted to public schools, regardless of ability or background. In fact, in the last fifteen years alone, 15 million immigrants have been assimilated into our society largely through public schools. Dr. Smith argues that while we are graduating a higher percentage of our young people today than ever before, the average student is more proficient today in both reading and computing than in the past. He claims that the literacy rate today is much higher today than in earlier years.

In response to the accusations that other industrialized countries score higher on similar tests, Dr. Smith refers to work done by Dr. Torstein Husen, chairman of the International Association for the Evaluation of Achievement, who concludes that these tests are often not valid comparisons. As for the

Japanese, Mr. Smith would argue that it is the cultural differences in regard to the work ethic, not the educational systems themselves, that produce better results.

Finally, Dr. Smith states that "for the overwhelming majority of children public schools offer the best techniques, curriculum and extracurricular opportunities: in short, the most comprehensive education available." Although studies have shown that the large, well-established private schools do an admirable job teaching their affluent middle-class clientele, we know little about the effectiveness of the newer, more fundamental Christian schools.

Dr. Gangel challenges this assumption. In a recent year the bill for public education in the U.S. was \$278.8 billion, greater than all other nations combined. In a number of cities, public schools spend more than twice the average cost per student than do private schools. But comparisons with other countries and most private schools point to an inferior product, and studies such as *A Nation at Risk* state that mediocrity threatens our very future as a nation.

One study points out that if cost were not a factor, 45 percent of parents who send their children to public schools would change to private schools. In Chicago, almost half of the public school teachers send their own children to private schools. One very important reason for this is that on standardized tests such as the Stanford Achievement Test, Christian school students perform, on the average, 1.04 years ahead of their public school counterparts.

The reason for the superiority of Christian schools, according to Dr. Gangel, is that they are more focused than public schools. They have made a commitment to the basics of reading, writing, and math. They are not trying to be all things to all people, which is often the demand placed upon public schools. Smaller classes, a consistent philosophy of education, and strict discipline more than make up for whatever is lacking in

facilities and equipment.

Dr. Gangel's argument for private schools has recently been supported by a secular source. The Brookings Institution has published a study titled *Politics, Markets, and America's Schools* that sees public schools in America as unable to teach the average student effectively because of a lack of autonomy. Too many outside influences are demanding that schools solve our society's most unyielding social ills. As a result, the mission and focus of our public schools have been blurred.

Summary

Mr. Harris is not shy about his support of teaching our children at home. He asserts that home schooling yields better results in less time and with less money than the alternative systems. He feels the superiority of home schooling is based on two principles. First is the advantage of tutoring over classroom instruction. Tutors are much more able to focus on the student's work, give immediate feedback, and adjust the work to an appropriate difficulty level. Parents who focus on the individual learning styles of their children can fashion a curriculum that plays to the child's strengths, rather than forcing the child to conform to a fixed program.

The second principle is that of delight-directed studies. Parents can focus on what the students are actually interested in and use that natural curiosity to motivate the student. Content at an early age is not as important as developing a taste for the process of study and learning.

Another very important aspect of home schooling is character development. Mr. Harris contends that character is caught, not taught, and that the character of the teacher is of utmost importance. While the courts have stated that the behavior of public school teachers outside of the school setting is not relevant to their classroom duties, home schooling assures that a consistent model will be presented to the student.

Because of the controversy over self-esteem curricula that use relaxation techniques very similar to transcendental meditation and yoga practices, many parents are willing to take on the task of home schooling to avoid their children being forced to take part in therapy they deem harmful. Also, more and more evidence is accumulating that the drug- and sex-education programs used in our schools are breaking down parental and religious barriers to dangerous activities and replacing them with the incredible peer pressure of our youth culture.

Another concern for all Christians is the strong influence of the multiculturalism movement in public education. As this movement grows, it is removing from the curriculum the great works that have defined Western Civilization. Much of what is replacing these works is feminist and Marxist in nature, challenging the very foundation of our society's values.

A recent Gallup poll revealed that six out of ten parents with children in public schools are calling for greater choice in where their children will attend school. For the Christian parent, choice takes on a much larger role. Like all important decisions, it must depend on our goals as parents and our understanding of what God would have us to do as His servants. To choose wisely, we must know our children well. I personally believe that no single environment is appropriate for every child. We must understand that a spiritual war is being fought for the minds and hearts of our children, and that the philosophy of this world is not compatible with the gospel of Jesus Christ.

We have entered a period in our history as a people when a biblical worldview is no longer accepted as the predominant one. As a result, we must think carefully about the purpose of education. If education is just the accumulation of cold data, mere facts to be collected, public schools may be a viable option. That option becomes less attractive if we acknowledge the moral aspect of education.

In 1644 John Milton wrote a short essay on what education should accomplish for the Christian. It reads, in part, "The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him." Are our children learning to become disciples of Christ, and to love God with all of their hearts, their souls, and their minds?

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World Hunger

Kerby Anderson helps us consider the fundamental reasons behind the prevalence of hunger in our world today. He points out our responsibility as Christians to make our resources available to help those caught in this crises. He tells us we need to be praying and working to end world hunger.

Frequently we see pictures of starving children and are overwhelmed by the awesome task of feeding the world's hungry. Why, we wonder, is there so much hunger in the world today? The answer can be broken down into three categories: poverty, population, and priorities.

Poverty, Population, and Priorities

The first reason for hunger is poverty. The poor are hungry, and the hungry are usually poor. In First World countries, we talk about our quality of life or our standard of living. But in Third World countries, the focus shifts to the mere sustaining of life. A major problem in Third World

countries is capital investment. There is very little money that can be spent on agricultural development or even basics like seed and farm tools.

A second reason for hunger is population. Nearly every country has experienced a growth in population, but the greatest impact has been on the world's poorest countries because they have been experiencing exponential growth in their population.

Notice how exponential population growth shortens our response time to crises. This planet did not reach a population of 1 billion until about the turn of the century. It took the world thousands of years to reach a population level of 1 billion. By 1950, the world's population grew to 2 billion. So the population doubled in just 50 years. By 1975, we had 4 billion people, so the doubling time decreased to just 25 years. Many experts estimate that we will have 6 to 8 billion people by the end of this century.

This exponential growth puts an enormous strain on our ability to provide resources and services to a starving world. Imagine if your own city or town had its population double every 20 to 25 years. That would mean you would have to double the number of houses, double the number of grocery stores, double the number of roads, and double the number of sewage-treatment plants.

Such growth would be a significant strain on the budget and resources of a First World country. Imagine the strain this would put on a Third World country. So the problem of world hunger is exacerbated by population growth.

A third reason for world hunger is priorities. Those of us who live in an industrialized society place a high priority on comfort and convenience. Our standard of living places a significant strain on the world economy.

In the First World countries, we only have a 1 percent growth rate. But that 1 percent growth rate affects the planet eight

times as much as the 23 percent growth rate of the lesser-developed countries. The reason for this is that we use a lot more resources to maintain our standard of living. Currently it costs 30 times as much in terms of energy and resources to feed a North American as it does to feed a Pakistani.

Certainly this is something Christians must consider in terms of their own economic lifestyle. At a time when people are not getting enough to eat, we are living a lifestyle far beyond what many could even imagine.

We have a great challenge before us. We must not only consider what we can do to feed the hungry, but we must also consider what we should do to limit our indulgent lifestyle.

Exploitation

I would next like to focus on some of the most publicized causes of world hunger. The first is exploitation. There is a tremendous amount of exploitation in the world, which has led to the problem of hunger. Christians should not be surprised. Many Old Testament verses in the books of Proverbs, Amos, and Micah speak of poverty that results from exploitation and fraud.

Many countries were exploited by colonial powers in the 19th and 20th centuries. But while this is true, let me also hasten to add that liberals have perhaps made too much of the colonial connection.

P. T. Bauer, in his book *Dissent on Development*, shows that many of these countries that had some contact with the Western world actually did better economically than those countries that did not have any contact at all. Hong Kong and India, which were ruled by colonial powers, did better economically than countries in the deepest part of Africa that had little contact with Western economies.

When these countries gained independence, they did not have to

start from scratch. The colonial powers left behind roads, schools, and hospitals, all of which provided an infrastructure to build upon.

But another aspect of exploitation that is often ignored is not the colonial connection but the Marxist connection. Countries such as Ethiopia with authoritarian Marxist governments bring great suffering on their populations because of government policies that prevent food and compassionate aid from reaching their people.

Misfortune and Persecution

A second cause of hunger is misfortune and persecution. Again this should come as no surprise to Christians. In the book of Job we have an example of poverty that comes through misfortune. In other places we see how poverty results from persecution. And sometimes poverty comes because of God's judgment on a people who disobey Him.

Because we live in a fallen world, we must not be surprised when misfortune strikes. During the last two decades, for example, we have had fairly stable weather patterns. Now that the weather has become more erratic, we wonder what is going wrong. Although many doomsayers want to blame these changes on the much-publicized greenhouse effect, most of these climatic fluctuations are typical. We have been lulled into thinking that weather is predictable and must remind ourselves that the earth still "groans in travail" because we live in a fallen world. Hurricanes, monsoons, and droughts are going to exacerbate our problems with world hunger.

As we look at these problems, we can see that the problem of world hunger is going to increase rather than decrease. As our weather continues to be erratic and as terrorism and persecution intensify around the world, problems with hunger will intensify.

We are going to have to find ways to help the people and countries that are suffering. Part of the solution may be for our government to provide help through foreign aid. But another important and often neglected part of the solution is for Christian organizations to provide food and resources to the needy. The problem of world hunger is massive, and all of us must do what we can to solve the problem.

Governmental Control

Along with these well-known causes of hunger are a few less-publicized, more obscure causes. One of these causes is governmental control. Hunger and poverty are often due to the very structure of governments. This is important to realize when we begin to talk about cures for world hunger, because we as a country are often limited in what we can do to lessen hunger in a foreign nation.

The statement by Jesus that the poor will always be with us takes on a new meaning when we realize how intractable many problems like world hunger are. Lack of food and unpredictable weather patterns aren't the sole causes of hunger. Many times governmental control makes hunger worse.

Even a cursory look at the world market shows that those countries that provide the greatest economic freedom also have the greatest amount of economic success. Hong Kong, for example, is a country that has received no foreign aid. But because it has a relatively free market, it enjoys one of the highest standards of living of any country in Asia.

Economic freedom allows personal incentive and pushes the economic engine of development. We can see this in the example of the former Soviet Union. In addition to the large governmental plots of agricultural land, smaller plots were allocated to the individual farmer. It is estimated that nearly 25 percent of all the Soviet agricultural produce came from these small, private plots of land. Soviet production on

small plots of land demonstrates the power of incentive created by economic freedom. If a government focuses all its time and attention on the commonality of property, it will lead its country down the path towards poverty and hunger.

Indifference

Another cause of hunger is indifference. Individuals and their governments should be more concerned about world hunger than they are now. The affluence of North America often keeps us from being concerned about those who do not have enough to eat. Although the United States has set the standard for many other nations in its compassionate giving, still more could be done.

Particularly troubling is the lack of compassion of Third World countries for their neighbors. The OPEC countries, for example, have vast financial resources, which they are unwilling to share with countries in the region not blessed with such geological resources. They need to show compassion to their neighboring countries.

The Culture of Poverty

A third cause of hunger is the culture of poverty. Proverbs 10:15 says, "The ruin of the poor is their poverty." The reason for poverty is often the prior existence of poverty. Poverty breeds more poverty, and more poverty breeds more hunger.

Those people who come from an impoverished situation do not have the means by which to better themselves. They are not getting the necessary calories and nutrition, so they are caught in the web of poverty. Moreover, they are being raised in a culture of poverty that perpetuates dependence and prevents advancement.

This is where the gospel can have an impact. Poverty and

hunger are not just economic problems. There is a strong psychological and spiritual component to poverty. A person who is born again changes his worldview, and this is an important aspect of dealing with the problem of hunger.

Curing World Hunger

When we talk about solutions to world hunger we should realize that there are a number of unbiblical solutions. One of the most incredible is the "lifeboat ethic," which proposes the use of the principle known as *triage*.

The Lifeboat Ethic

This idea was popularized by Dr. Garrett Hardin at the University of California at Santa Barbara. He uses the metaphor of the lifeboat to explain how rich nations are surrounded by poor ones who want to get into the lifeboat. He says, at some point, we have to push them back into the water to prevent us all from sinking.

He further argues that the problem will become worse because many of these countries will not control their populations. Thus, he says, it is inevitable that these people will eventually starve. He believes that feeding them will only prolong the suffering. Hardin therefore proposes we use the principle of triage. This concept as it is used in military medicine attempts to classify war or disaster victims according to the severity of their wounds in order to maximize the number of survivors. As incoming wounded arrive, they are placed in one of three groups. The first group has superficial wounds and can be treated later. The second group has more substantial wounds and must be treated immediately. And the members of the third group have such massive wounds that they are simply set aside and allowed to die.

Proponents of this lifeboat ethic suggest that we use the principle of triage and stop shipments of food to Third World

nations facing starvation. After all, they argue, there is only so much room in the lifeboat or on "Spaceship Earth." We must push the rest of these people off the boat in order to save ourselves.

This idea certainly raises profound ethical questions. But the metaphor only makes sense if you accept the following three assumptions. The first assumption is that there is no distinction between people and animals. The second assumption is that we are pushing the limits of the world's resources. The third assumption is that population growth is not being brought under control. However, all three of these assumptions are false. First, there *is* a distinction between people and animals. Humans have dignity because they are created in the image of God and are therefore distinct from animals. Yet we live in a world where evolutionists blur this distinction between humans and animals.

The second assumption is also questionable. We do live in a fallen world, and there are some limits to growth. But an even greater production of resources is possible, and numerous conservation techniques can increase production.

The third assumption, that population growth is not being brought under control, is also in doubt. There is evidence that many countries are serious about controlling their population explosion. In fact, many nations are experiencing a decline in their birth rates and will eventually have declining populations.

What we have to recognize is that there are many people who are proposing unbiblical solutions. And we as Christians have a responsibility to make sure these propositions do not become law.

The Christian Ethic

Often I find that Christians look at the problem of world

hunger and become overwhelmed. They ask, What can we do? After all, many solutions to world hunger come from governmental agencies and large organizations.

We need to recognize that governmental agencies and even private organizations are only part of the solution and often are not as effective as Christian organizations and missionaries. In Marxist countries like Ethiopia, the United States has limited diplomatic relationships. Moreover, the government has used some of the incoming aid as a weapon against their enemies. Indigenous programs through missionary organizations can sometimes be more effective since they do not have to go through as many diplomatic channels. Christians should realize there are things we can do, and we can learn about these from Scripture. The first obvious thing we can do is to give. The Bible talks about the compassionate distribution of food and other resources in passages such as 1 Corinthians 16 and 2 Corinthians 9. The New Testament church gave to other Christians who were in need.

One way a church can foster an attitude of compassion is to emphasize our responsibility to the hungry. One program called "Skip a Lunch and Feed a Bunch" encourages Christians to save the money they would have used to buy lunch and place it in a container for those who are hungry.

Some agencies have programs for adopting a child in another country and providing for his or her food and educational expenses. You can write letters to the child and have a personal involvement in this often abstract problem of world hunger.

Another solution to world hunger is missionary work. As missionaries go into various cultures, they are able to change attitudes and values that perpetuate the cycle of hunger and poverty. They can teach people how to become more independent economically and how to develop the resources available to them. In the famine in Ethiopia, many Christian relief

organizations provided both food and resources. Unfortunately, their efforts were hampered by inadequate ports and a primitive transportation network. Many of the nation's trucks were being used to fight a civil war, and others were crippled by a lack of spare parts. So the relief organizations began to airlift food in order to feed those starving in remote areas of the country.

Missionary outreach has also had an impact by preaching the gospel. As I mentioned previously, spiritual conversion changes a person's worldview and can break the culture of poverty. Many of the problems of poverty and hunger are not economic but psychological and spiritual. These include such things as poor training or wrongful attitudes.

Preaching the gospel can change not only individuals but a culture. Just think of the impact the Hindu worldview has on countries like India. False religious beliefs keep the Indians from utilizing beef, an important source of protein. Other ideas such as the concept of *karma* keep Indians from meeting the needs of the underclass. Conversion to Christianity can change not only individual lives but a culture that rests on a false foundation. World hunger is certainly a major problem. As Christians we need to be praying and working to provide solutions to the awesome problem of feeding the world.

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