The Causes of War

Meic Pearse's book The Gods of War *gives great insight into the charge that religion is the cause of most war. History shows this is not true: the cause of most war is the sinful human heart, even when religion is invoked as a reason.*

The Accusation

Sam Harris, the popular author and atheist, says that "for everyone with eyes to see, there can be no doubt that religious faith remains a perpetual source of human conflict."{1} Writing for the Freedom from Religion Foundation, fellow atheist Richard Dawkins adds, "Only the willfully blind could fail to implicate the divisive force of religion in most, if not all, of the violent enmities in the world today."{2} Speaking more bluntly, one British government official has said, "theocrats, religious leaders or fanatics citing holy texts . . . constitutes the greatest threat to world peace today."{3}



War is the ultimate act of intolerance, and since intolerance is seen as the only unforgivable sin in our postmodern times, it's not surprising that those hostile to religion would charge people holding religious convictions with the guilt for causing war.

This view is held by many others, not just despisers of religion. A 2006 opinion poll taken in Great Britain found that 82% of adults "see religion as a cause of division and tension between people. Only 16% disagree."{4}

To be honest, religion has been, and remains, a source of conflict in the world; but to what degree? Is it the only source of war, as its critics argue? Is it even the primary source? And if we agree that religion is a source of war, how

do we define what qualifies as a religion? This leads to another question. Are all religions equally responsible for war or are some more prone to instigate conflict than others? Once these issues are decided, we are still left with one of the most difficult questions: How does a religious person, especially a Christian, respond to the question of war?

When confronted with the accusation that religion, and more importantly, Christianity, has been the central cause of war down through history, most Christians respond by ceding the point. We will argue that the issue is far too complex to merely blame war on religious strife. A more nuanced response is needed. Religion is sometimes the direct cause of war, but other times it plays a more ambiguous role. It can also be argued, as Karl Marx did, that religion can actually restrain the warring instinct.

In his provocative new book, *The Gods of War*, Meic Pearse argues that modern atheists greatly overstate their case regarding religion as a cause for war, and that all religions are not equal when it comes to the tendency to resort to violence. He believes that the greatest source for conflict in the world today is the universalizing tendencies of modern secular nations that are pressing their materialism and moral relativism on more traditional cultures.

The Connection Between Religion and War

When someone suggests a simple answer to something as complex as war, it probably is *too* simple. History is usually more complicated than we would like it to be.

How then should Christians respond when someone claims religion is the cause of all wars? First, we must admit that religion can be and sometimes is the cause of war. Although it can be difficult to separate political, cultural, and religious motivations, there have been instances when men went

off to war specifically because they believed that God wanted them to. That being said, in the last one hundred years the modern era with its secular ideologies has generated death and destruction on a scale never seen before in history. Not during the Crusades, the Inquisition, nor even during the Thirty Years War in Europe.

The total warfare of the twentieth century combined powerful advances in war-making technologies with highly structured societies to devastating effect. WWI cost close to eight and a half million lives. The more geographically limited Russian Civil War that followed the Bolshevik Revolution in 1917 resulted in nine million deaths. WWII cost sixty million deaths, as well as the destruction of whole cities by fire bombing and nuclear devices.

Both Nazi fascism and communism rejected the Christian belief that humanity holds a unique role in creation and replaced it with the necessity of conflict and strife. By the end of the nineteenth century, Darwin's ideas regarding natural selection and survival of the fittest had begun to affect philosophy, the social sciences, and even theology. Darwin had left us with a brutal universe devoid of meaning. The communist and fascist worldviews were both firmly grounded in Darwin's universe.

Hitler's obsession with violence is well known, but the communists were just as vocal about their attachment to it. Russian revolution leader Leon Trotsky wrote, "We must put an end once and for all to the papist-Quaker babble about the sanctity of human life." Lenin argued that the socialist state was to be "a system of organized violence against the bourgeoisie" or middle class. While critics of the Russian Tsar and his ties with the Orthodox Russian Church could point to examples of oppression and cruelty, one historian has noted that when the communists had come to power "more prisoners were shot at just one soviet camp in a single year than had been executed by the tsars during the entire nineteenth

century."{5}

So, religion is not the primary cause of warfare and cruelty, at least not during the last one hundred years. But what about wars fought in the more distant past; surely most of them were religiously motivated. Not really.

Meic Pearce argues that "most wars, even before the rise of twentieth century's secularist creeds, owed little or nothing to religious causation."{6} Considering the great empires of antiquity, Pearce writes that "neither the Persians nor the Greeks nor the Romans fought either to protect or to advance the worship of their gods."{7} Far more ordinary motives were involved like the desire for booty, the extension of the empire, glory in battle, and the desire to create buffer zones with their enemies. Each of these empires had their gods which would be called upon for aid in battle, but the primary cause of these military endeavors was not the advancement of religious beliefs.

Invasions by the Goths, Huns, Franks, and others against the Roman Empire, attacks by the Vikings in the North and the Mongols in Asia were motivated by material gain as well and not religious belief. The fourteenth century conquests of Timur Leng (or Tamerlane) in the Middle East and India resulted in the deaths of millions. He was a Muslim, but he conquered Muslim and pagan alike. At one point he had seventy thousand Muslims beheaded in Baghdad so that towers could be built with their skulls.{8}

More recently, the Hundred Years War between the French and English, the American Revolution, and the Napoleonic Wars were secular conflicts. Religious beliefs might have been used to wrap the conflicts with a Christian veneer, but promoting the cause of Christ was not at the heart of the conflicts.

Pearce argues that down through the millennia, humanity has gone to war for two main reasons: greed expressed by the

competition for limited resources, and the need for security from other predatory cultures. The use of religion as a legitimating device for conflict has become a recent trend as it became less likely that a single individual could take a country to war without the broad support of the population.

It can be argued that religion was, without ambiguity, at the center of armed conflict during two periods in history. The first was during the birth and expansion of Islam which resulted in an ongoing struggle with Christianity, including the Crusades during the Middle Ages. The second was the result of the Reformation in Europe and was fought between Protestant and Catholic states. Even here, political motivations were part of the blend of causes that resulted in armed conflict.

Islam and Christianity

Do all religions have the same propensity to cause war? The two world religions with the largest followings are Christianity and Islam. While it is true that people have used both belief systems to justify armed conflict, are they equally likely to cause war? Do their founder's teachings, their holy books, and examples from the earliest believers encourage their followers to do violence against others?

Although Christianity has been used to justify forced conversions and violence against unbelievers, the connection between what Christianity actually teaches and these acts of violence has been ambiguous at best and often contradictory. Nowhere in the New Testament are Christians told to use violence to further the Kingdom of God. Our model is Christ who is the perfect picture of humility and servant leadership, the one who came to lay down his life for others. Meic Pearce writes, "For the first three centuries of its history, Christianity was spread exclusively by persuasion and was persecuted for its pains, initially by the Jews but later, from 63, by the Romans."{9} It wasn't until Christianity

became the de facto state religion of the Roman Empire around AD 400 that others were persecuted in the name of Christ.

The history of Islam is quite different. Warfare and conflict are found at its very beginning and is embodied in Muhammad's actions and words. Islam was initially spread through military conquest and maintained by threat of violence. As one pair of scholars puts it, there can be no doubt that "Islam was cradled in violence, and that Muhammad himself, through the twenty-six or twenty-seven raids in which he personally participated, came to serve for some Muslims as a role model for violence."{10}

Much evidence can be corralled to make this point. Muhammad himself spoke of the necessity of warfare on behalf of Allah. He said to his followers, "I was ordered to fight all men until they say, 'There is no God but Allah.'"{11} Prior to conquering Mecca, he supported his small band of believers by raiding caravans and sharing the booty. Soon after Muhammad's death, a war broke out over the future of the religion. Three civil wars were fought between Muslims during the first fifty years of the religion's history, and three of the four leaders of Islam after Muhammad were assassinated by other Muslims. The Quran and Hadith, the two most important writings in Islam, make explicit the expectation that all Muslim men will fight to defend the faith. Perhaps the most telling aspect of Islamic belief is that there is no separation between religious and political authority in the Islamic world. A threat to one is considered a threat to the other and almost guarantees religiously motivated warfare.

Pacifism or Just Wars?

Although most Christians advocate either pacifism or a "just war" view when it comes to warfare and violence, Pearse argues that there are difficulties with both. Pacifism works at a personal level, but "there cannot be a pacifist state, merely

a state that depends on others possessed of more force or of the willingness to use it."{12} Some pacifists argue that humans are basically good and that violence stems from misunderstandings or social injustice. This is hardly a traditional Christian teaching. Pearse argues that "a repudiation of force in all circumstances . . . is an abandonment of victims—real people—to their fate."{13}

Just war theory as advocated by Augustine in the early fifth century teaches that war is moral if it is fought for a just cause and carried out in a just fashion. A just cause bars wars of aggression or revenge, and is fought only as a last resort. It also must have a reasonable chance of success and be fought under the direction of a ruler in an attitude of love for the enemy. It seeks to reestablish peace, not total destruction of the vanquished, and to insure that noncombatants are not targeted.

However, even WWII, what many believe to be our most justified use of force, failed to measure up to this standard. Massive air raids against civilian populations by the Allies were just one of many violations that disallow its qualification as a just war. As Pearse argues, "war has an appalling dynamic of its own: it drags down the participants . . . into ever more savage actions."{14}

How then are Christians to think about war and violence? Let's consider two examples. In the face of much violent opposition in his battle for social justice, Martin Luther King said, "be ye assured that we will wear you down by our capacity to suffer. . . . We shall so appeal to your heart and conscience that we shall win *you* in the process."{15} Reform was achieved, although at the cost of his life, and many hearts and minds have been changed.

However, another martyr, German minister Dietrich Bonhoeffer, rejected pacifism and chose to participate in an attempt on the life of Adolf Hitler, mainly because he despaired that an

appeal to the hearts and minds of the Nazis would be effective.

Neither King nor Bonhoeffer were killed specifically for their faith. They were killed for defending the weak from slaughter, as Pearse puts it. Perhaps Pearse is correct when he argues, "If Christians can . . . legitimately fight . . . , then that fighting clearly cannot be for the faith. It can only be for secular causes . . . faith in Christ is something for which we can only die—not kill. . . . To fight under the delusion that one is thereby promoting Christianity is to lose sight of what Christianity is."{16}

Notes

1. Meic Pearse, The Gods of War (Downers Grove, IL: InterVarsity Press, 2007), 16.
2. Ibid., 15.
3. Ibid.
4. Ibid., 14.
5. Ibid., 31.
6. Ibid., 53.
7. Ibid., 54.
8. Ibid., 55.
9. Ibid., 134.
10. Ibid., 58.
11. Ibid., 59.
12. Ibid., 173.
13. Ibid., 175.
14. Ibid., 173.
15. Ibid., 180.
16. Ibid.

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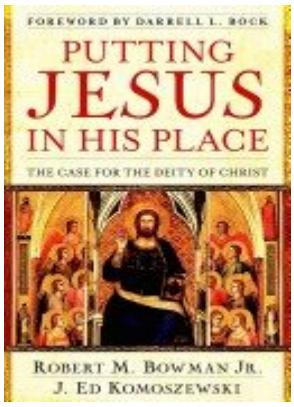
Jesus Is God: 5 Powerful Indicators That Reveal His Divine H.A.N.D.S

Don Closson explains the five lines of evidence that Jesus is God from the book Putting Jesus in His Place.

Jesus Shares the *Honor* Given to God



Defending the deity of Christ can be a source of anxiety for some believers. Perhaps it is because our defense often consists only of a couple of proof texts, which are quickly challenged by Jehovah's Witnesses and others. Even worse, some Christians themselves are troubled by passages that seem to teach that Jesus is something less than God, that He is inferior to the Father in some significant way. They are fine with Jesus being the suffering servant, the Messiah who died for our sins, but less sure of His role in creation or as a member of the triune everlasting "I Am" of the Old Testament.



A recent book by Robert Bowman and Ed Komoszewski titled *Putting Jesus in His Place* is a great confidence builder for those wrestling with this key doctrine. The book offers five lines of evidence with deep roots in the biblical material. The book is organized around the acronym H.A.N.D.S. It argues that the New Testament teaches that Jesus deserves the *honors* only due to God, He shares the *attributes* that only God possesses, He is given *names* that can only be given to God, He performs *deeds* that only God can perform, and finally, He possesses a *seat* on the throne of God.

Let's look at the first line of evidence for the deity of

Christ: Jesus deserves the honor that should only be given to God. To honor someone is to acknowledge "their place in the scheme of things—to speak about them and to behave toward them in a manner appropriate to their status and position."{1} As creator of the universe, God deserves the highest level of honor and glory, since nothing can claim a higher degree of status or position. As a result, the Old Testament teaches that only God deserves the honor and glory that is part of human worship, and He will not share this honor with anything else. In Isaiah 42, God declares that "I am the LORD; that is my name! I will not give my glory to another or my praise to idols" (Isaiah 42:8).

So how does Jesus fit into this picture? In John 5, Jesus declares that the Father has entrusted judgment to the Son so that "all may honor the Son just as they honor the Father." He adds that "He who does not honor the Son does not honor the Father" (John 5:22, 23). Referring to his pre-existence with the Father before creation, Jesus says, "And now, Father, glorify me in your presence with the glory I had with you before the world began" (John 17:5). In these passages, Jesus is claiming the right to receive the same honor and glory due to the Father; in effect, He is claiming to be God in the same way that the Father is God.

Jesus Shares the *Attributes* of God

If Jesus is honored in the New Testament in a manner reserved only for God, it follows that one who is given the honor and glory reserved for God is also worthy of worship. So it's not surprising that the book of Hebrews tells us that Jesus is to be worshipped by the angels or that in Matthew's Gospel the apostles worshipped him when he came to them walking on water (Hebrews 1:6; Matthew 14:33). Perhaps the most stirring image of Jesus being worshipped is in Revelation where every creature in heaven and on earth sing praises to the Father and to the Lamb, giving them both honor and glory and reporting

that the four living creatures and the elders fell down and worshipped Him (Revelation 5:13-14).

The New Testament also teaches that Jesus shares divine attributes that only God possesses. When this claim is made, Muslims, Jehovah's Witnesses, and others protest by pointing out that Jesus exhibited the very human attributes of hunger, fatigue, and pain. This valid observation does not conflict with the traditional Christian teaching that Jesus possessed two essential natures—one divine and one human. There is no reason to assume that one set of attributes cancels out the other. It should be added that although Jesus shares a divine nature with the Father, He does not share the same properties within the Godhead or trinity. The Father sent Jesus into the world; Jesus died on the cross and assumed the role of our permanent high priest.

Jesus clearly states in John 14 that to see him is to see the Father; both are equally God (John 14:10). In Colossians, Paul goes to great lengths to argue that all of God's divine attributes are present in Christ. He writes that Jesus is "the image of the invisible God" and that ". . .God was pleased to have all his fullness dwell in him (Colossians 1:15, 19). He summarizes the same idea by adding that "in Christ all the fullness of the Deity lives in bodily form" (Colossians 2:9). The writer of Hebrews concurs in the opening paragraph of that book, saying that "the Son is the radiance of God's glory and the exact representation of his being" (Hebrews 1:3).

Jesus shares the Father's attribute of pre-existing the created universe and His own physical incarnation. John's Gospel tells us that Jesus was with the Father in the beginning when the universe was created, and Paul adds that Jesus is before all things (John 1:1-3; Colossians 1:16-18). In other words, Jesus has always existed and is unchanging. He has been given all authority on heaven and earth (Matt. 28:18). He deserves the honor, praise, glory, and worship of all creation.

Jesus Shares the *Names* Given to God

Those who question the deity of Christ complain that the New Testament just doesn't teach it, that it doesn't come right out and say that Jesus is God. Is this really the case?

The New Testament uses two key words for God: *theos*, the general Greek word for deity, and *kurios,* usually translated as "lord." *Theos* is the word most often used to designate God the Father and is also used a number of times in direct reference to Jesus, especially in the Gospel of John. John begins his book with the familiar proclamation that Jesus, the Word, was with God (*theos*) in the beginning, and that the Word (Jesus) was God (*theos*). Later in the chapter, John adds that "No one has ever seen God, but God (*theos*) the One and Only, who at the Father's side, has made him known" (John 1:18). Jesus, the Word, is described by John as being with God in verse one, and at the Father's side in verse eighteen, and in both cases is given the title *theos* or God.

The Gospel John also contains the confession by Thomas that Jesus is his Lord (*kurios*), and God (*theos*). John makes sure that we understand that Thomas was talking about Jesus by writing "Thomas said to Him," that is, to Jesus, "'My Lord and my God.'"

Paul uses *theos* in reference to Jesus a number of times. In Romans 9:5 he describes Jesus as "Christ, who is God (*theos*) over all." And in Titus he writes that we are waiting for our "blessed hope—the glorious appearing of our great God (*theos*) and Savior, Jesus Christ (2:13)." Peter portrays himself as a servant of Christ who is writing to those through whom "the righteousness of our God (*theos*) and Savior Jesus Christ have received a faith as precious as ours (2 Peter1:1)."

All four gospels begin with John the Baptist's ministry of "preparing the way of the Lord" as fulfillment of Isaiah's prophecy in Isaiah 40:3. The prophet wrote, "In the desert

prepare the way for the LORD; make straight in the wilderness a highway for our God." The Hebrew word translated LORD in this verse is the unspoken special word for God used by the Jews consisting of four consonants called the *tetragrammaton*. The New Testament Gospels are applying the word Lord to Jesus in the same way that the Old Testament referred to Yahweh as LORD.

Jesus Does the *Deeds* that Only God Can Do

It was universally recognized by the Jews of Jesus' day that "God created the heavens and the earth (Genesis 1:1; cf. Isaiah 37:16)." So it might be surprising to some that the New Testament also gives Jesus credit for creation. Paul teaches in Colossians that Jesus created "all things." To make sure that no one misunderstands his point, he adds that "all things" includes "things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together" (Colossians 1:16-17). Paul wanted to be clear: Jesus is the creator God of the universe.

While Jesus' role in creation is enough to establish his divine nature, He also exhibited supernatural divine power during His ministry on earth. Unlike the Old Testament prophets and New Testament apostles, Jesus did not have to petition a higher power to heal or cast out demons. He had inherent divine power to accomplish his will. Other than giving thanks, Jesus did not pray before performing miracles. In fact, the apostles reported that some demons obeyed them only when they invoked Jesus' name. There were a number of occasions when Jesus realized that power had gone out from Him even without His intention to heal (Luke 6:19; Mark 5:30; Luke 8:46).

Jesus not only healed and cast out demons, but also had direct power over nature. When the disciples were frightened on a

boat, He “rebuked the winds and the waves, and it was completely calm” (Matthew 8:26). When thousands were following him without food, He fed them miraculously (Matthew 14:20-21).

The New Testament teaching that salvation is possible through Jesus Christ alone would also have serious implications for Jewish readers. The Old Testament teaches that God is the only source of salvation. For instance, Psalm 62 teaches that “My soul finds rest in God alone; my salvation comes from Him. He alone is my rock and my salvation.” How then does one explain the numerous references claiming Jesus to be the source of salvation? Matthew points out that Mary will call her son Jesus because he will save his people from their sins (Matthew 1:21). Jesus declares of himself that “God did not send his Son into the world to condemn the world, but to save the world through Him (Jn. 3:17).” There are also instances where Jesus directly forgives the sins of individuals, thus attracting hostile attention from the Jews (Luke 7:47-49; Mark 2:5-7).

The Psalmist writes that it is the Lord God “who will redeem Israel from all its iniquities” and that “Salvation belongs to the Lord.” John summarizes nicely when he writes, “Salvation belongs to our God who is seated on the throne, and to the Lamb!”

Jesus Has a *Seat* on God’s Throne

Our last line of argument for the deity of Jesus Christ refers to his claim to have a place on the very throne of God. From this throne, Jesus rules over creation and will judge all of humanity. He literally possesses all authority to rule.

Jesus made this claim clear during His questioning by the high priest Caiaphas the night of his capture. Caiaphas asked him, “Are you the Christ, the Son of the Blessed One?” (Mark 14:61). If Jesus wasn’t God, this would have been a great opportunity for Him to clear up any misconceptions. But instead of denying His divinity, Jesus says “I am,” admitting

to being God's unique Son, and goes on to say, "you will see the Son of Man sitting at the right hand of the Mighty One and coming on the clouds of heaven" (Mark 14:62). The high priest's response was dramatic; he tore his clothes and declared that those present had heard blasphemy from the lips of Jesus. They understood that Jesus was making a direct claim to being God, for only God could sit on the throne of the mighty one.

In His response to the high priest, Jesus draws from a number of Old Testament passages. The book of Daniel describes this "Son of Man" as having an everlasting dominion that will never be destroyed (Daniel 7:13-14). The passage adds that the Son of Man has been given authority to rule over all people and nations, and that men of every language will worship him. He is also described as coming with the clouds of heaven, imagery that is used a number of times in the Old Testament to indicate divine presence. Exodus describes a pillar of cloud that designated God's proximity to the Jews, while the book of Psalms and the prophet Isaiah both picture God riding on clouds in the heavens (Psalm 104:3; Isaiah 19:1). The point here is that Jesus is connecting Himself to this "Son of Man" who will sit at the right hand of the Father, have everlasting dominion and authority, and will be worshipped by all men. This kind of language can only be used to describe God.

The New Testament makes it clear that there is nothing not under the authority and power of Jesus. John writes that the Father put all things under His power (John 13:3). Paul adds that the Father seated Jesus at His right hand in the heavenly realms, far above all rule and authority and power and dominion and above every name that is named (Ephesians 1:20-21). Jesus sits on the judgment seat, He sent the Holy Spirit, He forgives sinners, and is our perfect eternal high priest (2 Corinthians 5:10; Acts 2:33; 7:59-60; Hebrews 7-10).

The New Testament provides multiple lines of evidence to make the case that Jesus is God. The only question remaining is

whether or not we will worship him as a full member of the triune Godhead, the only eternal, self-existing, creator God of the universe.

Note

1. Robert M. Bowman and J. Ed Komoszewski, *Putting Jesus In His Place* (Grand Rapids: Kregel, 2007), 31.

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Poverty and Wealth

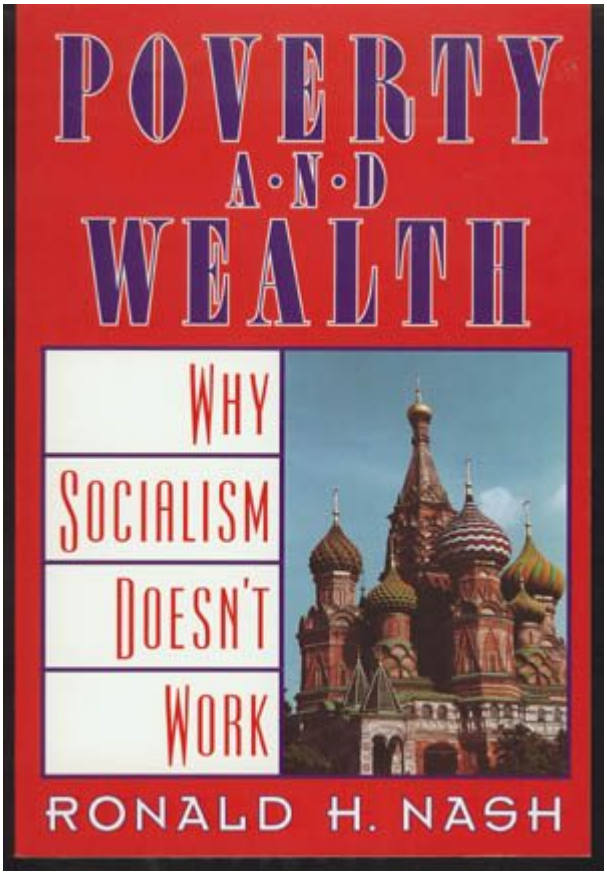
Don Closson examines the arguments in Ronald Nash's book Poverty and Wealth: Why Socialism Doesn't Work *and concludes that capitalism is compatible with biblical ethics.*

It's disheartening to meet young Christians who are convinced of the immorality of capitalism and the free market system. Sincere Christians often quote the second chapter of Acts which describes how the church in Jerusalem held all things in common as proof that socialism or collectivism is more biblical than the free market. Sometimes they use the Marxist critique that "poor nations are poor because rich nations oppress them." It's unusual to meet students who wholeheartedly endorses capitalism. They recognize that it works well enough to make the U.S. the richest nation on earth, but it's not something to be proud of or openly endorse.



There continues to be a heated debate in our country over which economic system is the most just and best able to weather the inevitable economic ups and downs in today's complex worldwide economy. Christians wonder if capitalism is inherently

incompatible with Christian ethics. Is it driven by greed and self-interest alone? Does it thrive on oppression? Does it conflict with a biblical view of human nature?



Ronald Nash's book *Poverty and Wealth: Why Socialism Doesn't Work*{1} faces these questions head on and concludes that free market capitalism leads to abundance and political freedom because it is based on the laws of economics and the truth about human nature. Social and economic programs that ignore these laws will inevitably cause more harm than good. Even more importantly, Nash argues that capitalism is compatible with biblical ethics. He writes,

> Capitalism is quite simply the most moral system, the most effective system, and the most equitable system of economic exchange. When capitalism, the system of free economic exchange, is described fairly, there can be no question that it, rather than socialism or interventionism, comes closer to matching the demands of the Biblical ethic.{2}

In order to understand Dr. Nash's point we will define some basic economic concepts and compare capitalism with socialism

and interventionism. Neither Dr. Nash's book nor I question the intentions of Christians who have accepted Marxist solutions, but we do question their wisdom. In the words of Dr. Nash,

> "Unfortunately, many Christians act as though the only thing that counts is intention. But when good intentions are not wedded to sound theory, especially sound economic theory, good intentions can often result in actions that produce consequences directly opposite to those we planned."

Even the acceptance of free markets by China and Eastern Europe have not swayed the true believer of Marxist thinking. Our young people will encounter a Marxist critique of capitalism and the free market system at some point in their education. As parents we owe it to our children to have an answer to their certain questions.

The Market System

The market system is the set of rules that creates a voluntary system of exchange resulting in the price, selection, and quantity of products that are made and sold in an economy. Those who support capitalism believe that both parties benefit from the voluntary exchange of goods and services. Marxists, on the other hand, often argue that the free market system results in a win/lose relationship. What are the rules that define a free market system and what role should government play in maintaining it?

The rules of a free market system are simple. First, people should not be coerced into making economic exchanges. This means that they should be free from force, fraud, or theft. Another rule is that people must honor their contracts to buy or sell with another party. Just as local government provides for the traffic signals in a town, government is responsible for enforcing the basic rules of the free market. Traffic

signals create order out of potential chaos on our roads. Likewise, the rules of the free market system create order out of potential economic chaos. But in neither case do the rules tell people where to go or what to trade. Both systems are neutral to an individual’s personal goals.

The decentralized actions of producers and consumers encourage the production of a vast array of products at prices that people are willing to pay. These goods and services are produced, not because someone is forced to, but because they know that by satisfying needs they can earn an income and satisfy their own desires. Free market capitalism is based on this principle of mutual accommodation. The market also encourages the efficient use of resources. Price is a factor of demand for a product and the scarcity of its components. It is the market which takes into account an almost infinite number of decisions and variables to make goods available at the best possible price. Profits and losses within the market encourage producers to move into or out of the production of a given item. Inefficient production or over-production of an item will result in losses sufficient enough to change a producer’s behavior.

Government is necessary for enforcing the basic rules of a free market economy. Its interest should be to make sure that justice prevails, and to ensure the common good. This includes the right to own and exchange property, the enforcement of contracts, as well as laws forbidding the use of force, fraud, and theft. If the government itself begins to intervene beyond this role, it becomes a detriment to the market and can itself become the source of injustice. A system based on, or highly influenced, by government coercion cannot be called a free market system.

Capitalism vs. Socialism

A former president of the Evangelical Theological Society has

written that capitalism violates “the basic ethical principles of Christianity” and that there is an essential political and economic dimension to the Kingdom of God which capitalism defiles. This thinking has the effect of placing supporters of capitalism among the heretics and against the Kingdom of God. Does capitalism really violate the gospel message and a biblical worldview? Does socialism offer the only righteous means for creating and distributing wealth?

Capitalism argues that individuals have the right to make decisions about what they own. This not only assumes the right to own property, but to exchange what one owns for something else, and to be free from force in the form of fraud, theft, or the violation of a contract. The moral base of “thou shalt not steal” and “thou shalt not lie” are essential to the success of a capitalistic system. In fact, these basic rules of capitalism are very similar to an Old Testament view of righteousness which focused on the completion of covenant agreements. God is considered a righteous God partially because He fulfills His covenants with His creation.

Marxists love to point to examples like the Philippines under Ferdinand Marcos in order to criticize capitalism. This corrupt regime can surely be criticized, but not as an example of capitalism. It is representative of what might be called an interventionist economy. There are three general types of economies: capitalist, interventionist, and socialist. Capitalism and socialism are at the two ends of the continuum with interventionism in the middle. The two opposites represent two possible means of exchange. Capitalism is defined by its advocacy of free or peaceful exchange, allowing individual choice regarding the use of personal property. Socialism is defined by centralized planning, using force to get individuals to conform to its decisions. A system becomes less capitalistic and more interventionist as more and more economic decisions are coerced by the government. It becomes socialistic when basic needs are met only by the government,

forcing people to deal with it exclusively. The ideal of capitalism is freedom; the ideal of socialism is forced compliance with government planning.

Critics of capitalism condemn economic systems in which interest groups use the power of government to intervene on their behalf, forcing consumers via taxes or mandates to spend their money or use their talents in a way they would not freely choose. But this isn't capitalism; it's interventionism, and unfortunately a pretty good description of where the U.S. is headed.

Economic Systems and Human Nature

Is capitalism the primary cause of world poverty? Although the Bible does teach that exploitation is one cause of poverty, it also teaches that it results from indigence and sloth as well as accidents, injuries, and illness. When the prophet Amos condemned the Jews for forcing the poor to give them grain, for taking bribes, and depriving the oppressed justice, he was highlighting violations of free market capitalism as well.

Some believe that capitalism is built on greed, which the Bible condemns. However, the Bible does teach a certain level of self-interest. For example, 1 Timothy 5:8 is critical of anyone who does not provide for the needs of his family. And although selfishness exists in capitalistic countries, it is not inherent to the system; it is inherent to humanity. Either we allow people to make choices based on their own self-interest and moral virtue, or we turn those decisions over to a central government. Could it be naïve to think that government officials will use wealth in a morally superior way to those outside of government? History teaches that when power is centralized it has the tendency to be abused.

In a non-coercive free market environment, those who serve the needs of others will prosper. As long as the rule of law

prevails and the government isn't allowed to stack the deck for one particular group against another, the market protects us from the greed of others. The free market is by definition one place where coercion is not possible.

Socialists contend that competition is another evil of capitalism, but is competition itself an evil? We can agree that using force, fraud, or theft to compete is morally wrong, but can we really say that all competition is wrong? Scarcity demands competition; as long as resources are limited we will find some competitive means for allocating them. Socialist societies use long waiting lines and bureaucratic red tape to dole out limited goods, and competition is intense for political positions that result in material gain.

There are only two ways to resolve conflict that results from scarcity. One is by force, the other is by free market competition. Non-violent free market competition has helped to alleviate the effects of scarcity by stirring people to high levels of excellence in manufacturing and services. Socialist countries are not usually known for the quantity or quality of their goods and services.

Economist Walter Williams notes that "Capitalism has a strong bias toward serving the common man. . . . Political allocation of resources, regardless of its stated purpose, is strongly biased in favor of the elite."{3} Maybe that is why the elite have such disdain for capitalism.

Critiquing Socialism

Highly collectivist economies are not known for producing what people need at a price they can afford. In the 1920s, economist Ludwig von Mises showed why central planners can never replace the market: they are unable to gather the necessary information to plan accurately. The market system provides incentives to both producers and buyers that are

missing in socialistic countries. Under socialism "rewards are not related to effort and commercial risk-taking, but to party membership, bureaucratic status, political fiat and corruption."{4} Sociologist Peter Burger writes, "Simply put, Socialist equality is shared poverty by serfs, coupled with the monopolization of both privilege and power by a small (increasingly hereditary) aristocracy."{5}

One evangelical writer contends that Marxism has "a deep compassion for people. Unlike present political systems—big business, even the Church—it [Marxism] does not seem to have any particular vested interests to defend."{6} In other words, only Marxists really care about people. However, history has not been kind to Marxist collectivism. Some of the worst human rights records have been accumulated by Marxist regimes in the U.S.S.R., China, Cambodia, North Korea and Cuba. I find it hard to imagine that the millions who died at the hands of Stalin, Mao Tse Tung, or the Khmer Rouge were very impressed by the compassion of their nation's Marxist leaders.

But what about the example in Acts of all Christians sharing their goods in common or of Barnabas selling his property for the good of other believers? What some people miss is that both of these examples are of individuals making free moral choices to use their property for the good of others. They are making free market decisions regarding their possessions. This can only occur when individuals have the freedom to use their possessions to help others. If all economic decisions are made by centralized planners, moral choice is removed and the option to act upon personal moral convictions is reduced.

Living within a capitalistic society allows believers to exercise their personal responsibility to provide for the poor and less fortunate. This has resulted in remarkable examples of philanthropy in America and other capitalistic nations. In fact, no other people on earth have given as much to other nations as have Americans.

A properly functioning market system is an effective tool against oppression and corruption because it promotes the rule of law for all citizens. However, a strong moral system is necessary to keep it from being controlled by special interests. There are too many examples of economies that have been shaped for the benefit of a few. Christ's advocacy for the poor should make us a strong moral barrier to this kind of corruption.

Notes

1. Ronald H. Nash, *Poverty and Wealth: Why Socialism Doesn't Work* (Dallas: Probe Books, 1986).
2. Ibid., 80.
3. Ibid., 75.
4. Ibid., 87.
5. Ibid.
6 . Andrew Kirk, *The Good News of the Kingdom Coming* (Downers Grove, IL: InterVarsity Press, 1985), 45, quoted in Nash, Poverty and Wealth, 191.

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The Mormon Veneer

Having spent many hours of conversation with those in Mormon leadership, Don Closson considers some of the theological assumptions behind today's evangelical-sounding Mormon proponents.

The Need for Precision

Recent events have helped to pull Mormonism from the fringe of American culture to a place much closer to mainstream thinking

about religion and family. Mitt and Ann Romney's campaign for the presidency is only one factor among many contributing to a changing perception of Mormons and their beliefs. For instance, in March of 2011 a musical called *The Book of Mormon* opened on Broadway depicting Mormon missionaries in Uganda. It went on to win multiple awards including nine Tonys and a Grammy. We have also seen the production of popular cable TV programs depicting both real and fictional polygamous families in ways that make them much less controversial. The result is that modern and historical Mormonism seems a little less foreign or isolated from our everyday experiences.



A 2012 Pew Research Center poll found that while eight in ten Americans said they learned little or nothing about the beliefs of Mormons or about the church itself during the past presidential election, it found that Americans are now more likely to describe Mormons as "good people," "dedicated," and "hardworking."{1} This adds to the evidence that Mormonism has gained a favorable mainstream standing among typical Americans. This growing acceptance of individual Mormons adds to the perception that Mormonism itself is less controversial and perhaps different from other self-labeled Christian groups in only a denominational sense. Some, even in our Bible Churches, feel that we have been too harsh on Mormons and should seek to find common ground rather than point out distinctive theological differences that keep us apart.

While finding common ground is an important part of sharing our faith in any setting, it is essential that when talking with Mormons we clearly distinguish between Mormon and traditional Christian beliefs. This is because both traditions place Jesus Christ at the center of worship and theology, creating an appearance of commonality when, in fact, little exists. The rest of this article will make these differences explicit.

Our society's heavy emphasis on tolerance places pressure on

Christians to be more accepting of other belief systems, to focus more on loving people and less on insisting that our beliefs are in some sense universally true. However, it is possible to express love for people without sacrificing the truth that the gospel of Jesus Christ stands on. In the end, it is neither loving nor honest to sacrifice the good news found in the New Testament in the name of a redefined tolerance that refuses to admit that real differences divide orthodox Christianity from Mormon beliefs.

The Person of Christ

Mormons are highly offended when others question whether or not they are Christian. They point out that in 1830 Joseph Smith initially named their religious movement the Church of Christ and that Christ is at the center of every Latter-day Saints Sacrament service. So let me begin by acknowledging that Mormons do place *a* Jesus Christ at the center of their theological system and that I do not doubt for a minute the sincere faith of my Mormon friends in the Jesus taught by the Mormon Church. However, this leaves us with the problem of defining who this Mormon Jesus is. After all, it is the object of our faith that saves us, not faith itself.

The Mormon view of Jesus is dramatically different from the traditional view held by Christians for the last two thousand years. Although we use the same names to identify him—Jesus, the Christ, the Messiah, and the Word—and we agree on many of His sayings and actions, we differ widely on what kind of being He is. This is important if we are to place our salvation in His hands.

Mormons believe that all conscious entities—God the Father, Jesus the Son, angels, and humanity—are the same kind of beings. As Mormon Apostle John Widtsoe has written, "God and man are of the same race, differing only in their degrees of advancement."{2} They also believe that everyone on earth has

existed from eternity past, first as disembodied intelligences, then as spirit beings born of God the Father and an unnamed Goddess, and finally incarnated into bodies of flesh and bone. It is interesting to note that, although Jesus is God the Father's firstborn son, Satan and all of humanity are His spiritual brothers and sisters.

The only difference between you, me, and Jesus is that He has advanced further along the path of spiritual progression to Godhood than we have. According to Latter-day Saints teachings, Jesus is a god today because of His obedience to our heavenly Father and Mother, and to a set of eternal spiritual guidelines. What makes Mormonism dramatically different from traditional Christian belief is that it teaches that we, too, can become Gods just as Jesus has. In fact, it is the Father's, or Elohim's, desire that we all become gods and have our own spirit children just as He has.

Are we the same kind of being as God the Father and Jesus Christ? Since Mormons accept the Bible as revelation from God, is this what the Bible teaches? We need to grasp that Jesus is different from every other living thing in the universe, and very different from the way He is represented by the Later-day Saints.

The Latter-day Saints teach that all of humanity is essentially the same kind of being as Jesus, just not as spiritually advanced. Rather than saying that Jesus is God in the flesh, they would emphasize that He is a man of flesh who has become a god. Mormons also reject the doctrine of the Trinity, the idea that there is one God, one being, revealed in three Persons. Instead, they teach that there are three separate beings united in purpose in the Godhead—Father, Son and Holy Spirit—who cooperate together in order to accomplish the Mormon plan of salvation.

As a result of this thinking, Mormons teach that Elohim in the Old Testament refers to the Father, while Jehovah or Yahweh

refers to Jesus. But is this supported by the Bible? The OT uses Jehovah and Elohim as interchangeable titles for the Godhead, of which both the Father and Jesus are part. Deuteronomy 6:4 is a good example of this. It reads, “Hear, O Israel: The LORD [Jehovah] our God [Elohim] is one LORD [Jehovah].” It would be difficult to make this verse fit the Mormon view. Using their ideas it would have to be translated “Hear, O Israel: Jesus our Father is one Jesus.” This doesn’t make sense, especially if Jesus and the Father are two discrete beings.

The Mormon view runs into more difficulty in the New Testament. I asked a Mormon Bishop to confirm that Mormons believe that all sentient beings existed from eternity past, which he agreed to. Then I asked him to read Colossians 1:16-17 which states that Jesus created all things visible and invisible, that He existed before all things, and that all things are held together in Him. At this point I asked him to tell me which idea about Jesus he believed, that we have all lived in eternity past with Jesus or that Jesus made all things and was before all things. He thought for a moment and then replied that both statements are true. At which point I suggested that these are mutually exclusive ideas; we cannot have lived in eternity past with Jesus while at the same time Jesus was before us and made us. He finally admitted that when faced with logical contradictions like this he has to trust in what his prophet Joseph Smith taught.

This is a pretty important idea. Either Jesus is eternally God who, with the Father and Spirit, brought into existence all things and holds all things together moment by moment as the Bible teaches, or He is merely a human being who happens to be more spiritually advanced than we are.

The Atonement of Christ

If you ask a Mormon what he is trusting in for salvation, he

will most likely say that it is the atoning suffering and death of Jesus Christ in the garden called Gethsemane and on the cross. They also believe that there is no other hope by which we can be saved. Although this sounds pretty good to an evangelical's ears, these words mean something quite different than what traditional Christianity teaches.

According to the Latter-day Saints, Christ's death and suffering made it *possible* to be saved from sin, *if* we do our part.{3} What this means becomes clearer when we read a parable given to explain what Christ's death accomplished in a chapter on the atonement in the Mormon book *Gospel Principles*.

The parable tells of a foolish man who ignored warnings about going too far into debt. Although he made payments along the way, he could not pay the debt in full when it came due. The creditor (God the Father) appeared and threatened to repossess all that the man owned and throw him into prison. The man begged for mercy, but the Father was only concerned about justice and the law. The parable weaves a picture of two eternal ideals, mercy and justice, in conflict.

Christ is depicted as a friend of the debtor who knew him to be foolish but loved him anyway. As mediator, Jesus stands before the Father and says "I will pay the debt if you will free my friend from his commitment so he may keep his possessions and not go to prison." Sounds good so far, but then Jesus turns to the debtor and says, "If I pay your debt, will you accept me as your creditor?" And then he adds, "You will pay the debt to me and I will set the terms. It will not be easy, but it will be possible."

Although mercy is offered in the Mormon view, the word *grace* is nowhere to be found. This isn't a parable that teaches grace and forgiveness; it's a description of a loan being refinanced. Mormons believe that trusting in Jesus' atonement creates a path to salvation in that it provides for our resurrection and the forgiveness of past sins. However, to

reach exaltation or complete salvation, in their view, one must earn it through celestial marriage, tithing, attending sacrament meetings, and sustaining the current Prophet, among other responsibilities.

Rather than earning our salvation, Paul teaches grace in Galatians 2:16, writing, “And we have come to believe in Christ Jesus, so that we may be justified by the faithfulness of Christ and not by the works of the law, because by the works of the law no one will be justified.”

The Priesthood

We come now to what Mormons believe to be at the heart of their theological system, the priesthood. They argue that along with the birth of their church in 1830 came a restoration of a priesthood that had been lost since the end of the apostolic period around A.D. 100. According to the Mormon Church, one cannot receive the Holy Spirit, be baptized or be married for time and eternity without proper priestly authority.

Mormons teach that priesthood power literally created heaven and earth; it is the power and authority of God himself. Mormon men can tap into this power, eventually obtaining to two levels of priesthood. At the age of twelve, most Mormon boys are ordained as deacons of the Aaronic priesthood. By the time they are finished with secondary school, most have become elders within the priesthood order of Melchizedek. Throughout these years Mormon young men receive training, usually prior to the beginning of each school day, for various offices or positions within the two priesthood levels.

Mormons believe that every miracle in the Bible is an example of priesthood power. This is problematic for evangelicals. First, we don’t associate miracles with priests. In the Old Testament it was usually prophets who performed miracles, not

priests. In the New Testament, miracles are performed by Jesus and his disciples without mention of a specific priesthood. In fact, Peter says that all believers as priests{4} and their function, according to Paul, is to proclaim the gospel of God.{5}

The book of Hebrews teaches that the Mosaic covenant along with the Aaronic or Levitical priesthood was passing away because it was useless for making us righteous or holy. The author tells us of a better covenant and a better priest entering the picture as a result of Christ's ministry. We now have a new covenant in Christ's blood and Jesus is our permanent, perfect, and eternal high priest, replacing the limited imperfect priests of the Mosaic covenant.{6} Nowhere are the followers of Christ told to train for or to seek entry into a priesthood. And Jesus is the only person given the title of priest according to the order of Melchizedek in the New Testament.

Although Mormons and Christians use similar language to describe their faith, they represent two very different belief systems. Mormons see themselves as eternal creatures working their way towards becoming gods and populating a planet with their offspring in the future. Traditional Christians draw a clear line between the creator and creation. We are not gods and will never become one.

Notes

1. www.pewforum.org/Christian/Mormon/attitudes-toward-mormon-faith.aspx accessed on 12/21/12.

2. Apostle John Widtsoe (Milton R. Hunter, *The Gospel through the Ages*, SLC: Stevens and Wallis, 1945, p. 107).

3. *Gospel Principles*, The Church of Jesus Christ of Latter-day Saints, SLC, Utah, 1997, p. 75.

4. 1 Peter 2:9-10.

5. Romans 15:16.

6. Hebrews 8:6-7.

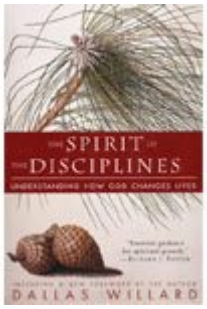
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Spiritual Disciplines and the Modern World

The spiritual disciplines help us cooperate with God in our transformation into the likeness of Christ. Don Closson discusses disciplines of abstinence and of engagement.

This article is also available in Spanish.

Spirituality and the Body



As a seminary student I was given the assignment to read a book on Christian spirituality called the *Spirit of the Disciplines* by Dallas Willard.{1} I obediently read the book and either wrote a paper on it or took a test that covered the material (I can't recall which), but the book didn't have a major impact on my life at that time. Recently, over a decade later, I have gone back to the book and found it to be a jewel that I should have spent more time with. In the book, Willard speaks to one of the most important issues

facing individual Christians and churches in our time: “How does one live the Spirit-filled life promised in the New Testament?” How does the believer experience the promise that Jesus made in Matthew 11:29-30: “Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light”?



Willard argues that modernity has given us a culture that offers a flood of self-fulfillment programs in the form of political, scientific, and even psychological revolutions. All promise to promote personal peace and affluence, and yet we suffer from an “epidemic of depression, suicide, personal emptiness, and escapism through drugs and alcohol, cultic obsession, consumerism, and sex and violence . . . .”{2} Most Christians would agree that the Christian faith offers a model for human transformation that far exceeds the promises of modern scientific programs, but when it comes to delineating the methods of such a transformation there is often confusion or silence.

Christians frequently seek spiritual maturity in all the wrong places. Some submit themselves to abusive churches that equate busyness and unquestioning subservience with Christ-likeness. Others look for spirituality through syncretism, borrowing the spiritualism of Eastern religions or Gnosticism and covering it with a Christian veneer.

According to Willard, Christians often hope to find Christ’s power for living in ways that seem appropriate but miss the mark; for example, through a “sense of forgiveness and love for God” or through the acquisition of propositional truth. Some “seek it through special experiences or the infusion of the Spirit,” or by way of “the presence of Christ in the inner life.” Others argue that it is only through the “power of ritual and liturgy or the preaching of the Word,” or “through the communion of the saints.” All of these have value in the

Christian life but do not "reliably produce large numbers of people who really are like Christ."{3}

We evangelicals have a natural tendency to avoid anything that hints of meritorious works, works that might somehow justify us before a holy God. As a result, we reduce faith to an entirely mental affair, cutting off the body from the process of living the Christian life.

In this article we will consider a New Testament theology of human transformation in order to better understand what it means to become a living sacrifice to God.

A Model for Transformation

Faith in Jesus Christ brings instant forgiveness along with the promise of eventual glorification and spending eternity with God. However, in between the believer experiences something called sanctification, the process of being set apart for good works. Something that is sanctified is holy, so it makes sense that the process of sanctification is to make us more like Christ.

Even though the Bible talks much of spiritual power and becoming like Christ, many believers find this process of sanctification to be a mystery. Since the Enlightenment, there has been a slow removal from our language of acceptable ways to talk about the spiritual realm. Being rooted in this age of science and materialism, the language of spiritual growth sounds alien and a bit threatening to our ears, but if we want to experience the life that Jesus promised, a life of spiritual strength, we need to understand how to appropriate God's Spirit into our lives.

According to Willard, "A 'spiritual life' consists in that range of activities in which people cooperatively interact with God—and with the spiritual order deriving from God's personality and action. And what is the result? A new overall

quality of human existence with corresponding new powers."{4} To be spiritual is to be dominated by the Spirit of God. Willard adds that spirituality is another reality, not just a "commitment" or "life-style." It may result in personal and social change, but the ultimate goal is to become like Christ and to further His Kingdom, not just to be a better person or to make America a better place to live.

The Bible teaches that to become a spiritual person one must employ the *disciplines* of spirituality. "The disciplines are activities of mind and body purposefully undertaken to bring our personality and total being into effective cooperation with the divine order."{5} Paul wrote in Romans 6:13 that the goal of being spiritual is to offer our body to God as instruments of righteousness in order to be of use for His Kingdom. Moving towards this state of usefulness to God and His Kingdom depends on the actions of individual believers.

Many of us have been taught that this action consists primarily in attending church or giving towards its programs. As important as these are, they fail to address the need for a radical inner change that must take place in our hearts to be of significant use to God. The teaching of Scripture and specifically the life of Christ tells us that the deep changes that must occur in our lives will only be accomplished via the disciplines of abstinence such as fasting, solitude, silence, and chastity, and the disciplines of engagement such as study, worship, service, prayer, and confession. These disciplines, along with others, will result in being conformed to the person of Christ, the desire of everyone born of His Spirit.

Salvation and Life

When I first read in the Bible that Jesus offered a more abundant life to those who followed Him, I thought that He was primarily describing a life filled with more happiness and purpose. It does include these things, but I now believe that

it includes much more. Salvation in Christ promises to radically change the nature of life itself. It is not just a promise that sometime in the far distant future we will experience a resurrected body and see a new heaven and new earth. Salvation in Christ promises a life characterized by the highest ideals of thought and actions as epitomized by the life of Christ Himself.

Although there is no program or classroom course that can guarantee to give us this new life in Christ, it can be argued that in order to live a life like Jesus we need to do the things that Jesus did. If Jesus had to "learn obedience through the things which he suffered" (Hebrew 5:8 KJV), are we to expect to act Christ-like without the benefit of engaging in the disciplines that Jesus did?

In *The Spirit of the Disciplines*, Willard argues that there is a direct connection between practicing the spiritual disciplines and experiencing the salvation that is promised in Christ. Jesus prayed, fasted, and practiced solitude "not because He was sinful and in need of redemption, as we are, but because he had a body just as we do."{6} The center of every human being's existence is his or her body. We are neither to be neo-Platonic nor Gnostic in our approach to the spiritual life. Both of these traditions play down the importance of the physical universe, arguing that it is either evil or simply inferior to the spiritual domain. But as Willard argues, "to withhold our bodies from religion is to exclude religion from our lives."

Although our spiritual dimension may be invisible, it is not separate from our bodily existence. *Spirituality*, according to Willard, is "a relationship of our embodied selves to God that has the natural and irrepressible effect of making us alive to the Kingdom of God—here and now in the material world."{7} By separating our Christian life from our bodies we create an unnecessary sacred/secular gulf for Christians that often alienates us from the world and people around us.

The Christian faith offers more than just the forgiveness of sins; it promises to transform individuals to live in such a way that responding to events as Jesus did becomes second nature. What are these spiritual disciplines, and how do they transform the very quality of life we experience as followers of Jesus Christ?

The Disciplines of Abstinence

Although many of us have heard horror stories of how spiritual disciplines have been abused and misused in the past, Willard believes that "A discipline for the spiritual life is, when the dust of history is blown away, nothing but an activity undertaken to bring us into more effective cooperation with Christ and his Kingdom."{8} He reminds us that we discipline ourselves throughout life in order to accomplish a wide variety of tasks or functions. We utilize discipline when we study an academic or professional field; athletes must be disciplined in order to run a marathon or bench press 300 lbs. Why, then, are we surprised to learn that we must discipline ourselves to be useful to God?

Willard divides the disciplines into two categories: disciplines of abstinence, and disciplines of engagement. Depending on our lifestyle and past personal experiences, we will each find different disciplines helpful in accomplishing the goal of living as a new creature in Christ. Solitude, silence, fasting, frugality, chastity, secrecy, and sacrifice are disciplines of abstinence. Given our highly materialistic culture, these might be the most difficult and most beneficial to many of us. We are more familiar with the disciplines of engagement, including study, worship, celebration, service, prayer, and fellowship. However, two others mentioned by Willard might be less familiar: confession and submission.

Abstinence requires that we give up something that is perfectly normal—something that is not wrong in and of itself,

such as food or sex—because it has gotten in the way of our walking with God, or because by leaving these things aside we might be able to focus more closely on God for a period of time. As one writer tells us, "Solitude is a terrible trial, for it serves to crack open and burst apart the shell of our superficial securities. It opens out to us the unknown abyss that we all carry within us . . ."{9} Busyness and superficial activities hide us from the fact that we have little or no inward experience with God. Solitude frees us from social conformity, from being conformed to the patterns of this world that Paul warns us about in Romans 12.

Solitude goes hand in hand with silence. The power of the tongue and the damage it can do is taken very seriously in the Bible. There is a quiet inner strength and confidence that exudes from people who are great listeners, who are able to be silent and to be slow to speak.

The Disciplines of Engagement

Thus, the disciplines of abstinence help us diminish improper entanglements with the world. What about the disciplines of engagement?

Although study is not often thought of as a spiritual discipline, it is the key to a balanced Christian walk. Calvin Miller writes, "Mystics without study are only spiritual romantics who want relationship without effort."{10} Study involves reading, memorizing, and meditation on God's Word. It takes effort and time, and there are no shortcuts. It includes learning from great Christian minds that have gone before us and those who, by their walk and example, can teach much about the power available to believers who seek to experience the light burden that abiding in Jesus offers.

Few Christians deny the need for worship in their weekly routines, even though what constitutes worship has caused

considerable controversy. Worship ascribes great worth to God. It is seeing God as He truly is. Willard argues that we should focus our worship through Jesus Christ to the Father. He writes, "When we worship, we fill our minds and hearts with wonder at him—the detailed actions and words of his earthly life, his trial and death on the cross, his resurrection reality, and his work as ascended intercessor."{11}

The discipline of celebration is unfamiliar to most of us, yet Willard argues that it is one of the most important forms of engagement with God. He writes that "We engage in celebration when we enjoy ourselves, our life, our world, in conjunction with our faith and confidence in God's greatness, beauty, and goodness. We concentrate on our life and world as God's work and as God's gift to us."{12} Although much of the scriptural argument for holy celebration is found in the festivals of the Old Testament and the book of Ecclesiastes, Jesus was accused of being a glutton and a drunkard because he chose to dine and celebrate with sinners.

Christian fellowship and confession go hand in hand. It is within the context of fellowship that Christians build up and encourage one-another with the gifts that God has given to us. It is also in this context that we practice confession with trusted believers who know both our strengths and weaknesses. This level of transparency and openness is essential for the church to become the healing place of deep intimacy that people are so hungry for.

Walking with Jesus doesn't mean just knowing things about Him; it means living as He lived. This includes practicing the spiritual disciplines that Jesus practiced. As we do, we will be changed through the Spirit to be more like Him and experience the rest that He has offered to us.

Notes

1. Dallas Willard, *The Spirit of the Disciplines,* (New York:

HarperCollins, 1991).
2. Ibid., viii.
3. Ibid., x.
4. Ibid., 67.
5. Ibid., 68.
6. Ibid., 29.
7. Ibid., 31.
8. Ibid., 156.
9. Ibid., 161.
10. Ibid., 176.
11. Ibid., 178.
12. Ibid., 179.

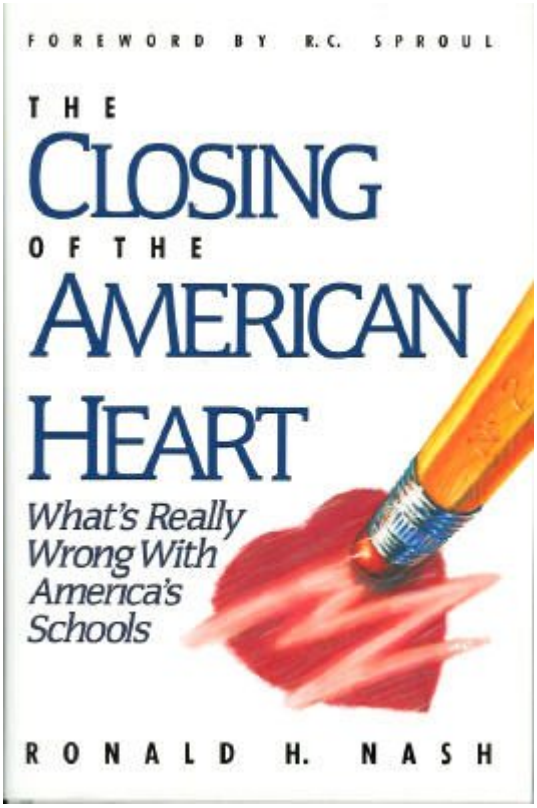
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The Closing of the American Heart

Using Ronald Nash's book as a starting point, Don Closson looks at the philosophical foundations of modern education in America and how they have contributed to low performance.

Every once in a while a book is written that shakes things up. *The Closing of the American Mind,* written by the now-deceased University of Chicago professor Allan Bloom in the late 1980s, was just such a book. You can tell that a book strikes a sensitive societal chord when numerous books follow with similar titles. Some experts hated it, others loved it. And it seemed that everyone was talking about it. What made this book so interesting was that it was written for a very small audience of academicians, and yet it attracted the attention of millions and became a bestseller. Even more amazing, it's a book about education.

Dr. Bloom's book reignited a long and important discussion about the content and purpose of education. Here at Probe, we felt that both the book and the topic it discussed were so important that we needed to add to the conversation with a book of our own. The result was a book titled *The Closing of the American Heart*. We asked Dr. Ronald Nash, also now deceased, who taught philosophy at the University of Kentucky, to write it for us. I had the privilege of providing some of the research for the book.



Both books are an attempt to uncover the root causes of the many problems facing our public schools. In this article we will consider the critiques given by the two authors as well as their proposed solutions. One concept that runs throughout both books is that ideas have consequences. Allan Bloom writes that "a serious life means being fully aware of the alternatives,Using Ronald Nash's book as a starting point, Probe's Don Closson looks at the philosophical foundations of modern education in America and how they have contributed to low performance. thinking about them with all the intensity one brings to bear on life-and-death questions, in full recognition that every choice is a great risk with necessary consequences that are hard to bear."{1} This statement relates directly to the educational enterprise. Someone must decide what it means to be an educated person and consequently what students should know and believe when they are graduated from our schools.

Nash argues that this decision—about what it means to be educated—will be based on an educator's worldview. One's worldview is built on answers to life's big questions, answers

that might be informed by traditional religious beliefs or by modern secularism. However, since everyone has a worldview, education can never be neutral regarding the "deep" things of life or life's ultimate concerns. Nash goes one step further by asserting that all public policy is shaped by the ultimate concerns of those holding power in our culture. In other words, worldviews shape institutions and policies, which directly affect how children are educated.

Bloom and Nash agree that one worldview dominates our nation's schools and universities. In what follows we will investigate the nature of that worldview and how these two men believed we should respond to it.

Education's Ills

Allen Bloom's highly influential book *The Closing of the American Mind* begins with the dramatic observation that "There is one thing a professor can be absolutely certain of: almost every student entering the university believes, or says he believes, that truth is relative."{2}

Relativism is the view that truth is unknowable and that universal moral virtues do not exist. Bloom's now famous (or infamous) description of American students rests on his observation that a single way of thinking has come to dominate our campuses. He adds that relativism has left us with only one acknowledged virtue, the virtue of tolerance or openness.

According to Bloom, this assurance that truth does not exist has gutted education and left our students with little desire to seek knowledge. The search for truth has been replaced by an "unsubstantial awareness that there are many cultures." Since cultures have different values, truth must not exist. From this they derive the maxim that we should just get along with one another, and that no values are superior to others or worth defending. Students are left with a gentle egotism and

the desire for comfort. The end result of all this is that books are no longer read as part of a hunger for truth; books have lost their significance.

Nash generally agrees with Bloom, but describes the situation a little differently. His book focuses on three areas of illiteracy among our students: functional illiteracy, cultural illiteracy, and moral illiteracy.

Functional illiteracy is the inability to understand the written word well enough to thrive within our modern culture. The National Assessment of Educational Progress test in 2007 found that thirty-three percent of fourth graders and more than a quarter of eight graders scored below basic levels in reading.{3} What makes this distressing is the fact that per pupil expenditures have more than doubled since 1970 while achievement has remained flat.

The problem isn't just in our primary and secondary schools. Poet and university professor Karl Shapiro writes that "What is really distressing is that this generation cannot and does not read. I am speaking of university students in what are supposed to be our best universities."{4} It's also estimated that 30 million America adults can be considered to be functionally illiterate.{5}

Bloom and Nash argue that the prevailing functional illiteracy and the loss of interest in books is not a chance occurrence. Nash believes that it is the result of a change in the way the West thinks about truth and human nature, as well as the abandonment of a Christian worldview.

Education's Ills cont.

In addition to students who can't read, or functional illiteracy, there are those who can read but are unable to interpret the meaning of the material because they lack the necessary background information. E. D. Hirsch is the best

known author on what has become known as *cultural illiteracy*.

In his book *The Schools We Need*, Hirsch argues that "just as it takes money to make money, it takes knowledge to make knowledge."{6} He contends that those children who begin school with an adequate level of intellectual capital have a framework upon which further learning may be built. But those who lack the necessary educational experiences and sufficient vocabulary tend to fall further and further behind. Not just any information serves as intellectual capital. According to Hirsch, the knowledge taught and learned must be of a type that "constitutes the shared intellectual currency of the society," or put another way, "intellectual capital has to be the widely useful and negotiable coin of the realm."{7}

Nash agrees with Hirsch and charges that modern educational theory deserves much of the blame for causing cultural illiteracy. Hirsch argues that educators often believe that "a child's intellectual and social skills will develop naturally without regard to the specific content of education."{8} Educators are more interested in *how* children learn rather than *what* they learn. Because of this, children fail to store away enough information to become culturally literate.

Some educators will grudgingly admit to the problems of functional and cultural illiteracy, and even assume some of the blame, but they are proud of the decline in what Nash calls *moral illiteracy.* Nash sees the problem of moral illiteracy as a conflict between those who are religious and support traditional values and those who are secular and advocate anti-traditional or modernist values. Those in the midst of the battle understand this conflict, while the typical American often does not.

John Silber, past president of Boston University writes,

> *In generations past, parents were more diligent in passing on their principles and values to their children, and were*

> *assisted by churches and schools which emphasized religious and moral education. In recent years, in contrast, our society has become increasingly secular and the curriculum of the public schools has been denuded of almost all ethical content. As a result universities must confront a student body ignorant of the evidence and arguments that underlie and support many of our traditional moral principles and practices.{9}*

Three Philosophies

Nash describes three distinct philosophical ideas that have resulted in the decline in functional, cultural, and moral literacy in America.

The first of these ideas is *relativism,* which we mentioned earlier. It describes the conviction that there is no such thing as truth. This idea is almost universally accepted among both students and teachers on our campuses. It's often defended with the argument "that might be true for you, but it isn't for me." As Nash points out, this kind of thinking is the result of confusing the veracity of a proposition with one's personal judgment regarding that truth claim. Nash writes, "We may differ in our judgment about what is true, but that does not affect the truth of the matter itself."{10} Relativism itself is making a truth claim about knowledge which is self-defeating. Are we to accept the relativist's statement that there is no truth to be "really true?"

The second idea is *positivism,* an arrogant, quasi-religious devotion to the scientific method. A positivist argues that any belief that cannot be tested by science is irrational. Positivism relegates all of theology and most of ethics to mere opinion or personal preference. However, as philosopher J. P. Moreland has argued, faith in science itself must be defended on a metaphysical basis and cannot be proven

scientifically. “The aims, methodologies, and presuppositions of science cannot be validated by science. One cannot turn to science to justify science any more than one can pull oneself up by his own bootstraps.”{11}

Positivism often turns out to be based on hidden assumptions, assumptions that make up the third idea (or set of ideas) Nash blames the current state of American education on. This third movement has sometimes been labeled the *bootleg religion* of American education; a mixture of secularism, naturalism, and humanism. The assumptions of this faith include (1) the absence of a transcendent God, (2) the non-existence of anything outside of the physical universe, and (3) the acceptance of the self-actualization of each human being—complete autonomy—as the purpose of life. What makes this set of ideas especially dangerous is that they are presented as being neutral and not in violation of separation of church and state sensitivities.

As a result, some educators consider their students mal-adjusted or worse if they hold to a worldview that conflicts with these principles. On some campuses, especially at the university level, the monopoly that these ideas enjoy has resulted in Christian thought being systematically filtered out of the curriculum.

Two Solutions

Allen Bloom makes one major recommendation to combat the relativism that is destroying the desire for knowledge in our schools, he writes:

> *[T]he only serious solution is the one that is almost universally rejected: the good old Great Books approach, in which a liberal education means reading certain generally recognized classic texts, just reading them, letting them dictate what the questions are and the method of approaching*

> *them—not forcing them into categories we make up, not treating them as historical products, but trying to read them as their authors wished them to be read.{12}*

Bloom argues that even when these books are read today they are often viewed through the radical lenses of feminism or Marxism. Everything is deconstructed, every idea is neutralized.

Nash agrees that the Great Books are valuable and contribute to a complete education, but he argues that the array of ideas contained in them will baffle students unless they have an over-arching philosophy to guide them through the maze. Although Bloom acknowledges the necessity for individuals and schools to make the hard choices about the big questions in life, he himself fails to do this in regards to a curriculum. Should teachers treat all of the Great Books equally? Since the authors disagree intensely on basic issues regarding the nature of reality and humanity, are we not promoting a new relativism in place of the old? For instance, do we accept Augustine's *Confessions* and his views on the sinfulness of mankind, or Rousseau's *Confessions,* which assumes that humans are naturally good?

Nash contends that one condition of being an educated person is that he or she develops a single, consistent worldview, something not found in the Great Books. From a Christian perspective, only Christian theism can accomplish the task adequately.

Human beings are never neutral concerning the nature of God, and what people believe to be true about God will ultimately affect their view of education. Although Bloom talks about how modern education has impoverished the souls of today's students, he leaves us without any indication of how those souls should be fed or what connection should be made between knowledge and virtue.

Nash believes that education would greatly benefit from true educational choice. This would empower parents to have their children educated under the worldview assumptions that correspond to their own. Putting more power into parents' hands, thereby increasing local control of education, is one step to re-opening the American heart.

Notes

1. Bloom, Allan, The Closing of the American Mind (Simon and Schuster, 1987), 227.

2. Ibid., 25.

3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, Reading Report Card, at nationsreportcard.gov/reading_2007/r0001.asp on 8/29/2009.

4. Nash, Ronald, *The Closing of the American Heart* (Probe Books, 1990), 46.

5. National Center for Education Statistics, "2003 National Assessment of Adult Literacy," U.S. Department of Education, Institute of Education Sciences, at nces.ed.gov/naal/index.asp on 8/29/2009.

6. Hirsch, E.D., Jr. *The Schools We Need: And Why We Don't Have Them* (New York: Doubleday, 1996), 20.

7. Ibid, 21.

8. Nash, *The Closing of the American Heart*, 50.

9. Ibid., 53.

10. Ibid., 63.

11. Ibid., 66.

12. Bloom, *The Closing of the American Mind*, 344.

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Deism and America's Founders

The views and beliefs of our country's founders were as diverse and complicated as today. Don Closson focuses on the role of deism.

In his book *Is God on America's Side*, Erwin Lutzer asks the important question, "Is the American dream and the Christian dream one and the same?"{1} If our national dream fails, does it necessarily follow that our Christian dream also dies? Lutzer's book makes the point that it's dangerous to see the goals of the state and the purpose of the church as one and the same. It's dangerous to equate the "city of man" with the "city of God."



However, there are those who argue that because our Founding Fathers were devoted Christians who held to an orthodox Christian faith, the state and the church in America are already linked together, and that if America as a nation loses its uniquely Christian flavor, the church will fail in its task as well. They see America as a unique country that holds a special place in God's plan for reaching the world. Additionally, they argue that we enjoy God's special protection and blessings because of this Christian founding, blessings which will be lost if Christians lose control of the nation.

At the other end of the religious and political spectrum is the group who portray America and its founding as a thoroughly secular project. They argue that by the time the Revolution had occurred in the colonies, Enlightenment rationalism had won the day in the minds and hearts of the young nation's

leaders. They often add that the drive towards religious tolerance was the result of a decline in belief in God and an attempt to remove religious influence from America's future.

For all those involved in this debate, the specific beliefs of our Founders are very important. Those who argue that America was founded by godless men who established a godless Constitution are, for the most part, wrong. Belief in God was practically universal among our Founding Founders. On the other hand, those who argue that our Founders were mostly devoted Christians who sought to establish a Christian nation devoted to the gospel of Jesus Christ are not giving us the full picture either. Because both sides in this debate tend to define America by the religious faith of our Founders, both sides tend to over-simplify the religious beliefs of those early patriots.

It's important, therefore, to consider the specific beliefs of some of our Founding Fathers so that we might get a clearer picture of religion in that era and avoid either of the two extremes usually presented. As we look into the actions and words of specific Revolutionary era leaders we will find that their beliefs represent a mixture of viewpoints that are every bit as complicated as those of America's leaders today.

Deism

The issue centers on how much influence Deism had on our Founders. So a good place to begin is with a definition of the movement while remembering that Deists "were never organized into a sect, had no [official] creed or form of worship, recognized no leader, and were constantly shifting their ground."{2} That said, Edward Herbert is often given credit for being the father of Deism in the seventeenth century. His five-point system is a good starting point for understanding the religious beliefs that affected many of our nation's leaders nearly one hundred years later.

Herbert's Deism begins with the fact that there is a God. However, Deists did not equate this God with the one who revealed himself to Moses or as having a special relationship with the Jews. Instead of being the God of Abraham, Isaac, and Jacob, Deists referred to him with terms like "the First Cause," "the Divine Artist," the Grand Architect," "the God of Nature," or "Divine Providence."{3} Many Deists argued that more could be learned about God by studying nature and science than by seeking knowledge about him in the Bible.

Deists also thought that it naturally follows to worship this God, which is Herbert's second point. This belief is arrived at by reason alone and not revelation; it is a common sense response to the fact that "the God of Nature" exists. The nature of this worship is Herbert's third point. Deists worshipped their God by living ethically. Some acknowledged the superior example of an ethical life as lived by Jesus; others felt that Christianity itself was a barrier to an ethical life.

Interestingly, Deists included repentance as part of their system. What is not a surprise is that this repentance consists of agreeing with the Creator God that living an ethical life is better than to not live such a life. Herbert's last point may also be a surprise to many. Deists believed in an afterlife, and that in it there will be rewards and punishments based on our success or failure to live ethically now.

What should be obvious by now is that Deism was derivative of Christianity. As one cleric of the day wrote, "Deism is what is left of Christianity after casting off everything that is peculiar to it. The deist is one who denies the Divinity, the Incarnation, and the Atonement of Christ, and the work of the Holy Ghost; who denies the God of Israel, and believes in the God of Nature."{4}

Anti-Christian Deism

The impact of Deism on Americans in the 1700s is complicated because the word itself represents a spectrum of religious positions held at that time. One extreme represents a group that might be called the non-Christian Deists. This faction was openly hostile to the Christian faith. Thomas Paine, of *Common Sense* fame, and a leading advocate of this position, wrote that Deism "is free from all those invented and torturing articles that shock our reason . . . with which the Christian religion abounds. Its creed is pure and sublimely simple. It believes in God, and there it rests. It honors Reason as the choicest gift of God to man and the faculty by which he is enabled to contemplate the power, wisdom, and goodness of the Creator displayed in the creation; . . . it avoids all presumptuous beliefs and rejects, as the fabulous inventions of men, all books pretending to be revelation."{5} This quote clearly expresses the complaints and disdain that some Deists held against the Christian faith.

Although often accused of being godless pagans, it was not unusual for Thomas Paine and others in this group to see themselves as God's defenders. Paine says that he wrote *The Age of Reason* in France during the French Revolution to defend belief in God against the growing atheism in that country. But he agreed with the French that the power and influence of the Roman Catholic Church had to be removed. There was little love lost on the monarchy or the priesthood; one French philosopher wrote, "let us strangle the last king with the guts of the last priest."

Deists were very confident in the power of human reason. Reason informed them that miracles were impossible and that the Bible is a man-made book of mythical narratives. This faction of Deists also saw Christianity as a barrier to moral improvement and social justice. And since for them, living an ethical life is itself true worship, Christianity was seen as

an impediment to worshipping God as well.

Reason is highlighted by the writings of these influential colonists. The former Presbyterian minister Elihu Palmer wrote a paper titled *Reason, the Glory of Our Nature,* and the well known patriot Ethan Allen published the Deistic piece *Reason: the Only Oracle of Man.*{6} In the preface of his book, Allen wrote, "I have generally been denominated a Deist, the reality of which I never disputed, being conscious I am no Christian, except mere infant baptism make me one."{7}

It is not surprising that this focus on reason led Deists to reject the Trinity. Unitarianism was making great inroads into American colleges by the 1750s, and America's best and brightest were now subject to this view at Yale, Harvard, and other prominent schools.

Church-Going Deists

It can be argued that there was a form of Deism in the late 1700s that was comfortable with parts of Christianity but was not entirely orthodox. Some of our most cherished and famous early American patriots fit into this category.

A good argument can be made that Franklin, Washington, Adams, Jefferson, Madison, and Monroe were all significantly influenced by Deism and Unitarianism. Let's take a look at the actions and comments of two of these revolutionary era leaders who can justifiably be called church-going Deists.

Hearing that Benjamin Franklin was a Deist will probably not shock too many Americans. By some accounts he embraced Deism at the young age of fifteen.{8} As an adult he was asked by a minister to express his personal creed, and Franklin replied, "I believe in one God, Creator of the Universe: That he governs the World by his Providence. That he ought to be worshiped. That the most acceptable Service we can render to him, is doing good to his other Children. That the soul of man

is immortal, and will be treated with Justice in another life, respecting its Conduct in this."{9} Franklin's faith was focused on personal behavior rather than faith in Christ's work on the cross. When asked about Jesus, Franklin said, "I have . . . some Doubts as to his Divinity, tho' it is a Question I do not dogmatize upon."{10} Rather than being openly hostile to Christianity, Franklin contributed to every church building project in Philadelphia, as well as its one synagogue.

The faith of George Washington is a more controversial matter. Washington consistently used Deistic language to describe God in both public and private communications, rarely referring to Jesus Christ in any setting. Comments made by his contemporaries also point to Deistic beliefs. Washington's bishop and pastor while he was in Philadelphia admitted that "Truth requires me to say, that General Washington never received the communion in the churches of which I am parochial minister."{11} Another pastor added, "Sir, he was a Deist," when questions about his faith arose shortly after his death. The fact that Washington was never confirmed in the Episcopal Church and ceased to take communion after the war adds to the case for him being a Deist. The controversy will continue, but much evidence points to his less than orthodox beliefs.

It must be remembered that, while Washington and Deists in general were quite willing to speak about the "God of Providence" or the "Grand Architect," rarely are they found them referring to God as "Father," "Lord," "Redeemer," or "Savior."{12}

Orthodox Christians

Samuel Adams is often called the father of the American Revolution, but he is also known as "the Last of the Puritans," a title that speaks to his commitment to orthodox Christianity.{13} His orthodoxy is confirmed by both his

actions and comments. Adams was opposed to Freemasonry, which taught a belief system that was consistent with Deism. Neither ideology focused on Jesus or the Bible, and both accepted Jews, Muslims, Christians, or anyone else who believed in a divine being. In fact, the phrase "the Grand Architect," often used by Deists as a title for God, came from Freemasonry, not the Bible.

Adams maintained a religious household by personally practicing grace before meals, Bible readings, and morning and evening devotions. More important, Adams' religious language revealed an orthodox belief system. He referred to God as "our Divine Redeemer," and the one "who has given us his Son to purchase for us the reward of eternal life," phrases that a Deist would most likely not employ.{14} Even when thinking of his future passing Adams looked to Christ; his will spoke of his "relying on the merits of Jesus Christ for a pardon of all my sins."{15} Although many leaders of the day left their orthodox upbringing, Adams "was a New England Congregationalist who remained staunchly loyal to the Calvinist orthodoxy in which he had been raised."{16}

John Jay was president of the Continental Congress and the first chief justice of the Supreme Court; he also exhibited leadership in spreading the Word of God among the new country's citizens. As president of the American Bible Society, Jay used his annual address to stress the authority of the Bible. He spoke of the events in its pages as events in history, not as religious mythology. He also employed the language of the church in his speeches and writings including "Saviour," "King of Heaven," and "Captain of our Salvation."{17} Although Jay had many friends among the Deists of the day, he differed greatly with them concerning the relationship of reason and revelation. Jay wrote that the truths of Christianity were "revealed to our faith, to be believed on the credit of Divine testimony" rather than a product of human reason.

Just as today, the religious landscape of early America was varied and complex. Those complexities should neither hinder nor determine our efforts to build God's kingdom in the twenty-first century. America has been blessed by God, but to argue that it is privileged over all other nations is presumptuous. Other nations have believed that their country would be used uniquely by God as well. Perhaps we stand on firmer ground when we look to the church as God's vehicle for accomplishing His purposes, a body of believers that will draw from every nation, tribe, people and language.

Notes

1. Erwin W. Lutzer, *Is God On America's Side* (Moody Publishers, 2008), 75.

2. David L. Holmes, *The Faiths of the Founding Fathers* (Oxford, 2006), 39.

3. Ibid., 47.

4. Ibid., 39.

5. Ibid.

6. Ibid.

7. books.google.com/books?id=IHMAAAAAMAAJ&pg=PA1#PPA1,M1 accessed on 9/15/2008.

8. Holmes, 54.

9. Ibid., 56.

10. Ibid.

11. Ibid., 63.

12. Ibid., 65.

13. Ibid., 144.

14. Ibid., 146.

15. Ibid.

16. Ibid., p. 150.

17. Ibid., p. 158.

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Educational Choice

Don Closson surveys the state of educational choice in America. Even though educational spending is the largest category in every state's budget, money is not our primary concern. It is the well being of our children.

What does the idea of educational choice have to do with a Christian worldview? Quite a lot, actually. As Christians we are called to be concerned about justice, about the poor, about the weakest individuals in our society. We also have an interest in having a population educated well enough to read and understand the Bible. It is about "loving our neighbors as ourselves" and "doing unto the least of these" in the society around us.



I must admit that during my twelve years of teaching and administrating in public schools educational choice wasn't a burning issue. I admit that personal interest convinced me to become a supporter. Vouchers made sense as I experienced the difficulty of paying taxes for local public schools even though my children were being home-schooled or were attending private schools. Back then, supporters of vouchers were either fans of free-market economist Milton Freeman or were

philosophically opposed to the “one-best-system” approach of government-provided schooling. They were a small but vocal minority.

Times have changed. Today, supporters of educational choice are often people who are shocked by the failure of our inner city schools to educate children in any meaningful sense of the word. A rising number of urban leaders have concluded that the current model of schooling just hasn’t worked for many of our children.

What is meant by the term “educational choice”? One definition says, “…it means letting every parent send their child to the school of their choice regardless of where they live or income. Parents choose schools based on their child’s needs, not their address.”{1} The desire for educational choice over the last couple of decades has found expression in the creation of voucher plans, charter schools, private scholarship programs, and personal tax credits or deductions. Since each state is responsible for establishing its own educational policies, there have been multiple variations on each of these categories along with endless court battles to affirm or deny the constitutionality of each plan.

Those who support educational choice begin with the assumption that increased competition is almost always a good thing. Its proponents argue that when schools must compete for students, they generally work harder at providing a better service. They believe in bottom-up reform, letting parents choose what educational methods and content is best for their children rather than a top-down approach that is guided by a centralized government or teachers’ union.

In this article we survey the state of educational choice in America. Even though educational spending is the largest category in every state’s budget, money is not our primary concern. It is the well being of our children.

Publicly Funded Vouchers

In 1955 economist Milton Friedman argued that America's public school system was not achieving the goals that it was created for. As a government operated monopoly it was failing in its mandate to educate all of our children equally regardless of race or class. In fact, it was a highly segregated system that was failing our most needy students in our inner city schools. His solution was to open up education to market forces by issuing vouchers to parents who could then choose where to spend their education dollars. He wrote, "In the end, the goal of education is to ensure learning and guarantee a free society and stable democracy. These goals are better met when all parents are free to choose the school that works best for their child."

For decades, Friedman was a lone voice, but in the early 1990's Milwaukee Wisconsin began a voucher program with 337 students who could use their publicly funded vouchers to attend religious or non-religious private schools in the city.

This program is now in its 17th year and is approaching its legislatively set cap of 15% of the districts students. In the 2007-08 school year over 18,000 students participated, attending 122 different private schools.{2} Voucher programs have been established in Cleveland Ohio, Colorado, Florida and Washington D.C., only to be met with an onslaught of legal challenges.

In 2002 the Supreme Court ruled that voucher programs are not a violation of the religious establishment clause of the First Amendment. Although that issue has been settled, state courts have whittled away or restricted these programs at every turn. Teachers' unions have also spent millions of dollars to fight voucher program legislation and to campaign against them in statewide referendums.

It appears that limited voucher programs aimed at poor inner-

city students who are trapped in dysfunctional schools now have the best chance of succeeding. While middle-class evangelicals seemed supportive of vouchers early on, they now perceive them to be a threat to the independence of the many private religious schools that have sprung up in the last 20 years. Most middle class suburbanites already have the power of school choice because of their financial ability to move into districts with better schools.

Tax supported vouchers are still popular among the many free market conservatives who argue that competition in the educational marketplace would be good for children and for the public schools. They have also garnered grass root support from the African-American and Hispanic communities in the last decade. There are other ways to inject choice into our educational system, but it is clear to many that choice is needed now, especially for our most needy students.

Why Educational Choice?

Giving inner city parents a choice in where they send their children to school is critical if we hope to solve the crises in our cities' schools. Secretary of Education Margaret Spellings puts it this way:

> *"Despite our best efforts, there are still vast inequities within our education system. In too many of our cities, the reality faced by minority and low-income kids is shocking. As you've heard, 15% of our high schools produce more than half of our dropouts. Of these dropout factories a majority of the students trapped in them are minorities, and their high school experience looks vastly different from what most kids encounter. They go to schools where trash litters the floors, where graffiti decorates the walls. . . where most freshmen enter unable to read or do math at an eighth grade-level, and where graduation is a 50/50 shot, or worse."*[{3}]

Why do many reformers believe that educational choice has the greatest potential to solve our nation's education problems? Referring to legislation passed in 2004 that provided the first federally funded choice scholarships for low income students in Washington D.C., Secretary of Education Rod Paige explained that:

> *"Educational choice is important for two reasons. First, it extends civil rights and social justice. Second, it enhances school effectiveness. The introduction of opportunity scholarships in the District comes fifty years after the Brown v. Board of Education decision. It comes 40 years after Dr. Martin Luther King, Jr. demanded a full measure of the American promise. Opportunity scholarships help remove the chains of bureaucracy. They free low-income students to obtain a better education in a school of their choosing."{4}*

Studies have shown how dramatic changes can occur in cities that allow its parents choice. Writing about the longest voucher program in the nation, the *Wall Street Journal* declares:

> *"There's no question the program has been a boon to the city's underprivileged. A 2004 study of high school graduation rates by Jay Greene of the Manhattan Institute found that students using vouchers to attend Milwaukee's private schools had a graduation rate of 64%, versus 36% for their public school counterparts. Harvard's Caroline Hoxby has shown that Milwaukee public schools have raised their standards in the wake of voucher competition."{5}*

Educational choice works because it puts power into the hands of the people who care most about our nation's children, their parents. It works because it increases the autonomy of school administrators so that they can provide the kind of education that the public wants. It works because it encourages learning communities of like-minded adults to work together to provide

the best learning environment possible.

Private Vouchers and Tax Credits

Although the press has focused on the legal battles surrounding the use of tax-supported educational vouchers to pay tuition at private religious schools, there is another type of voucher program that is helping thousands of children and continues to grow without legal controversy. There are now more than two dozen *private* voucher programs in cities across the United States. Millions of dollars are being raised by private citizens in order to offer vouchers to less fortunate children so that they can attend better schools.

In that late 1990's, John Walton of Wal-Mart fame, and Theodore Forstmann of Forstmann Little & Company decided to offer 1,000 scholarships to low income students in Washington D.C. With very little publicity they received over 8,000 applications. Sensing a real need, in 1998 they together donated $100 million towards a national program that would fund 40,000 scholarships inaugurating the Children's Scholarship Fund.{6} That got people's attention. Former U.N. Ambassador Andrew Young, Martin Luther King III, General Colin Powell, and numerous C.E.O.'s from some of America's best known corporations have served on the organization's board.

By September of 1998 the fund grew to $170 million. Eventually, the Children's Scholarship Fund received applications from 1.25 million children from 22,000 cities and towns in all fifty states.

Mr. Forstmann concluded that:

> *The parents of 1.25 million children put an end to the debate over whether low-income families want choice in education: They passionately, desperately, unequivocally do. Now it is up to the defenders of the status quo to tell them, and the millions they represent, why they cannot have it.{7}*

In 2007, the Children's Scholarship Fund gave vouchers to 29,000 students. The families receiving these scholarships earned an average of around $27,000 a year, and supplemented the scholarship with an additional $2,000 per student. These low income families have a strong desire to remove their children from their current schools and are willing to make a significant sacrifice to acquire a good education for their children.

State-sponsored tax credits are another alternative to tax-funded vouchers. They are popular because of they are simple to administrate; they have a relatively long history and a settled legal status. They have limited scope because not all states have an income tax and often it is the families who need help the most who do not benefit from tax credits because of their low tax liability.

Advocates of educational choice agree that it will take many different tactics to provide the freedom parents need to get the best education possible for their children.

Educational Freedom

In 2001, the Manhattan Institute released an interesting study concerning the idea of educational freedom. The study suggested a strong relationship between the amount of freedom a state gives parents in directing their children to a school of their choice and the level of academic achievement accomplished by those children.

Since education is primarily governed at the state level, it makes sense to measure educational freedom by state. In the study, a state's ranking is determined by how much freedom parents are given by its laws regulating vouchers, charter schools, home-schooling, choice within existing public schools, and tax credits allowed for education expenses.

According to the study, the most educationally free state is

Arizona. It gets the top spot because of its wide selection of charter schools and its tax credits for private school expenses. The least educationally free state is Hawaii. Hawaii scores lowest on the index because it has one large school district for the entire state, no charter schools, and it highly regulates home-schoolers. Utah is second to last because gives no assistance to those sending their children to private schools, has few charter schools, and has large centralized school districts.

The study concludes that "For many years education reformers have advocated strengthening accountability systems and expanding educational freedom. Our statistical models suggest that such reforms, where implemented, have yielded the academic improvements that reformers predicted."{8} For instance, a one-point increase in a state's freedom index would predict a 4% increase in that state's math test results indicated by the National Assessment of Educational Progress.

Educational freedom received another boost in a study released in October 2007 by the Milton & Rose Friedman Foundation. The research concludes that "A large body of top-quality studies consistently shows that school choice produces higher academic achievement for the students who have the opportunity to use it. On this issue, the evidence supporting school choice is as strong as the evidence on any social policy question whatsoever."{9}

Freedom makes a difference in education. Jay Greene of the Manhattan Institute writes, "Simply providing families with additional options in the education of their children has a larger independent effect on student achievement than increasing education spending or reducing class size… the magnitude of the benefit of education freedom for student learning is comparable to the benefit of significantly increasing median household income."{10}

Christians are called upon to love their neighbors, and their

neighbors' children, as themselves. If we are serious about helping our underprivileged neighbors, especially in our inner-cities schools, educational freedom through greater choice is a policy we can and should endorse.

Notes

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Paul and the Mystery

Religions – Christianity Defended

Was early Christian teaching influenced by the mystery religions of the day? Don Closson presents a solid look at this question; concluding that Christian doctrine as taught by Paul and others was grounded in truth and was not influenced by these other religious concepts.

Introduction



A common criticism of Christianity found on college campuses today is that its core ideas or teachings were dependent upon Greek philosophy and religious ideas. It is not unusual for a student to hear from a professor that Christianity is nothing more than a strange combination of the Hebrew cult of Yahweh, notions adopted from the popular Greek mystery religions of the day, and a sprinkling of ideas from Greek philosophic thought. This criticism of traditional Christianity is not new. In fact, its heyday was in the late 1800s to the 1940s and coincides with what is now called the History of Religions movement. This group of theologians and historians accused Paul of adding Greek ideas to his Hebrew upbringing, and in the process, creating a new religion: one that neither Jesus nor His first disciples would recognize.

Was the origin of Christianity dependent on existing Greek philosophical and religious ideas? That question hinges upon how one is using the word "dependent." Philosopher Ron Nash argues that dependency can be weak or strong and that the difference is a vital one. A strong dependency would mean that the idea of Jesus as a dying and rising savior-god would never have occurred to early believers if they had not become aware of them first in pagan thought. It would be admitting that Paul and the other new Christians came to believe that Christ

was a resurrected God-man who made an atoning sacrifice for the sins of the world because of pagan ideas. Proving a strong dependency of Christianity on Greek thought would be very damaging to those who hold a high view of Scripture.

A weak dependency means that the followers of Jesus used common religious terminology of the day in order to be understood by the Hebrew and Greek culture surrounding them. This poses no problem for a high view of Scripture. As Nash states, " . . . the mere presence of parallels in thought and language does not prove any dependence in the strong sense."{1} Nash and others argue that only a weak dependency can be shown to have existed between Greek religious thought and the Gospel of Christ.

In this article we will consider arguments against the strong dependency claims of the History of Religions movement and modern critics. Specifically, we will compare the theology of the apostle Paul with ideas found in the popular Greek mystery religions present during the early church period.

Although these ideas rarely surface in everyday discussions, Christians entering the academic world of our college campuses would benefit from time spent understanding this issue. In the hands of a professor hostile to Christianity, partial truths and exaggerated similarities between Christianity and the mystery religions can overwhelm an unaware teen. Being conscious of these arguments against Christian thought prepares us to give an answer to everyone who questions the hope that we have in Christ.

Arguments Against a Strong Dependency on Mystery Religions Viewpoint

Previously we noted that the History of Religions movement claimed that Christian thought had a direct and strong dependency on the mystery religions. Although some scholars

agreed with this view, many did not. A good example is the famous German historian Adolf von Harnack, who wrote:

> *We must reject the comparative mythology which finds a causal connection between everything and everything else. . . . By such methods one can turn Christ into a sun god in the twinkling of an eye, or one can bring up the legends attending the birth of every conceivable god, or one can catch all sorts of mythological doves to keep company with the baptismal dove . . . the wand of 'comparative religion' triumphantly eliminate(s) every spontaneous trait in any religion.*{2}

What were the basic traits of the mystery religions? The annual vegetation cycle was often at the center of these cults. Deep significance was given to the concepts of growth, death, decay and rebirth. The cult of Eleusis and its central deity, Demeter, goddess of the soil and farming, is one example. The mystery religions also had secret ceremonies and rites of initiation that separated its members from the outside world. Every mystery religion claimed to impart secret knowledge of the deity. This knowledge would be communicated in clandestine ceremonies often connected to an initiation rite. The focus of this knowledge was not on a set of revealed truths to be shared with the world, but on hidden higher knowledge to be kept within the circle of believers.

At the core of each religion was a myth in which the deity returned to life after death, or else triumphed over his enemies. As one scholar explains, the myth "appealed primarily to the emotions and aimed at producing psychic and mystic effects by which the neophyte might experience the exaltation of a new life."{3} On the other hand, the mysteries were not concerned as much with correct doctrine or belief, but with the emotional state of the followers. The goal of the believers was a mystical experience that led them to believe that they had achieved union with their god.

The various religious movements found throughout the Roman Empire were not united in doctrine or practice, and they changed dramatically over time. Any impact that they may have had on Christianity must be evaluated by the time frame in which the religions encountered one another. When comparing religious systems, Philosopher Ronald Nash warns that caution is advised against using careless language. He states, "One frequently encounters scholars who first use Christian terminology to describe pagan beliefs and practices and then marvel at the awesome parallels they think they have discovered."{4}

What if someone told you that the root of Paul's New Testament theology was in obscure Greek mystery religions, rather than his Jewish training and his encounter with Jesus Christ? That's exactly what the History of Religions movement argued at the end of the 19th century. Many scholars still teach that Paul's portrayal of Jesus as a dying and rising savior would never have occurred without the presence of the mystery religions. Next, we will continue to consider arguments against what might be called "the strong dependency view."

Weaknesses in the Strong Dependency View

The first argument against this view is the logical fallacy of *false cause*. This fallacy occurs when someone argues that just because two things exist side by side, that one must be the cause of the other. As one theologian has written, the History of Religions School had the tendency "to convert parallels into influences and influences into sources."{5} Causal connection is much harder to prove than proximity. The mere fact that other religions may have had a god who died and then came back to life in some manner does not mean that this was the source of Christian ideas, even if it can be shown that the apostles knew of this other set of beliefs.

Some scholars, hostile to Christianity, tend to exaggerate, or

invent, similarities between Christianity and the mystery religions. British scholar Edwyn Bevan writes:

> *Of course if one writes an imaginary description of the Orphic mysteries . . . filling in the large gaps in the picture left by our data from the Christian Eucharist, one produces something very impressive. On this plan, you first put in the Christian elements, and then are staggered to find them there.{6}*

An example might be the practice of the taurobolium in the cult of Cybele or Great Mother. This initiation rite, in which the blood of a sacrificed bull is allowed to pour over a neophyte, is claimed by some to be the source of baptism in Christianity. Arguments have been made that the language "blood of the lamb" (Rev. 7:14), and "blood of Jesus" (1 Peter 1:2) was borrowed from the language of the taurobolium and criobolium in which a ram was slaughtered. In fact, a better argument can be made that the cult borrowed its language from the Christian tradition.

The cult of Cybele did not use the taurobolium until the second century A.D.; the best available evidence for dating the practice places its origin about one hundred years after Paul wrote his epistles.{7} German scholar Gunter Wagner points out that there was no notion of death and resurrection in the cultic practice.

After noting the change in meaning that the taurobolium experienced over time, scholar Robert Duthoy writes:

> *It is obvious that this alteration in the taurobolium must have been due to Christianity, when we consider that by A.D. 300 it had become the great competitor of the heathen religions and was known to everyone.{8}*

More Weaknesses in the Strong Dependency View

A simple but powerful argument against the likelihood that Paul would have turned to pagan thought for his theology was his strict Jewish training. In Philippians 3:5 Paul boasts of being a Hebrew of Hebrews. He had studied under Gamaliel, the most celebrated teacher of the most orthodox of the Jewish parties, the Pharisees. And in Colossians he warns against the very syncretism he is being accused of proposing. According to Bruce Metzger:

> *[W]ith regard to Paul himself, scholars are coming once again to acknowledge that the Apostle's prevailing set of mind was rabbinically oriented, and that his newly found Christian faith ran in molds previously formed at the feet of Gamaliel.{9}*

We find no accusations in the New Testament of Paul incorporating pagan thought into his theology, nor does he defend himself against such claims.

The very nature of the mystery cults, with the conflicting pantheon of deities and mythical beings, makes it highly unlikely that the strict monotheism and the body of doctrines found in the New Testament would be their source. Although the mystery religions did move towards advancing a solar god above all the others, this change began after 100 A.D., too late to impact the theology of the New Testament.

It should also be noted that early Christianity was an exclusivistic religion while the mystery cults were not. One could be initiated into the cult of Isis or Mithras without giving up his or her former beliefs. However, to be baptized into the church one had to forsake all other gods and saviors. This was a new development in the ancient world. Machen writes, "Amid the prevailing syncretism of the Greco-Roman

world, the religion of Paul, with the religion of Israel, stands absolutely alone."{10}

Paul's religion was grounded in real events. The mystery religions were not. They were based upon dramas written to capture men's hearts and passions. Reformed scholar Herman Ridderbos writes:

> *Whereas Paul speaks of the death and resurrection of Christ and places it in the middle of history, as an event which took place before many witnesses . . . the myths of the cults in contrast cannot be dated; they appear in all sorts of variations, and do not give any clear conceptions. In short they display the timeless vagueness characteristic of real myths. Thus the myths of the cults . . . are nothing but depictions of annual events of nature in which nothing is to be found of the moral voluntary, redemptive substitutionary meaning, which for Paul is the content of Christ's death and resurrection.{11}*

Next we will conclude with further arguments against Paul's use of the mystery religions.

Conclusion

Muslim author Yousuf Saleem Chishti writes that the doctrines of the deity of Christ and the atonement are pagan teachings that come from the apostle Paul, not from Christ Himself.{12} He states that, "The Christian doctrine of atonement was greatly coloured by the influence of the mystery religions, especially Mithraism, which had its own son of God and virgin Mother, and crucifixion and resurrection after expiating for the sins of mankind and finally his ascension to the seventh heaven."{13} Were these doctrines something Paul made up or borrowed? What did Jesus teach regarding the atonement?

First, both Jesus and Paul taught that Christianity was the

fulfillment of Judaism. In Matthew 5:17 Jesus said that He came to fulfill the law and the teaching of the Prophets, not to abolish them. In Colossians (2:16-17), Paul writes that the religious codes of the Old Testament were merely a foreshadowing of the things that were to come, and that the new reality is found in Christ. Both Christ and Paul taught the necessity of the blood atonement for sin. Jesus stated that, "For even the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many" (Mark 10:45). At the Last Supper He added, "This is my blood of the covenant, which is poured out for many for the forgiveness of sins" (Matthew 26:28). Paul affirmed Christ's teachings when he wrote, "In him we have redemption through his blood, the forgiveness of sins, in accordance with the riches of God's grace" (Ephesians 1:7). Tying the doctrine back to the Old Testament, Paul wrote, "Christ, our Passover lamb, has been sacrificed" (1 Corinthians 5:7).

The idea that Jesus was the Son of God, born of a virgin, dying on the cross, and being resurrected are hardly Paul's ideas alone. They are found in the earliest Christian writings and held consistently wherever the faith spread. The parallels between Christianity and Mithraism claimed by Chishti are hard to evaluate or confirm. He gives us no references as evidence for the similarities.{14} Other scholars who have looked at the issue find that most of the similarities disappear on close inspection. Where they do occur, it can be argued that Mithraism borrowed ideas from Christianity rather than vice versa. Bruce Metzger writes, "It must not be uncritically assumed that the Mysteries always influenced Christianity, for it is not only possible but probable that in certain cases, the influence moved in the opposite direction."{15}

Those who find Christianity hard to accept have offered many reasons for not doing so. The claim that the doctrines of Christianity had a strong dependency on the mystery religions stands on shaky ground and should be investigated thoroughly

before one rejects the good news of the New Testament writers.

Notes

1. Ronald Nash, *The Gospel And The Greeks*, (Probe Books: Dallas, TX, 1992), 18.

2. Ibid, 118.

3. Ibid, 124.

4. Ibid, 126.

5. Ibid, 193.

6. Ibid.

7. Ibid, 154.

8. Ibid, 155.

9. Ibid, 196.

10. Ibid, 197.

11. Ibid. 198.

12. Normal Geisler, *Baker Encyclopedia of Christian Apologetics*, (Baker Books, 1999), 490.

13. Ibid.

14. Ibid. 492.

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Taking Religion Seriously

Religious Neutrality and Our Schools

The last century has seen a purging of both religious influence and information from our classrooms. For many, this seems only natural and proper. They would argue that the Supreme Court has determined that government schools must be neutral regarding religion. Since the landmark Everson v. Board of Education case in 1947, the law of the land has been that "Neither a state nor the Federal government can set up a church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another."{1} However, writing for the majority, Justice Hugo Black added that the state must be neutral in matters of religion in two specific ways. First, it must be neutral among the different religions, but it must also be neutral in how it treats religious belief and non-belief.{2}

This question of neutrality is at the heart of my thoughts in this article. We are investigating whether or not our schools are taking religion seriously; at least seriously enough to be considered neutral in the sense of Supreme Court decisions. Excluding the topic of religion from our schools is not neutrality; it violates the second sense of neutrality given by Justice Black. And if our schools are not neutral regarding religion, they are privileging those who claim to have no religion. We will argue that this kind of education is actually a form of indoctrination into a secular perspective, or what is often called the worldview of naturalism.

There is an additional reason to ask the question, are schools taking religion seriously enough? It can be argued that without sufficient information regarding religion a person cannot be said to be truly educated. Religious ideas and perspectives permeate art and literature. Without knowledge of

Christianity and the Bible, students will miss the meaning of key ideas embedded in both stories and pictures. They will only have a secular framework of interpretation for understanding literature and art.

Religion is also a crucial variable for understanding international affairs. Current relations between nations and between culture groups are often incomprehensible unless one understands the religious imperatives driving the people within them. To know little or nothing about the various religions of the world leaves one with a skewed view of why things happen and what might occur next.

Does religion still matter? To answer this question, we will look at the current state of teaching on religion in our schools and address possible changes that might need to be made. Finally, we will consider questions and concerns that arise if our proposed changes were implemented.

Religion Still Matters

Religion still matters in our society, at least enough to make it an important topic in our schools. Numerous surveys indicate that the vast majority of Americans still claim belief in God. Only about 5% of Americans label themselves atheist or agnostic. Another 10% to 15% either refuse to answer the question or are indifferent to the topic; this leaves between 85% and 90% who still claim belief in a God of some kind.{3} Belief is also high among our well educated; a 2006 Gallop poll found that 77% of those with a postgraduate degree have little doubt that God exists.{4}

A large majority of us claim that the Bible is the inspired Word of God (77%), that there is a heaven (63%), and that religion is very important in their lives (57%).{5} Close to 80% of Americans still identify with a specific religious tradition, and 40% claim to attend religious services weekly.

In 2005 they gave $93.2 billion to religious organizations.

By any measure, America remains far more religious than its European neighbors. In his book *Does God Make a Difference?,* Warren Nord documents the considerable difference between our two cultures. According to a 2005 survey, only 52% of Europeans claim belief in God, although 27% believe in some sort of spirit or life force. Eighteen percent are atheist or agnostic. In a number of European countries fewer than 10% of the people attend church weekly.{6}

The rest of the world is closer to the U.S. than to Europe in its beliefs. About 85% identify with a religious tradition and there has been rapid recent growth in evangelical Protestantism in the Third World. Although it has been popular in recent years for academics to promote the thesis that the world is going through rapid secularization, it now appears that Europe is not necessarily the model for the future. That said, there does appear to be a trend in both the U.S. and Europe towards claiming to be spiritual "apart from churches, dogma and tradition."{7}

So what does this mean? It tells us that a large majority of people in this country interpret reality through a religious lens. Whether it's economics, ethics, science or art, many Americans continue to make sense of their world and make important decisions based on their religious faith.

The twentieth century experienced a relentless assault on religion from governments (Russia and its satellites and China) and ideologies (Marxism, psychoanalytic theory, existentialism), but considering its continued influence in the U.S. and the rest of the world, it still seems prudent to teach our students about it.

Religion Removed

According to Warren Nord, students in American schools and universities learn very little about God and religion. His book reflects his study of national academic standards and high school textbooks in our public schools for history, economics, and science. Let's look at his results for history.

Information on religion makes up only about 10% of the *world* history standards and less than 5% of the *American* history standards.{8} History textbooks tend to do somewhat better, but Dr. Nord's conclusion is that both fall dramatically short of what should be included. To begin with, not enough material is presented for students to actually make sense of any particular religion, and most of what is found predates the seventeenth century. The topic of religion simply disappears after that. Information about the twentieth century tends to show religion in an unfavorable manner, often connecting it to violence and warfare.

Another deficiency is the tendency to freeze theological thinking in the past by neglecting to show how religious traditions have responded to modernity. The rise of influential theologians, religious movements, or the science-faith dialogue of the last hundred years are missing. When religious topics are covered in the material they are viewed through a secular framework or lens. Thinking about history through a religious lens is never considered. For instance, most texts mention that our dating system is dependent on Jesus Christ's birth date, but they fail to say why. None of them include Christianity's claim that Jesus was God incarnate.

Finally, all students are to learn eleven long-term patterns in world history. Not surprisingly, none of the patterns are religious ones. Unfortunately, the other academic fields fare even worse. For instance, the National Science Education Standards contains no discussion of the relationship of

science and religion in its 262 pages.

How about religion in our universities? Nord estimates that "about 10 percent of undergraduates in public universities take a course in which religious ways of making sense of the world are taken seriously."{9} He goes on to write that "for the great majority of American students in secondary schools and universities, less than 1 percent of the content of their education will deal with religion."{10}

As a result he concludes that, "They will not be taught that God doesn't exist, but they will inevitably learn to interpret whatever they study in secular categories."{11} He adds that textbooks, the official curriculum, and the governing purposes of public education have become almost completely secular.

Real Education

Dr. Nord, who taught philosophy of religion and education at the University of North Carolina–Chapel Hill, makes his case with a completely secular argument. Let's start with his statement of the problem and then look at some of the specifics. Dr. Nord writes, "Public education leaves students religiously illiterate, it falls far short of religious neutrality, and it borders on secular indoctrination (if only unintended)." He adds that "schools and universities teach students to accept secular ways of making sense of the world as a matter of faith."{12}

Nord comes to this conclusion as part of his discovery that we no longer provide students with what has traditionally been called a liberal education. The word "liberal" here is not used in a political sense but rather as a label for a set of generally agreed upon educational goals. He argues that an essential aspect of a liberal education "requires that students be initiated into an ongoing discussion about how to make sense of the world—one in which religious voices must be

included as live options."

According to Dr. Nord there are four critical dimensions to a liberal education. First, education must be broad rather than narrow or highly specialized. Too narrow of a focus tends to end up more like indoctrination than like an education. Students need to consider alternate ways of interpreting the world if they are to be able to think critically about the problems that face us. Next, in order to understand different cultures and traditions students must have the opportunity to get inside them. In other words, they must hear arguments for a given position from people who actually believe them, not through a filter that merely reinforces our society's current biases.

Another component of a liberal education is that it deals with things that really matter, issues that go to the core of one's worldview. It should consider questions like, what is ultimate reality, what is our nature as human beings, and how does one know right from wrong?

Finally, all of this should be introduced to students in the form of a conversation about making sense of contending points of view. Our current form of instruction is mostly a series of narrowly focused monologues with little attempt to tie them together to other courses much less other cultures and traditions. It removes much of the conflict inherent in the discussion.

Nord argues that theology should be at the core of this conversation. The university should be a place where students are introduced to conflict, the most fundamental being moral and theological.

Concerns and Suggestions

Nord sums up his concern this way: "Education is now deeply biased against religion. Indeed, it is unconstitutional."{13}

When it is suggested that we take steps to remediate this situation, a number of concerns come to mind. The poor preparation of most teachers to handle the subject is most apparent. Often teachers are unaware of both their freedoms to teach the subject as well as legal limitations regarding how that teaching is carried out. This can be overcome by proper training.

Some have argued that religion is not intellectually respectable enough to warrant a place in the curriculum. Psychologist Steven Pinker argued against adding a "Faith and Reason" component to Harvard's curriculum, writing that religion "is an American anachronism in an era in which the rest of the West is moving beyond it."{14} This kind of thinking reflects what is sometimes called the secularization thesis that has come under much criticism of late. In fact, a good argument can be made that religion is actually becoming more important in much of the world.

Pinker and others argue that the need to understand religion has been replaced by the overwhelming need to think scientifically. In their view, the Enlightenment and modern science have settled the case against considering a religious perspective of reality. However, this is not totally accurate. As Nord writes, "[U]niversities don't impose scientific standards of respectability on philosophy, ethics, politics, literature, or art." He adds, "What must be avoided is granting modern science the authority to define what is reasonable and respectable across the curriculum."{15}

So what can we do about the current bias against knowledge of religions in our schools? In his book *Does God Make a Difference?* Warren Nord argues that every high school student and undergraduate should be required to take a year-long course in religious studies. Preferably, this would consist of one semester on the Bible and another on world religions. He would also require that all classes dealing with topics impacted by religious thought such as ethics, politics,

philosophy, and art commit 5% of textbook space and class time to understanding the conflicts caused by different religious worldviews. Each perspective should be taught as a live option and represented by writings from people who actually believe in it.

The goal of these classes cannot be to indoctrinate or proselytize, but they could help to challenge the current monopoly that materialistic naturalism has on our curriculum.

Notes

1. Warren A. Nord, *Does God Make A Difference?* (Oxford University Press, 2010), 156.
2. Ibid.
3. Ibid., 20.
4. Ibid., 22.
5. Ibid.
6. Ibid.
7. Ibid., 21.
8. Ibid., 43.
9. Ibid., 59.
10. Ibid., 60.
11. Ibid.
12. Ibid., 99.
13. Ibid., 188.
14. Ibid., 117.
15. Ibid., 118.

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