# Education: What Works

If anything is constant in public education, it is the endless cycle of reform and innovation that in turn generates endless theories and educational jargon. Heated conflicts exist over how to teach everything from reading to algebra. In the past, when our public schools were mostly local affairs, the debate was more localized. Today, state legislatures and even Congress take part in the battles, which can occasionally become the single most important issue in statewide elections.

Parents are usually not interested in the politics of education; they want to know what works! They realize that their children have one opportunity to become an educated person and those inappropriate educational ends or methods will permanently shape their children's lives. Here we will focus on answers to the question, "What works in education?" Some of the answers will come from a compilation of research done by the Department of Education under William Bennett in the 1980's.

Education should be about two tasks, building the intellect and instilling virtue. Regarding the intellect, the following words of Jacques Barzun serve us well:

> *[I]t is intelligence stored up and made into habits of discipline, signs and symbols of meaning, chains of reasoning and spurs to emotions—a shorthand (and a wireless) by which the mind can skip connectives, recognize ability, and communicate truth. Intellect is at once a body of common knowledge and the channels through which the right particle of it can be brought to bear quickly, without the effort of redemonstration, on the matter in hand.*{1}

Many have recognized the fact that parents are the first and most important teachers of their children. Christian parents should seek to begin their children's education as early as

possible. To that end, John Amos Comenius wrote in his work *The Great Didactic* that,

> *If we want to educate a person in virtue we must polish him at a tender age. And if someone is to advance toward wisdom he must be opened up for it in the first years of his life when his industriousness is still burning, his mind is malleable, and his memory still strong.*{2}

What can parents do? To begin with, the more book-friendly parents can make a home the better. Parents should read to their young children and let their children read to them. Asking in-depth questions about what is being read will boost comprehension skills, vocabulary, and general knowledge. Keep a consistent family routine for meals, bedtime and homework. Both parents should model the importance of a life of the mind. One of the best ways of doing this is to limit mindless entertainment like television. For, in order for our children to become mature handlers of the Word (2 Timothy 2:15), they must become competent readers.

Next we will look at the way parents and teachers can partner together to educate our children.

## The Parent Teacher Partnership

It is extremely important that both teacher and parents convey high expectations to students regarding academic performance. Studies have shown that low expectations on the part of teachers can become self-fulfilling prophecies for their students. These students are often seated far from the teacher, receiving less direct instruction and attention. Parents need to work with teachers who have failed to expect good work from their children. This requires frequent communication with the teacher, as well as the student. If a parent perceives that a teacher may have “given up” on their child, a meeting with everyone involved, including a school

counselor, should be called immediately. If the situation is allowed to continue, your child may find himself hopelessly behind.

Sometimes parents demand too much of their children, resulting in anxiety and low self-confidence, but it is far more common for parents not to expect reasonably high standards for their children's academic work.

A corollary to setting high expectations for students is helping them to make a healthy connection between ability and effort. When students are young they equate effort with ability. In other words, if they work hard and do well, they assume that they have a high level of ability. Failure means that they did not try hard enough, something that they can personally overcome on the next assignment. Later, students learn that ability and effort are not the same. Some students need to work much harder at certain things in order to do as well as others. As a result, students might try to mask what they perceive to be low ability by turning in tests early even though they are hastily finished or by choosing not to participate in class discussions. High levels of effort come to represent low ability. As a result many students fail to work to their potential. Believing that they lack ability, they eventually lose hope for academic success.

Underachievement becomes a response to the possibility that they may be low ability students. Teachers and parents must intervene before these patterns become fixed. By setting high standards and insisting on consistent, diligent work, parents and teachers can work together to build confidence that can become the foundation for future effort. In some cases, parents may need to help their children crawl before they can walk. They may have to supervise homework efforts minute by minute until the student begins to see a connection between the work invested and its resulting success.

Some general rules for successful study include: convince your

child not to cram or try to accomplish large amounts of work in one sitting, help them to weigh the importance of an assignment by developing a system of schoolwork triage, and help your student to identify the standards necessary to succeed. Parents and students should work together to find a strategy that yields the best results.

## Classroom Environment

The amount of class time spent on instruction has an obvious influence on student achievement. Unfortunately, studies show that in elementary classrooms actual "time on task," time focused on academic subjects, ranges from 50 percent to 90 percent of a given school day. This is so proportioned because of tasks imposed on the classroom teacher by those outside of the schools. But it can also be an indication of poor classroom management. What does a well-managed classroom look like?

First, class work is carefully planned, including content, presentation time, and instructional activities. Good teachers set and communicate clear expectations to the students so that they know what is required to succeed. They also make sure that content is sequenced so that it builds in a logical and consistent fashion and that students know where they are heading and how to get there.{3} A good teacher will also check students for comprehension often and give them multiple opportunities to practice what they have learned. This common sense approach to classroom management is called direct instruction, and research indicates that it has been found to help young and disadvantaged students learn basic skills and older, higher ability students to tackle more complex material.{4}

Since the more time that is focused on a topic naturally results in greater learning, the way that a teacher utilizes homework is also important. Research shows that although homework is beneficial for all students, it is even more

significant for those with low and medium abilities. In fact, average students who do three to five hours of homework a week, begin to receive grades equal to those of high-ability students who do no homework at all.{5} It has been found that Japanese students spend about twice as much time studying outside of school as American students.{6}

However, not every type of homework is helpful. All of us can remember doing homework that seemed like an afterthought. Homework needs to be well planned to be effective. It should relate directly to what is happening in the classroom and be treated as an integral part of instruction by the teacher. This means that teachers should take time to evaluate the assignments and count the grade. Assignments should be analytical rather than standard work sheets, and they should encourage students to think more deeply about the material. Homework encourages students to follow directions, to make comparisons, to raise questions, and to develop responsibility and self-discipline.{7}

Student assessment is another key factor to effective schooling. Teachers should evaluate students often in order to detect if the material is being covered too quickly or too slowly. Assessment should be done often and by various means. Teachers should use essays, tests, homework, quizzes (both verbal and written), as well as group projects to measure student progress. Students benefit from immediate feedback so that they can correct ineffective study habits or arrange for special tutoring

## Teaching Methods

You wouldn’t think that how we teach children to read would be very controversial. It is! The ongoing battle between whole-language advocates and those who recommend systematic, structured phonics instruction is a heated and often strident one. The two methods stand on very different theoretical foundations and thus emphasize different activities for

children. Both use phonics and both advocate early, intensive reading by children. But whole-language promoters argue that learning to read and write are natural skills that can be acquired as easily as learning to talk. Just immerse children in words and good books, and they will eventually make sense of it all. Phonics advocates argue that reading is not a natural skill, and that children need intensive and comprehensive phonics training to succeed. They add that a high level of illiteracy, even in the U.S. where the written word is universally found, refutes the notion that language skill acquisition is automatic.

Jeanne Chall, long time professor at the Harvard Graduate School of Education argued that research has established that reading is essentially a phonemic activity; children must know the relationship between sounds and letters. If children have not mastered this basic information, they cannot learn to read. Research has also demonstrated that teaching phonics benefits all children, particularly those who are at risk. Focusing on phonics does not deaden a child's desire to read, in fact, whole language is hurting children by not providing them with the tools necessary to read.{8} Athough whole language advocates argue that invented spelling, which calls upon students to apply phonics knowledge, actually forces students to think more deeply about phonics, others are not convinced of its effectiveness.

Our question is, "What really works?" Research by Steven A. Stahl and Patricia Miller concluded, "We have no evidence showing that whole language programs produce effects that are stronger than existing basal programs, and potentially may produce lower effects."{9} Even stalwarts of whole language are moving towards a more comprehensive phonics curriculum.

Similar arguments have arisen over the use of calculators in early math instruction. Although many math teachers advocate early classroom use, the public is not so sure. One survey found that 80 percent of math teachers are in favor of early

use, but only 10 percent of the public agrees. Although the final word on early calculator use is still out, research does support the use of manipulatives in teaching young children math. Using objects to represent mathematical values helps students to understand abstract ideas quicker.

Likewise, students learn science best when they are able to do experiments on personal predictions regarding natural phenomenon. Students often reject textbook and lecture material for what they consider to be common sense. Only when they are confronted with actual experimental data do they shed themselves of incorrect assumptions.

Finally let’s look at how overall school organization affects learning.

## School Organization

Schools benefit greatly from having a strong educational leader, usually the principal, who focuses continually on improving the educational program of the school. This doesn’t seem too controversial. Unfortunately, many principals are either not equipped to perform this role or are not expected to. In order to be an educational leader, a principal must have thought carefully and deeply about what it means to be an educated person, and to have developed a clear vision for implementing his or her plan. Some principals haven’t had the academic experience to prepare them for this role. Too many have come from a physical education background and coaching duties, which may be a plus when it comes to discipline problems, but not very helpful in constructing an overall vision for academic excellence.

The educational leader should also enjoy a high degree of autonomy in building his or her program. This includes the hiring and firing of teachers and unrestricted communication with parents. Success is often determined by how well parents and teachers can be motivated towards the principal’s vision.

Unfortunately, this is much easier to do in private schools than in public ones.

A safe and orderly school environment is necessary for learning to occur. Nevertheless, many schools do not enjoy this basic requirement for success. This problem not only impacts inner city schools, which fight the multiple problems related to poverty and highly bureaucratic administrations. Rural schools can suffer from poor discipline and a lack of consistent policies as well. Realistically, even in generally good schools, a single teacher can diminish the educational experience of his or her class by refusing to, or not even desiring to, maintain order. This is where a strong principal can step in and make a difference.

A teaching staff is most effective when they share high morale, agree that students need grounding in the basics of each subject, and hold students to high standards. Teacher collegiality, the sharing of problems and solutions with one another in a professional atmosphere, is another indication of an effective teaching staff. Unfortunately, many teachers operate without the benefit of peer input. Collegiality seems to occur more often at the elementary school level than in our high schools.

Schools that test their students for the purpose of offering remedial help tend to be more effective, as are those that encourage their students to take more advanced academic courses.

Just knowing what an effective school looks like is only part of the battle for better schools. The challenge is to change poorly performing schools into effective ones. Research shows that effective schools tend to have a much higher degree of autonomy than ineffective ones; something found far more often in private schools than in public schools. Unfortunately, our public school bureaucracy doesn’t appear to be moving in the right direction.

**Notes**

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3. Ibid., 34.
4. Ibid., 35.
5. Ibid., 41.
6. Ibid.
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8. "Whole Language in the 90's," *Update, Association for Supervision and Curriculum Development,* Vol 35 #9, 1993.
9. Arthur Ellis & Jeffrey Fouts, *Research on Educational Innovations,* Princeton, NJ: Eye On Education, 46.

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# The Feminization of American Schools

There is growing recognition that American school-age boys are not doing well. In fact, many of our sons are experiencing significant problems both inside and outside of the classroom. This is ironic since educators have been concerned primarily about girls since a 1990 report released by the American Association of University Women claimed that girls are the ones being shortchanged in school.

However, recent statistics reveal that from the elementary years and beyond, girls get better grades than boys and generally fare better in school.{1} Although girls have all

but eliminated the much-discussed math and science gap with boys, boys' scores in reading and writing have been on the decline for years. At the end of eighth grade, boys are held back 50 percent more often, and girls are twice as likely to say that they want to pursue a professional career.{2} Boys are twice as likely to be labeled "learning disabled" and in some schools are ten times more likely to be diagnosed with learning disorders such as ADD. Boys now make up two thirds of our special education classes and account for 71 percent of all school suspensions.{3} There is also evidence that boys suffer from low self-esteem and lack confidence as learners.{4}

As high school seniors, girls have higher educational goals than boys, are more likely to enroll in college, and once there, are more likely to complete a bachelor's degree in five years.{5} The majority of those receiving master's degrees are now women and the percentage of males seeking professional degrees is declining every year.{6} Boys are not faring much better outside the classroom either. Boys are three times more likely to be a victim of a violent crime and between four to six times more likely to commit suicide.{7}

While there is little controversy that a problem exists, widely divergent causes and solutions are being offered. Dr. William Pollack, who among other things is a faculty member of the Harvard Medical School and a founding member of the Society for the Psychological Study of Men and Masculinity of the American Psychological Association, has written a book titled *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. He argues that a false masculinity is being forced on our boys, one that disconnects them from themselves. In a very general sense, our boys need to get back in touch with who they really are. Christina Hoff Sommers, a W. H. Brady Fellow at the American Enterprise Institute, takes an opposing view. She believes that our boys suffer from a school environment that favors feminine traits and that attempts to squeeze boys

into an androgynous mold from which they naturally rebel.

Although both of these authors could be wrong, they most certainly cannot both be right. In this article we will consider the arguments and attempt to discover what needs to be done to help our boys.

## Losing the Inner Boy

One popular viewpoint among feminists contends that boys are suffering from masculinity myths which, when enforced, work to squeeze them into a gender straightjacket. According to this theory, outmoded notions about masculinity cause parents to push boys away from their mothers too soon, resulting in a life long sense of anxiety and permanent damage to self-esteem. This is the viewpoint of Harvard professor William Pollack in his book *Real Boys: Rescuing Our Sons from the Myths of Boyhood*.

What are these masculine myths that Dr. Pollack feels are so dangerous? The first myth is that nature wins out over nurture, in other words, that boys will be boys. The assumption here is that testosterone is more powerful in shaping behavior than relationships and training are. The second myth is that boys *should* be boys. This dangerous myth supports the idea that boys should learn to be tough and never exhibit feminine traits. Myth number three is that boys are toxic. Where girls have a civilizing effect on the environment, boys are by nature dangerous and potentially damaging to those around them.

When these myths are used as a guide to raising boys, Dr. Pollack believes that we damage our children. In our desire to make boys into tough, competitive men, they lose touch with who they really are, their “inner boy,” and as a result they become angry, dysfunctional adult males likely to abuse their wives and neglect their children.

Much of what Dr. Pollack says about boys rings true. He wants us to raise boys who are able to be empathetic, compassionate, and to appreciate the full spectrum of human behavior. Unfortunately, he defines gender roles so broadly that he leaves us with few discernable boundaries. It appears that Dr. Pollack would agree with feminist Gloria Steinem who recently advocated that "we need to raise boys like we raise girls."{8}

According to Dr. Pollack homosexuality is no longer controversial. It is normal. And much of the damage done to young boys is the result of homophobia. Unfortunately, what he considers to be the strongest scientific evidence for the biological roots of homosexuality is a study done in the 1950's.{9} He ignores recent research that greatly reduces the strength of his argument.

The only guideline that seems to matter to professor Pollack is whether or not a specific behavior makes a boy happy. Happiness is all that counts, even if a boy feels that happiness lies in the homosexual lifestyle, or in a promiscuous heterosexual one. Humanistic psychology really doesn't have much else to go on. The biblical concept that a holy God might have created male and female with distinct roles in mind does not enter into the picture.

Therefore, let us consider a response to the popular ideas of Dr. Pollack.

## The Androgynous Zone

The 1990's brought to bear a number of powerful ideas on the way schools look at and treat boys. Carol Gilligan, Harvard's first professor of gender studies, wrote a book in the early '80s that described how young girls lose their self-esteem when they reach adolescence. The American Association of University Women built on her work in the early 90s by releasing a survey that announced that girls were victims of a "male-voiced" culture and, as a result, lose self-esteem when

they reach the age of twelve or thirteen. Successful lobbying of Congress resulted in passage of the Gender Equity Act in 1994 that categorized girls as an under-served population, placing them on par with other oppressed minorities.

Since then teachers and administrators have been deluged with gender equity materials and conferences sponsored by the Department of Education. However, what really panicked school administrators was a 1999 Supreme Court decision that applied sexual harassment laws to school children. The decision resulted from a lawsuit by the family of a ten-year-old Monroe, Georgia, girl because of the school's failure to prevent her harassment by a ten-year-old boy. With the threat of expensive lawsuits over their heads, principals could not refuse to inject gender politics into their schools.

An example of the kind of information being disseminated can be gleaned from statements made by the director of the Women's Educational Equity Act Publishing Center, Katherine Hanson. Hanson has argued that four million women are beaten to death every year in America, that violence is the leading cause of death among women, and that the leading cause of injury among women is being beaten by a man at home.{10} These would be shocking statistics if they were true. Actually, one million women die in this country each year with the leading cause of death being heart disease, followed by cancer.{11} Homicide is far down the list, after suicide.{12}

Why do gender equity leaders feel the need to exaggerate the abuse of women in our society? It is because they want to establish a radical retraining of America's boys. Feminists like Dr. Nancy Marshall of the Wellesley College Center for Research on Women believe that gender is a totally learned concept. She states that "when babies are born, they do not know about gender."{13} In other words, little boys have to learn what it means to be a boy. She believes that this happens between the ages of two to seven. In a slide show presented by Ms. Marshall, she explained that "a young mind is

like Jell-O: you learn to fill it up with all the good stuff before it sets."{14} The good stuff constitutes the feminization of boys. To make her point, she returned several times to the image of a pre-school boy dressed up in high heels and a dress.

## Gender Politics in the Classroom

Gender crusaders believe that if they can influence little boys early enough, they can make them more like little girls. Feminist philosopher Sandra Lee Bartky writes that human beings are born bisexual and through conditioning are "transformed into male and female gender personalities."{15} William Pollack, a Harvard psychologist, argues that by doing away with traditional male stereotypes the next generation of boys "will be able to safely stay in the doll corner as long as they wish, without being taunted."{16} Age appropriate doll playing by boys is not a problem. Yet it becomes one when it is the center of an attempt to redefine what it means to be male.

The Department of Education supported the writing of a model curriculum for day care providers called *Creating Sex-Fair Family Day Care*.{17} It seems that the main goal of the curriculum is, again, to get boys to play with dolls. Of its ten photographs, two are of boys with dolls. Instructors are warned to "avoid highly feminine dolls such as Barbie or highly masculine dolls such as G.I. Joe."{18} They also urge instructors to monitor the children's fantasy play. If gender stereotypes are acted out, adults should be ready to intervene. According to the authors, without gender neutral child rearing, "we cannot fulfill our dreams of equality for all people."{19}

A teacher in San Francisco is going one step further. She has transformed her classroom into a woman-centered community of learners. All the images in the classroom are of women, and as one feminist noted "perhaps for the first time, boys are the

ones looking through the window."{20} While each student is required toperform a dramatic dialogue in the author's voice, the boys are forced to do works by women. One little boy attempts to lip-synch a song by blues singer Etta James, and when the other boys giggle they are chastised for their insensitivity.{21} During a history class the girls are encouraged to discuss how boys are sexual predators. The teacher is excited to see how angry the girls are getting. Although one boy tries to defend his gender, another admits to an interviewer, "I couldn't really defend myself, because it's true. Men are pigs, you know?"{22}

Schools are denying the very behavior that makes little boys boys. In Southern California, a mother was stunned to find out that her son was disciplined for running and jumping over a bench at recess.{23} Studies in England have shown that boys benefit from competition in school. However, in deference to the female tendency to learn more in cooperative groups, competition of all types is being purged from the schoolhouse. Sixty percent of American high schools no longer use class rankings or announce valedictorians.{24} Referring to the hostility towards honor rolls, one principal has stated, "It flies in the face of the philosophy of not making it so competitive for those little kids…We even frown on spelling bees."{25}

## Biblical Masculinity

Feminists argue that we only have two models of masculinity to pick from. On the one hand, we have the self-centered, win-at-all-costs, barbaric, macho mentality portrayed by the stereotypical high school football coach. They contend that this model produces boys who beat, rape, and generally oppress women. It is also blamed for the bloodshed on high school campuses in Colorado, Arkansas, and elsewhere. The other model, the one offered by feminists, calls for a "profound revolution," one that will change the way society constructs

young males.{26} It hopes to eliminate stereotypical boyish behavior such as roughhousing and aggressive competition. In fact, they hope the future will look more like the Philadelphia school which has "replaced the traditional recess with 'socialized recesses,' in which children are assigned structured activities and carefully monitored" so that gender stereotypes are extinguished.{27}

I would like to endorse a third model of masculinity. This biblical model defines mature masculinity as "a sense of benevolent responsibility to lead, provide for and protect women in ways appropriate to a man's differing relationships" with the opposite sex.{28} This biblical model assumes a number of things to be true about gender. First of all, God created men and women to complement each other. Both are equally valuable to God and His kingdom, but each have different God-given roles. Second, it looks to the servant leadership model depicted by Christ's role as head of the church, for which He suffered and died.

Boys who embrace this ideal of mature masculinity would not stand by and allow women to be abused physically or sexually, as has recently occurred in a Central Park celebration. Nor would they personally take advantage of a woman without violating their own definition of what it means to be a man.

This picture of masculinity allows men to be nurturing and sensitive. It doesn't prohibit them from being chefs or nurses. It does define, in an ultimate sense, how a man is to perceive a woman. He is to treat all women, starting with his mother, as worthy of being honored and protected. When men's competitive, physically active natures are focused on this purpose, women will find our society a much safer place in which to dwell.

It will be an uphill battle to restore this kind of thinking in our schools, especially when the trend is going in the opposite direction. However, as parents we have considerable

influence on our boys and young men. A biblical ethic should be communicated clearly and often as our boys grow older, and specifically when they begin to have significant relationships with girls. To allow the feminist model to dominate will result in frustrated boys who are stymied in their God-given role to lead, provide for, and protect the women in their lives.

Re-engineering boys in the name of egalitarianism will not only fail, but do damage to countless normal children in our schools.

## Notes

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4. Ibid., xxiii
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6. Pollack, 15.
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8. Christina Hoff Sommers, *The War Against Boys*, (New York: Simon & Schuster, 1999), 44.
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# Helping Your Child in School

## Introduction

Over the course of their growing up, our two children have attended private Christian schools, public schools, and have been home schooled. To some, this personal experience makes us experts and is far more valuable than the twelve years I was a teacher and principal in public schools. To others my wife and I were merely confused and couldn’t make up our minds. The truth is probably somewhere in the middle.

I do know that nothing can be more exciting or frustrating than watching your child engage in the learning process and ultimately move towards mature independent adulthood.

Looking back at our twenty years of parenting, I would encourage all new parents to take the long view regarding the mental and moral development of their children. There are times when our little ones amaze us with their insight and precocious behavior. At other times we become desperate for any sign of intelligent life. Fortunately, most of our

children will grow up to be capable adults. If we are patient and compassionate, not exasperating our sons and daughters with unreasonable demands (Eph. 6:4), we can not only enjoy a good relationship with them, but often they will follow our steps of faith.

A second axiom is that you are your child's first and most important teacher. This point cannot be emphasized enough. In most cases, no one cares about your child as much as you care nor do they know your child like you do. This means that you must be engaged in the educational process of your child at every step regardless of the setting. Part of this responsibility includes deciding what goals should be accomplished by your children's education. The answer to this question might seem obvious. However, quite a variety of goals have been suggested. Some believe that learning to live in a democracy is the ultimate educational concern. Others emphasize vocation training. Still others seek character development or becoming a global citizen. It would be time well spent to think about the kind of person that should emerge from twelve or sixteen years of schooling.

Next, I would argue that there is no such thing as a perfect school, but there *are* some really bad ones. Unfortunately, this is true about private schools and home schools, as well as public schools. Just because a school has chosen to call itself Christian, it does not automatically follow that the school offers a sound curriculum or that its teachers are capable and motivated. In fact, private schools can fall victim to many of the ills found in public schools.

Finally I would argue that, as parents, we are called to use discernment when making important educational choices. This demands that we take very little for granted when it comes to our children's education. And one of the important aspects of our children's education is the parent-school connection.

**The Parent-School Connection**

There is much more freedom today for parents to chose a school that fits their educational philosophy and goals. Rather than being the end of a parent's responsibilities, selecting between a public or private school is really just the beginning. Once a child is placed in a school, the parent's job as chief advocate begins.

Although teachers, counselors, and administrators are usually well intentioned, students slip through the cracks in even the best schools. Students can sometimes find themselves at odds with a teacher or administrator because of an oversight or immature behavior, or they fail to get important information regarding their course selection and requirements for graduation.

Under ideal circumstances, a parent would want to get to know, and be known by school administrators and other personnel before a problem occurs. Volunteering at the school—in the library, on committees, or in the classroom—is not only a positive civic service, but is also a good way to ensure a sympathetic hearing if a problem occurs later.

In order to be an effective advocate, a parent needs to be aware of the school's authority structure and rules. Every school should publish a handbook with all the important rules and regulations, as well as graduation requirements. Students are notorious for not reading or taking these documents seriously. It is often parents who must guide their children through course selection and run-ins with school personnel. Another important source of information is the school's open house. Schools usually host an open house each semester for the purpose of allowing parents the opportunity to meet their child's teachers and see the rooms they are assigned to.

Though most parents are hesitant to interfere with their child's schooling, my experience says that if something feels

amiss, it is better to get involved rather than simply hope things will just work out. Teachers and administrators are public servants. Parents who are courteous, yet assertive, often get results when problems occur. Unfortunately, waiting and hoping for a positive resolution to a problem can result in long term difficulties for your child.

One obvious place for parental involvement is in your child's placement. In grade school this might mean tracking or special education classes. In high school, it might be the choice between vocational college prep, and honors programs. Such decisions should never be considered final. Unfortunately, once a student is placed in one program there is a tendency for school personnel to stick to that decision. But children change. Sometimes an honors class proves too demanding, or a vocational curriculum is not challenging enough. The parent is usually the best person to make these assessments.

## The Parent-Teacher Connection

Teachers are often hard working, dedicated, and sacrificial in the amount of time they devote to their profession. However, like most other workplaces, schools also employ many mediocre and some highly incompetent staff. No matter how good a school's reputation might be, your son's or daughter's learning experience will be directly dependent upon the teacher standing in front of him or her. It is often left to the parent to determine the capability of their child's teachers and then decide whether or not to leave them in the care of a particular teacher. If signs point to an abusive or merely incompetent teacher, do not wait for the administration to act. The impact on your child's education and well being can be substantial.

Elementary level teachers who demand too much or too little of students, or who do not understand or manage classroom behavior well, are widespread. High school teachers who are asked to teach outside their area of expertise or who fail to

do the work necessary to become minimally competent are also common. Unfortunately, new teachers are sometimes thrown into a classroom with very little support and that can result in problems over discipline or grading policies. Remember faculty difficulties occur in even the highest-rated schools.

When a problem does arise, meet with the teacher as soon as possible. Although one wants to hope for the best, look for signs that the teacher is disorganized or preoccupied with problems outside of the school environment. Talk with other parents to find out if the concern is a new one or if a pattern exists. If a serious problem exists, go to a guidance counselor and request a classroom or schedule change for your child. If this is not allowed, get the principal involved. Often, what appears to be an impossibility from the school's position becomes a reality if a parent is patient and does not give in to the first "No."

Let's hope incompetence is not an issue. Even so, meeting your child's teacher or teachers and letting them know that you are engaged in your son's or daughter's education is important. If a teacher already knows you, he or she will be more likely to contact you if need be. They will also be more inclined to engage your help in motivating your child before more serious problems occur. Most teachers really want students to succeed; if they feel that you are on their side, you will become an important ally in their work.

We should also to remember to pray for our child's instructors. The group "Moms in Touch" does a great job of this. Most of all remember to be gracious; teachers have a remarkably difficult job and will appreciate anyone who supports them and acknowledges the importance of their work. We are ambassadors for Christ, even in our interactions with school personnel.

# The Parent-Student Connection

It never seems to fail that you will hear how great all of your friends' children are doing in school just when your son or daughter is experiencing their most severe classroom difficulties. The pain parents can feel when their child is struggling in school can be profound. Problems can range from relationships with other students to cases of severe underachievement or rebellion. Unsolved, these problems can destroy an academic career and worse, destroy the self-confidence necessary for a child's success in life.

A strong parent-student connection is fundamental to avoiding major school problems. Contrary to popular belief, the need for this connection grows rather than diminishes as kids get older. High school students still need help in making critical decisions about class selection and extra-curricular activities, as well as occasional help in navigating the maze of modern high school life, and growth into adulthood.

Throughout a child's education one of the most important parental role is to be a good listener. Fortunately, most young children want to talk about school. Make it a practice to have a daily debriefing time. As children get older, particularly during the high school years, parents may need to be more patient and creative in order to stay informed.

Teenagers are much more likely to choose their own time to let you into their life. The most important thing for parents is to be available when that time hits (often very late at night when you are exhausted). Teens, especially boys, seem to enjoy making provocative statements just to shock parents. Don't react to the first words that come out of their mouths; eventually they will learn to trust you and realize that you really do want to listen, not just preach a sermon they already have memorized.

Parents should be constant encouragers. This doesn't mean

giving praise when it is not deserved, but rather praising real effort and pointing out signs of growing maturity and discipline. Parents should also offer personal support like helping a child to memorize a list of historical events or think through a geometry problem. Let your struggling student know that you are with him for the long haul, that together you can accomplish whatever school requires. If a student will not let you help, find an outside tutor who is acceptable. The money will be well spent.

In the rush for academic excellence, parents and guidance counselors can pile on advanced classes that crush even hard working students. Watch for signs of depression and irritability, and be ready to help your son or daughter out of a workload that may have become overwhelming.

Maintaining an honest and positive relationship with our children is essential if we are going to have much influence on their schoolwork. Compassion, humor, and loving guidance will go a long way towards keeping the door open to their mind and heart.

## Summary

We have considered how parents can further their children's education by developing connections to their school and with their teacher or teachers, by taking the time to know their children's needs, and by being available to share their educational burdens.

In closing, I would like to spend some time putting academic success into perspective. Parents sometimes blindly accept the notion that academic success is the answer to every problem. Historically, this has been the position of Enlightenment thinkers from Rousseau to John Dewey. If God is out of the picture, human reason—enhanced by education¾is of paramount importance.

Christianity has always valued education because of the foundational nature of the Bible. Only a literate people could directly benefit from God's revelation. However, the Bible never teaches that education is the solution to humanity's problems. It is evidence of misplaced priorities if Christian parents stress academic achievements over all others. Ephesians 6:4 tells fathers to bring up their children in the training and instruction of the Lord. This is the only mandated education the Bible speaks about. If we push our children academically to the point where our relationship with them is in danger, we might just miss the opportunity to accomplish the Ephesians mandate successfully.

One extreme is to push talented students to achieve more and more, earlier and earlier. Often, these students find themselves academically burned out by college. I recently met a gifted student who took part in a program that placed her in a nearby college as a high school junior. From there she went on to study engineering at UC-Berkeley. Now as a college senior, she realizes that she doesn't even like engineering and is worn out by the rush to finish. I have met other students who worked very hard in high school only to lose interest in college.

At the other end of the spectrum are those students who are underachievers from elementary school on and seem to need constant attention and encouragement. If we communicate that education is the only thing that is really important, failure in this area of their life can be catastrophic for both the child and the parent. Teenage suicide is one of the main causes of death among high school students and it becomes an option when a student feels trapped by rigid high expectations and sees no way out.

Our children need to know that God cares about school and their daily trials, and we need to pray with them about their schoolwork and the hard choices that they face everyday. However, He is even more concerned about the condition of

their heart. As parents, our first priority is to teach our children to love the Lord their God with all their heart and with all their soul and with all their mind.

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# The Old Testament Apocrypha Controversy – The Canon of Scripture

*Don Closson analyzes the controversial issue of the Apocrypha, weighing the evidence on the canonicity of these books, affirming their value, but agreeing with the Protestant tradition which does not regard them as inspired Scripture.*

## The Source of the Controversy

A fundamental issue that separates Roman Catholic and Protestant traditions is the question of the Old Testament Apocrypha. Catholics argue that the Apocrypha was an integral part of the early church and should be included in the list of inspired Old Testament books. Protestants believe that the books of the Apocrypha are valuable for understanding the events and culture of the inter-testamental period and for devotional reading, but are not inspired nor should they be included in the canon, the list of books included in the Bible. This disagreement about which books belong in the Bible points to other differences in Roman Catholic and Protestant beliefs about canonicity itself and the interplay between the authority of the Bible and the authority of tradition as

expressed in the institutional church. Catholics contend that God established the church and that the Church, the Roman Catholic Church, both gave us the Bible and verified its authenticity. Protestants believe that the Scriptures, the writings of the prophets and apostles, are the foundation upon which the church is built and are authenticated by the Holy Spirit, who has been and is active in church congregations and councils.

The books of the Apocrypha considered to be canonical by the Roman Catholic Church are first found in Christian era copies of the Greek Septuagint, a translation of the Hebrew Old Testament. According to Old Testament authority F. F. Bruce, Hebrew scholars in Alexandria, Egypt, began translating the Hebrew Old Testament into Greek around 250 B.C. because the Jews in that region had given up the Hebrew language for Greek.{1} The resulting translation is called the Septuagint (or LXX) because of legend that claims that seventy Hebrew scholars finished their work in seventy days, indicating its divine origins.

The books or writings from the Apocrypha that the Roman Catholic Church claims are inspired are Tobit, Judith, Wisdom of Solomon, Ecclesiasticus, Baruch, 1 & 2 Maccabees, Letter of Jeremiah, additions to Esther, Prayer of Azariah, Susanna (Daniel 13), and Bel and the Dragon (Daniel 14). Three other Apocryphal books in the Septuagint, the Prayer of Manasseh, and 1 & 2 Esdras, are not considered to be inspired or canonical by the Roman Catholic Church.

This disagreement over the canonicity of the Apocryphal books is significant if only for the size of the material being debated. By including it with the Old Testament one adds 152,185 words to the King James Bible. Considering that the King James New Testament has 181,253 words, one can see how including the books would greatly increase the influence of pre-Christian Jewish life and thought.

This issue is important for two other reasons as well. First, there are specific doctrines that are held by the Roman Catholic Church which are supported by the Apocryphal books. The selling of indulgences for forgiveness of sins and purgatory are two examples. Secondly, the issue of canonicity itself is reflected in the debate. Does the church, through the power of the Holy Spirit, recognize what is already canonical, or does the church make a text canonical by its declarations?

As believers who have called upon the saving work of Jesus Christ as our only hope for salvation, we all want to know what is from God and what is from man. The remainder of this article will defend the traditional Protestant position against the inclusion of the Apocrypha as inspired canon.

## The Jewish Canon

As we are considering the debate over the canonicity of the Old Testament Apocrypha or what has been called the "Septuagint plus," we will first look at evidence that Alexandrian Jews accepted what has been called a wider canon.

As mentioned previously, Jews in Alexandria, Egypt, began translating the Hebrew Old Testament into Greek (the Septuagint) hundreds of years before Christ. Because the earliest complete manuscripts we have of this version of the OT includes extra books called the Apocrypha, many believe that these books should be considered part of the OT canon even though they are not found in the Hebrew OT. In effect, some argue that we have two OT canons, the Hebrew canon of twenty-two books, often called the Palestinian canon, and the larger Greek or Alexandrian canon that includes the Apocrypha.

F. F. Bruce states there is no evidence that the Jews (neither Hebrew nor Greek speaking) ever accepted a wider canon than the twenty-two books of the Hebrew OT. He argues that when the Christian community took over the Greek OT they added the

Apocrypha to it and "gave some measure of scriptural status to them also."{2}

Gleason Archer makes the point that other Jewish translations of the OT did not include the Apocryphal books. The Targums, the Aramaic translation of the OT, did not include them; neither did the earliest versions of the Syriac translation called the Peshitta. Only one Jewish translation, the Greek (Septuagint), and those translations later derived from it (the Italia, the Coptic, Ethiopic, and later Syriac) contained the Apocrypha.{3}

Even the respected Greek Jewish scholar Philo of Alexandria never quotes from the Apocrypha. One would think that if the Greek Jews had accepted the additional books, they would have used them as part of the canon. Josephus, who used the Septuagint and made references to 1 Esdras and 1 Maccabees writing about 90 A.D. states that the canon was closed in the time of Artaxerxes I whose reign ended in 423 B.C.{4} It is also important to note that Aquila's Greek version of the OT made about 128 A.D., which was adopted by the Alexandrian Jews, did not include the Apocrypha.

Advocates of the Apocrypha argue that it does not matter if the Jews ever accepted the extra books since they rejected Jesus as well. They contend that the only important opinion is that of the early church. However, even the Christian era copies of the Greek Septuagint differ in their selection of included books. The three oldest complete copies we have of the Greek OT include different additional books. Codex Vaticanus (4th century) omits 1 and 2 Maccabees, which is canonical according to the Roman Catholic Church, and includes 1 Esdras, which they reject. Codex Sinaiticus (4th century) leaves out Baruch. which is supposed to be canonical, but includes 4 Maccabees, which they reject. Codex Alexandrinus (5th century) includes three non-canonical Apocryphal books, 1 Esdras and 3 and 4 Maccabees.{5} All of this points to the fact that although these books were included in these early

Bibles, this alone does not guarantee their status as canon.

Although some may find it unimportant that the Jews rejected the inspiration and canonicity of the Apocrypha, Paul argues in Romans that the Jews have been entrusted with the "very words of God."{6} And as we will see, the early church was not unanimous regarding the appropriate use of the Apocrypha. But first, let's consider how Jesus and the apostles viewed the Apocrypha.

## Jesus and the Apostles

Those who support the canonicity of the Apocrypha argue that both Jesus and his followers were familiar with the Greek OT called the Septuagint. They also argue that when the New Testament writers quote Old Testament passages, they are quoting from the Greek OT. Since the Septuagint included the additional books of the Apocrypha, Jesus and the apostles must have accepted the Apocrypha as inspired scripture. In other words, the acceptance of the Septuagint indicates acceptance of the Apocrypha as well. Finally, they contend that the New Testament is full of references to material found in the Apocrypha, further establishing its canonicity. A number of objections have been raised to these arguments.

First, the claim that the Septuagint of apostolic times included the Apocrypha is not certain. As we noted previously, the earliest manuscripts we have of the entire Septuagint are from the 4th century. If Jesus used the Septuagint, it may or may not have included the extra books. Also remember that although the 4th century copies do include the Apocryphal books, none include the same list of books. Second, F. F. Bruce argues that instead of using the Septuagint, which was probably available at the time, Jesus and his disciples actually used the Hebrew text during His ministry. Bruce writes, "When Jesus was about to read the second lesson in the Nazareth synagogue . . . it was most probably a Hebrew scroll that he received."{7} It was later, as the early church formed

and the gospel was carried to the Greek-speaking world, that the Septuagint became the text often used by the growing church.

Bruce agrees that all the writers of the New Testament made use of the Septuagint. However, none of them gives us an exact list of what the canonical books are. While it is possible that New Testament writers like Paul allude to works in the Apocrypha, that alone does not give those works scriptural status. The problem for those advocating a wider canon is that the New Testament writers allude to, or even quote many works that no one claims to be inspired. For instance, Paul may be thinking of the book of Wisdom when he wrote the first few chapters of Romans. But what of the much clearer reference in Jude 14 to 1 Enoch 1:9, which no one claims to be inspired? How about the possible use of a work called the *Assumption of Moses* that appears to be referenced in Jude 9? Should this work also be part of the canon? Then there is Paul's occasional use of Greek authors to make a point. In Acts 17 Paul quotes line five from Aratus' *Phaenomena*, and in 1 Corinthians he quotes from Menander's comedy, *Thais*. No one claims that these works are inspired.

Recognizing the fact that the Septuagint was probably available to both Jesus and his disciples, it becomes even more remarkable that there are no direct quotes from any of the Apocryphal books being championed for canonicity. Jesus makes clear reference to all but four Old Testament books from the Hebrew canon, but he never directly refers to the apocryphal books.

## The Church Fathers

Those who support the canonicity of the Apocrypha argue that the early church Fathers accepted the books as Scripture. In reality, their support is anything but unanimous. Although many of the church Fathers held the books in high esteem, they often refused to include them in their list of inspired books.

In the Eastern Church, the home of the Septuagint, one would expect to find unanimous support for the canonicity of the "Septuagint plus," the Greek OT and the Apocrypha among the early Fathers. However, such is not the case. Although the well-known Justin Martyr rejected the Hebrew OT, accusing it of attempting to hide references to Christ, many others in the East accepted the Hebrew canon's shorter list of authoritative books. Melito of Sardis, the Bishop of Sardis in 170 A.D., listed the OT books in a letter to a friend. His list was identical to the Hebrew canon except for Esther. Another manuscript, written about the same time as Melito's by the Greek patriarchate in Jerusalem, listed the twenty- four (see footnote on how the books were counted) books of the Hebrew OT as the canon.{8}

Origen, who is considered to be the greatest Bible scholar among the Greek Fathers, limited the accepted OT scriptures to the twenty-four books of the Hebrew canon. Although he defends the use of such books as the History of Susanna, he rejects their canonicity. Both Athanasius and Gregory of Nazianzus limited the OT canon to the books of the Hebrew tradition. Athanasius, the defender of the Trinitarian view at the Council of Nicea, wrote in his thirty-ninth festal letter (which announced the date of Easter in 367) of his concern about the introduction of "apocryphal" works into the list of holy scripture. Although he agreed that there are other books "to be read to those who are recent converts to our company and wish to be instructed in the word of true religion," his list of OT agrees with the Hebrew canon. Gregory of Nazianzus is known for arranging the books of the Bible in verse form for memorization. He did not include the "Septuagint plus" books in his list. Eventually, in the 1600's, the Eastern Church did officially accept the Septuagint with its extra books as canon, along with its claim that the Septuagint is the divinely inspired version of the OT.

In the Latin West, Tertullian was typical of church leaders up

until Jerome. Tertullian accepted the entire "Septuagint plus" as canon and was willing to open the list even wider. He wanted to include 1 Enoch because of its mention in Jude. He also argued for the divine nature of the *Sibylline Oracles* as a parallel revelation to the Bible.{9}

However, Jerome is a pivotal person for understanding the relationship between the early church and the OT canon. Having mastered both Greek and eventually Hebrew, Jerome realized that the only satisfactory way to translate the OT is to abandon the Septuagint and work from the original Hebrew. Eventually, he separated the Apocryphal books from the rest of the Hebrew OT saying that "Whatever falls outside these (Hebrew texts) . . . are not in the canon."{10} He added that the books may be read for edification, but not for ecclesiastical dogmas.

Although Augustine included the "Septuagint plus" books in his list of the canon, he didn't know Hebrew. Jerome later convinced him of the inspired nature of the Hebrew OT, but Augustine never dropped his support for the Apocrypha. The early church Fathers were anything but unanimous in their support for the inspiration of the Apocrypha.

## The Question of Canonicity

The relationship between the church and the Bible is a complex one. The question of canonicity is often framed in an either/or setting. Either the infallible Roman Catholic Church, having absolute authority, decides the issue, or we have absolute chaos with no possible guidance whatsoever regarding the limits of what is inspired and what isn't.

In a recent meeting of Catholics, Protestants, and Eastern Orthodox theologians called the Rose Hill conference, evangelical theologian Harold O. J. Brown asks that we hold a dynamic view of this relationship between the church and the Bible. He notes that Catholics have argued "that the

church—the Catholic Church—gave us the Bible and that church authority authenticates it."{11} Protestants have responded with the view that "Scripture creates the church, which is built on the foundation of the prophets and apostles."{12} However, he admits that there is no way to make the New Testament older than the church. Does this leave us then bowing to church authority only? Brown doesn't think so. He writes, "[I]t is the work of the Spirit that makes the Scripture divinely authoritative and preserves them from error. In addition the Holy Spirit was active in the early congregations and councils, enabling them to recognize the right Scriptures as God's Word." He adds that even though the completed canon is younger than the church, it is not in captivity to the church. Instead, "it is the 'norm that norms' the church's teaching and life."{13}

Many Catholics argue that the additional books found in the Apocrypha (Septuagint plus) which they call the deutero-canon, were universally held by the early church to be canonical. This is a considerable overstatement. However, Protestants have acted as if these books never existed or played any role whatsoever in the early church. This too is an extreme position. Although many of the early church fathers recognized a distinction between the Apocryphal books and inspired Scripture, they universally held them in high regard. Protestants who are serious students of their faith cannot ignore this material if they hope to understand the early church or the thinking of its earliest theologians.

On the issue of canonicity, of the Old Testament or the New, Norman Geisler lists the principles that outline the Protestant perspective. Put in the form of a series of questions he asks, "Was the book written by a spokesperson for God, who was confirmed by an act of God, who told the truth in the power of God, and was accepted by the people of God?"{14} If these can be answered in the affirmative, especially the first question, the book was usually immediately recognized as

inspired and included in the canon. The Old Testament Apocrypha lacks many of these characteristics. None of the books claim to be written by a prophet and Maccabees specifically denies being prophetic.{15} Others contain extensive factual errors.{16} Most importantly, many in the early church including Melito of Sardis, Origen, Athanasius, Gregory of Nazianzus, and Jerome rejected the canonicity of the Apocrypha, although retaining high regards for its devotional and inspirational value.

A final irony in this matter is the fact that even Cardinal Cajetan, who opposed Luther at Augsburg in 1518, published a *Commentary on All the Authentic Historical Books of the Old Testament* (1532) in which he did not include the Apocrypha.{17}

**Notes**

1. F. F. Bruce, *The Canon of Scripture* (Downers Grove, IL: InterVarsity Press, 1988), 43.
2. Ibid., 45.
3. Gleason L Archer., *A Survey of Old Testament Introduction* (Chicago, IL: Moody Press, 1974), 73.
4. Merrill F. Unger, *Introductory Guide to the Old Testament* (Grand Rapids, MI: Zondervan Publishing House, 1970), p 99.
5. Archer, 73.
6. Romans 3:2 (NIV)
7. Bruce, 49.
8. Ibid., 72. Ezra and Nehemiah were often combined into one book, as were Lamentations and Jeremiah and the twelve minor prophets.
9. Ibid., 87.
10. Ibid., 90.
11. Christopher A. Hall, *Reading Scripture With The Church Fathers* (Downers Grove, IL: InterVarsity Press, 1998), 187.
12. Ibid.
13. Ibid.
14. Norman L. Geisler, *Baker Encyclopedia of Christian*

*Apologetics* (Grand Rapids, MI: Baker Book House Company, 1999) 85.
15. Ibid., 32.
16. Unger, 109-111.
17. Geisler, 31

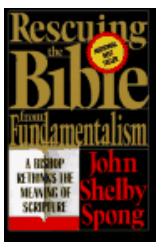
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# Rescuing the Gospel from Bishop Spong

## Who is Bishop Spong?

Retired Episcopal Bishop John Shelby Spong is a man with a mission. He is out to save Christianity from the fundamentalists. He argues that while liberal, mainline churches have abandoned the Bible, which he claims to love, fundamentalists have made an idol of it. Fortunately, Bishop Spong has discovered the real meaning of the Bible, and not surprisingly, it ends up sounding more like Sigmund Freud than anything remotely familiar to historical Christianity.

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|  | Spong reveals to us the real message of the Bible in his best selling book, *Rescuing the Bible from Fundamentalism*. For those who are curious about how a thoroughly postmodern bishop might view the Bible, this is a fascinating read. Bishop Spong's depiction of Christianity also gives us insight into the kind of theology that motivates gay rights activists, radical feminists, and Marxists to use the Bible in support of their various movements. For, according to Bishop Spong, the gospel of Christ is found in three words: love, life, and being. This gospel can be reduced to the idea that tolerance is the only absolute because humanity itself is divine, without need of redemption, or even much instruction. |

Bishop Spong makes it quite clear that the words of the Bible are not the words of God.{1} The bulk of Spong's book attempts to separate the Bible from any notion of truth, except where the Bishop finds a saying or thought helpful to his gospel of tolerance. Although the Bible is not propositional truth, the Bishop claims to possess truth on many subjects, things that are true for all people everywhere. While denying truth and special revelation, he claims to have found universal truth in the Bible just the same. How does he accomplish this? By reading behind, between, and underneath the words. Only this way, he claims, can one discover what the writers really meant and what truth is relevant for all humanity.

Even though the Bible is unscientific and locked into the culture of the tribal primitives who wrote it, Spong is sure that the real truth of the Bible is that Christ called us to "be all that one can be."{2} Spong is very dogmatic about his view of truth. And his view is very popular today. It is a gospel that tells us to be spiritual without "religion." In other words, we are free to pick and choose spiritual ideas from a smorgasbord of "religious" sources.

Bishop Spong has every right to believe as he sees fit. What is irritating is that he insists he is saving Christianity from itself. He also insists that we accept his myth-making to be universally true, replacing what Christianity has taught as revealed truth for two thousand years. In this article we will consider some of the ideas that Bishop Spong would have us accept as a new gospel, the gospel according to Bishop Spong.

## Bishop Spong's View of Scripture

We will begin by considering Bishop Spong's view of revelation and the Bible. Spong rejects the notion that God supernaturally used the Bible to reveal information about Himself, the human condition, or our need for salvation. In fact, Spong doubts that any objective information can be found in the Bible. Being a good postmodernist, he argues that there

is “no such thing as ‘objective history’.”{3} The only thing that the ancient world can possibly communicate with us is a pre-scientific, narrow, limited view of reality shaped by national and tribal interests. He argues that the Bible is just as vulnerable to these limitations as any other book, maybe more so.

Spong sees Scripture as totally locked into the culture and lives of the authors. He says, “The Bible becomes not a literal road map to reality, but a historic narrative of the journey our religious forebears made in the eternal human quest to understand life, the world, themselves, and God.”{4} In fact, God is wrapped up in culture as well since Spong believes that “We have come to the dawning realization that God might not be separate from us but rather deep within us.”{5} He adds that “We look for and find meaning and divinity, not always so much in an external God as in the very depths of our humanity. . . .”{6}

The Bible then is only a book of religious experiences, not special revelation from God. However, even at this level it is a highly flawed work. A majority of the two hundred and forty-nine pages of Spong’s “rescuing” focuses on discrediting the authorship, the internal consistency, and the transmission of the biblical text. What is truly remarkable is that in the end, Spong claims to love the Bible, and decries the lack of biblical knowledge in our churches.

One response to Bishop Spong might be, “Why bother?” If the Bible is such a flawed product, hopelessly biased by its authors, filled with mistakes and inconsistencies, why be surprised or care that people no longer know what’s in it?

Fortunately, Spong admits that his attack on the Scriptures contains nothing new. Most of it is the result of 19th century Enlightenment scholarship and rooted in the anti-supernaturalism of that age, in which miracles, prophecy, and virtually any form of God’s supernatural interaction or

intervention in the world was denied. What Spong is attempting to do is come up with a new Christianity loosely tied to the ancient text that founded orthodox belief. He has the right to do so, but this new gospel is not the good news given to us through the prophets and apostles by the God of the Bible.

## A Sex Driven Gospel

Bishop Spong readily admits that one of the major factors that shapes his view of Scripture is its teaching on human sexuality. He begins his book with a preamble titled "Sex Drove Me to the Bible." Spong finds that the Bible's attitude on sex and gender is embarrassingly out of step with the times. What it says about everything from premarital living arrangements to homosexuality, according to Spong, is narrow-minded, misogynic, homophobic, and worst of all, pre-scientific. In contrast, Spong argues that God wants us to experience love, life, and to be all that we can be, to really be ourselves. Since he denies any notion of original sin, whatever we desire becomes a good thing as long as it allows everybody to do their thing.{7} Although he admits that the Bible is full of statements about sexual virtue, including prohibitions against premarital sex, adultery, and homosexuality, the authors of the Bible were hopelessly uninformed, lacking the benefits of modern research. One author in particular, the Apostle Paul, may have been driven by an inner struggle with his sexual identity.

According to Spong, Paul was a guilt-ridden homosexual. He claims that Paul's pre-conversion hostility towards Christians came from religious fundamentalism and self-loathing. These are the same emotions that cause modern Christians to be so angry about sexual sin today. However, salvation in Christ supposedly brought Paul peace with who he was and thus he was empowered to share this new gospel of freedom with the world. How does Bishop Spong know all this? He doesn't get it from reading the biblical text. As Spong bravely declares, "If a

religious system requires that a literal Bible be embraced, I must walk away from that system."{8} Spong writes, "So enter with me into the realm of speculation as we probe the life of Paul, using his words not as literal objects but as doorways into his psyche, where alone truth that changes life can be processed." In other words, we are to ignore what Paul actually wrote and accept what the Bishop speculates.

This speculation has gotten the Bishop into trouble with his own church. Recently, Episcopalian bishops from Africa and Asia rejected Spong's liberal views on human sexuality at a conference in England. His response was to charge that "They've moved out of animism into a very superstitious kind of Christianity. They've yet to face the intellectual revolution of Copernicus and Einstein that we've had to face in the developing world."{9} When the bishops voiced their objections, Spong responded by declaring "I'm not going to cease being a twentieth-century person for fear of offending somebody in the Third World. . . ." Spong's reply doesn't seem very Christ-like to those who question his speculations and mythmaking.

## Who Is Jesus?

Let's turn our focus to Spong's view of the person of Jesus Christ.

Bishop Spong denies virtually everything about Jesus that orthodox Christianity has believed for the last two millennia. The virgin birth, the deity of Christ, the atoning death on the cross, the resurrection, the miracles, everything that would verify the biblical claims of Christ's authority and uniqueness are discounted, and yet Spong refers to Jesus as Lord and God's only Son. How can this be? Spong argues that "the essence of Christ was confused with the form in which that essence was communicated."{10} All the biblical writers got it wrong. The first century mentality that they brought to the subject became universalized in the text of the Bible and

eventually entered into the creeds of Christianity. According to Spong, Mark would never have understood or accepted the idea of an incarnation and Paul "quite obviously was not a trinitarian."{11} Christ is "the hero of a thousand faces" and "many things to many people."{12} "All of them are Christ and none of them is Christ."{13} He adds that, "A Christianity that is not changing is a Christianity that is dying."{14} What sense are we to make of all this?

Not surprisingly, Spong tells us that to get beyond these words and images we must use our imagination. The worldview that thinks in natural and supernatural categories must pass away. Spongs finds the answer in the project of Rudolf Bultmann, a theologian who attempted to demythologize Christianity in order to get to its core. However, Spong adds a twist. He calls us to demythologize Christianity so that we can create new myths that work for believers today. Unfortunately, our re-mythologizing of the Christ event will not last long either; every generation has to come up with new myths.

But what is the essence of Christianity for Spong? It is remarkably predictable. He writes, ". . . Jesus means love-divine, penetrating, opening, life-giving, ecstatic love. Such love is the very essence of what we mean by God. God is love. Jesus is love. God was in Christ."{15} This is why he feels that the church should reject the ideas of original sin, God's wrath, and the atoning sacrifice of Christ. It should also be broken of its prejudices, particularly towards those who commit sexual sins. Spong appropriately calls this a "terrifying, barrier- free love."{16}

The problem with all this is that the Bible, the primary record we have of Jesus' life and teachings bears nothing similar to Spong's views. It seems that he would be much better off being a disciple of Mahatma Gandhi who believed that God is Supreme Good and that our goal in life is "self-realization."{17}

## Christianity and Universalism

Bishop John Spong advocates a form of Christianity often called universalism. It teaches that everyone will experience salvation of some sort and that what you believe is irrelevant. All that really matters is that one act morally. In Bishop Spong's view, acting morally is tied to an all-inclusive, totally tolerant Christianity that rejects the notion of sin and atonement. He strips Christianity of its historical tenets fearing that all the details will alienate the modern mind. So how do modern minds respond to Spong's gospel?

Outspoken atheist Robert Price notes that although Spong classifies the biblical material as legend, he still thinks that Jesus must be something like the person the Gospels make of him.{18} Price charges that in creating his Jesus, Spong uses only biblical passages that fit his theological agenda. He adds that fundamentalist apologists have at least equal justification for their view of what Jesus said and did. Referring to Spong's gospel, Price observes that "for Christianity to change on such a scale, and for it to die, are one and the same thing."{19} It would seem that if Spong is trying to save Christianity for the modern, scientific, rational mind, he has failed. At least in the case of Professor Price.

Again we ask, how does Bishop Spong know what he claims to know. How does he know that God is a form of super-tolerant love with few moral expectations for humanity? How does he know that all religions lead to this one God? He seems to recognize that when special revelation is rejected, all that is left is culturally based knowledge. Why assume then that God is love? Perhaps the Islamic view of God, represented by a stern, legalistic religious system is a more accurate view of reality. Or maybe the warlike gods of Norse mythology best portray the spiritual domain. How does he know which view is

really true?

Much of Bishop Spong's argument against orthodox Christianity consists of Bible difficulties and the notion that if we are modern we must reject the idea of special revelation. Mr. Spong lumps all types of conservative Christians together into one straw man, one who happens to believe in a flat earth located at the center of the universe. He seems to be unaware that there are evangelicals who are astrophysicists, philosophers, or for that matter, even college educated. He has adopted the liberal views about Jesus from the Jesus Seminar and has failed to deal with the Christology of modern, conservative scholars.

What strikes me most about Bishop Spong is his arrogance. He belittles those who disagree with him and questions their sincerity, attributing orthodox views of morality to "irrational religious anger."{20} Unfortunately, Bishop Spong's rational Christianity would leave us with no Christianity at all.

**Notes**

1. John Shelby Spong, *Rescuing the Bible From Fundamentalism* (San Francisco, CA: HarperSanFranscisco, 1992), 249.
2. Ibid., 242.
3. Ibid., 37.
4. Ibid., 33.
5. Ibid.
6. Ibid.
7. Ibid., 236.
8. Ibid., 107.
9. www.thecrimson.harvard.edu/opinion/article.asp?ref=6329
10. Spong, 228.
11. Ibid., 229.
12. Ibid., 230.
13. Ibid.
14. Ibid.

15. Ibid., 239.
16. Ibid., 238.
17. Bruce Demarest, *Satisfy Your Soul* (Colorado Springs, CO: NavPress, 1999), 69.
18. Price, Robert, "The Afterlife of Christianity," *Free Inquiry*, Winter 1999/00, 31. Mr. Price is the Professor of Biblical Criticism at the Center for Inquiry Institute, part of the Council for Secular Humanism.
19. Ibid.
20. Spong, 4.

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**See Also *Probe Answers Our Email*:**

"Bishop Spong is a Hero!"

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# Church and State

## Introduction

Soon after assuming office as president, Thomas Jefferson received a letter from the Danbury Baptist Association of Connecticut containing warm congratulations for his victory. In January of 1802 Jefferson drafted a response of unpredictable importance. The contents of the letter have influenced the shape of the American debate over the place of religion in public affairs ever since. Addressing the Baptists, Jefferson wrote:

> *Believing with you that religion is a matter which lies solely between man and his God, that he owes account to none other for his faith or his worship, that the legislative powers of government reach actions only, and not opinion, I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should "make no law respecting an establishment of religion, or prohibiting the free exercise thereof," thus building a wall of separation between Church and State. {1} (emphasis added)*

The idea of a "high wall of separation" first entered into our nation's judicial conscience in the 1947 *Everson v. Board of Education* case. Although the court decided to allow public funding for the transportation of Catholic school students, it invoked the "high wall" doctrine as a rule for determining the future use of public funds. Justice Hugo Black appealed to Supreme Court precedent as well as the intent of the Founding Fathers in winning his 5-4 decision which included the "high wall" language. Justice Black wrote that our founders "reached the conviction that individual religious liberty could be achieved best under a government which was stripped of all power to tax, to support, or otherwise to assist any or all religions, or to interfere with the beliefs of any religious individual or group."{2} This 1947 decision became the catalyst for a growing debate in the last half of the 20th century regarding the relationship between faith and government in America.

The phrase *high wall of separation* has divided Americans into a number of different groups depending upon their theological and political leanings. Some feel that the high court drastically overstepped the original meaning of Jefferson's words, going far beyond his original intent. Others applaud the Court's attempt to separate once and for all this country's bias towards Christianity, especially its Protestant wing. Since the question often revolves around the original intent of the Founding Fathers, many seek to determine whether

or not the Founders supported a Christian state, a secular state, or something in between.

All of this points to a few important questions faced by Christians. How should individual believers and the church as a whole relate to the state and its various institutions? What about the role individuals should take in politics, efforts to reform government, and attempts to pass laws that make our society behave more "biblically"? In this article we will look at three different responses to these questions and examine some of the pros and cons of each. Since every believer is limited in both their time and resources, it is important to think carefully about where we focus our efforts in furthering God's kingdom. The purpose of this discussion is not to question anyone's commitment to Christ, but to merely step back and look at some of the underlying assumptions held by each of these three positions.

## Anti-Religious Separatists

Americans support the notion of separation of church and state by a small majority.{3} Just what we mean by *separate* seems to be the real issue. Some go as far as to argue that any position on public policy that is motivated by a religious belief is out of bounds and should not receive a hearing. This group, who might be called "anti-religious separatists," argues that religion is fine as long as it does not invade the public sphere. Religion must impact only private morality; if it leaks into the public square where policy making actually occurs, it is inappropriate at best. There are many examples of such anti-religious bias. Writing about a speech that Ronald Reagan made that included religious overtones, a *New York Times* article said, "You don't have to be a secular humanist to take offense at that display of what, in America, should be private piety. . . . Americans ask piety in Presidents, not displays of religious preference. Mr. Reagan uttered not just an ecumenical summons to the spirit. He was

pandering to the Christian right that helped to propel his national political career."{4} Another presidential candidate wrote, "No president should attempt to transform policy debates into theological disputes."{5} Some believe the separation of church and state to mean a complete separation of religious values from public policy debates.

It's one thing to complain of inappropriate public piety, it is quite another to apply an anti-religious bias to court decisions and other actions that affect all Americans, religious or not. In one of the most important Supreme Court decisions on the separation of church and state in regards to education, Justices William Douglas and Hugo Black concurred that religious schools are by nature harmful. Writing specifically about Catholics schools they said:

> *The whole education of the child is filled with propaganda. That, of course, is the very purpose of such schools, the very reason for going to all of the work and expense of maintaining a dual school system. Their purpose is not so much to educate, but to indoctrinate and train, not to teach Scripture truths and Americanism, but to make loyal Roman Catholics. The children are regimented, and are told what to wear, what to do, and what to think.{6}*

Although this quote refers specifically to Catholic schools, its description could apply to many types of private religious schools. This caricature of private Christian schools, that they do not teach but indoctrinate, that they fail to convey Americanism (whatever that is), is still a concern of many who have observed and objected to the recent rapid growth in private schooling.

Those who hold an "anti-religious separatist" viewpoint often talk positively of an American civil religion. The idea is that some religion might be better than no religion at all, but it must never actually enter into policy decisions. A thin

veneer of religion is all that is needed. An example might be President Dwight Eisenhower urging Americans to spend the first Fourth of July holiday of his administration in prayer and penance. He then proceeded to fish in the morning, go golfing in the afternoon, and play cards all evening.{7}

When Christians advocate such a vague form of public religion, they do great harm to the faith. A lukewarm civil religion does not address the redeeming sacrifice that makes Christianity what it is. Nor does it value the revealed knowledge found in the Bible. The idea of providing America with a non- preferential treatment of religion is legitimate. The danger lies in the promotion or religious activity that waters down the beliefs of the various faiths, both Christian and non-Christian.

## Christian America

It is a popular notion among Christians that America was founded as a Christian nation, and that the goal of believers everywhere should be to place our government back into the hands of committed Christians who hold acceptable views on theological and moral issues. As a corollary to this position, it follows that our nation's institutions, its schools, courts, regulatory commissions, etc, should be established on Christian principles. Various Christian groups use language that supports this view. The Christian Coalition, Eagle Forum, Concerned Women for America, and others often present this perspective. Jerry Falwell has stated, "Any diligent student of American history finds that our great nation was founded by godly men upon godly principles to be a Christian nation."{8} John Whitehead, in his 1977 book *The Separation Illusion,* wrote, "In recent years Christians and non-Christians alike have been questioning whether America was ever a Christian nation. Without doubt it was, but secular historians have eradicated as much Christian influence as possible from history."{9}

Pat Robertson began the Christian Coalition in response to this perceived conspiracy to purge our history and government from Christianity. Stating its goals, its executive director said, “What Christians have got to do is take back this country, one precinct at a time, one neighborhood at a time, and one state at a time, I honestly believe that in my lifetime we will see a country once again governed by Christians . . . and Christian values.”{10}

This view has much to commend itself in the actual words used by our Founding Fathers. John Eidsmoe, Peter Marshall, Marshall Foster, and David Barton have provided a wealth of examples in their writings of how the Founders used Christian ideas and terminology to describe their efforts to create a new nation.

Those who hold to this view are comfortable with making Christianity the semi- established religion of America. Everywhere the government is involved in our lives would take on a Christian flavor. Every citizen, regardless of religious affiliation, would be responsible for understanding and adjusting to this ubiquitous Christian culture.

To many, this would be doing to those of other faiths, including atheists, just what we have been accusing them of doing to Christians. Forcing people to separate their public lives from their beliefs and thus denying them their first amendment freedom of religion. Another question that arises is, What are Christians going to do if they fail to muster the necessary votes to put into place the people and legislation that they desire?

This line of thinking can easily lead to a “whatever it takes” mentality to return the nation to its Christian roots, including armed revolt if necessary. This form of Christian ethnocentricity discounts the importance of Christians in other countries and the possibility that God might use other nations as well as the U.S. to accomplish His purposes.

There is no question that we have been blessed as a nation because our Founding Fathers built our government on Christian principles regarding human nature and a theistic view of reality. We enjoy common grace as a people when our laws conform to God's standard of justice. The question that we must ask is, Can we as Christians can impose a biblical culture on a majority who no longer acknowledge the authority of Scripture? Since only 32 percent of Americans agree that "The government should take special steps to protect the Judeo-Christian heritage," this question is more than theoretical.{11} Perhaps a better goal would be to work for a government based on the concepts of freedom and neutrality with regards to religion.

## Positive Neutrality

The idea of positive neutrality begins with the assumption that both religious structures and the state possess a certain degree of sovereignty over their respective domains. Each possess certain rights and responsibilities and should be free to operate without interference from the other. As the Dutch Protestant Abraham Kuyper stated it: "The sovereignty of the State and the sovereignty of the Church exist side by side, and they mutually limit each other."{12} Christians can find support for this view in biblical passages that describe both the church and the state as divinely ordained realities (1 Peter 2 and Romans 13).

Positive neutrality argues that religious organizations have both rights and responsibilities. According to Stephen Monsma, author of *Positive Neutrality*, religious groups have the right to develop and teach their core beliefs, to shape their member's behavior and attitudes, to provide a wide range of services to members and non-members, and to participate in the policy making process of our republic. On the responsibility side, religious organizations must both accept and seek to enhance the authority and legitimacy of the state and

encourage its members to obey its lawful decisions. Religious groups should also seek to develop civic virtue that enhances public life and not attempt to take over those things given to the state to perform. This does not mean that religious groups do not have the right to criticize the state; it means that they may not work to remove its legitimacy.

According to the notion of positive neutrality, the state also has certain rights and responsibilities. The government should make decisions that coordinate, protect, encourage, and empower society's various spheres of influence (including the religious sphere) with the goal of promoting justice, the public interest, the common good, or some other similar goal. The state is not to transgress the sovereignty of the other spheres although there are times when it is appropriate for the state to give material aid, in a neutral manner, to organizations in another sphere.

The immediate impact of moving towards a system of positive neutrality would be reflected in three areas. First, our political system would have to tolerate and accommodate a wider range of religious practices. Second, the state would have to protect the right of religious groups to influence public policies. And finally, rather than working only through secularly based groups and programs, the government would fund the activities of both religious and secular groups for the purpose of providing needed social programs. These changes may be possible only by dropping the "secular purpose" part of what is known as the Lemon test, a three part test for appropriate government spending resulting from the *Lemon v. Kurtzman* Supreme Court case in 1971.

What this means, in effect, is that when the government gives financial aid to schools, homeless shelters, day care, or other agencies, it cannot discriminate against religiously based organizations. To continue to do so shows a bias towards secular organizations, motivations, and ideals.

## Conclusion

We have considered three views of how the church and the state should relate to each other. The first was the anti-religious separatists. This group included those who desire what could be called a naked public square, naked of any religious influence. The second was the Christian America perspective; it advocates a sacred public square and the semi-establishment of the Christian religion. The third view is called positive neutrality, which argues for an open public square. The first two positions discriminate against the religious rights of Christians or non-Christians, the last treats all religious groups equally and does not favor secular organizations over religious ones.

Let’s look at the specific issue of religion in our schools and see how the notion of positive neutrality might change what we consider to be constitutional and what isn’t. Currently the Court uses a three part test to determine constitutionality. First, a program must have a secular purpose. Second, it cannot further a religious effect, and finally, it may not cause excessive entanglement between religion and the state. In its attempt at applying these rules, the Court has created a very unclear line of what is permissible and what isn’t. It has forbidden state-composed prayers, Bible reading, reading of the Lord’s Prayer, posting the Ten Commandments, a minute of silence for meditation and prayer, mandating the teaching of evidence for creationism, and certain types of prayers at graduation ceremonies. However, it has permitted release time programs held off campus for religious instruction, teaching about religion, transportation for private school children, a minute of silence for meditation, and voluntary, student-led and -initiated religious clubs.

The obvious result of the Lemon test has been a bias against the religious and for the secular, not neutrality. In trying

to account for local religious practices, some justices have argued that prayer and religious celebrations are actually secular and traditional activities rather than acts of worship. This tactic satisfies no one. Positive neutrality argues for a full and free play of all religious groups and of both religion and secularism. True neutrality is achieved by welcoming and encouraging all religions and secular philosophies to participate in the open marketplace of ideas on campus.

True neutrality could be accomplished in our public schools by applying the equal access principle the Court used in *Westside Community Schools v. Mergen.* This decision treated all extracurricular clubs, both religious and secular, with neutrality. This principle could be applied to prayer, the study of origins, and the posting of the Ten Commandments. In effect, this would remove some of the anti-religious bias that pervades public schools.

Neutrality is also enhanced when the government encourages educational choice by funding private schools regardless of their religious or non-religious nature. By allowing vouchers for parents to use to send their children to religious schools of their choice, the government would be treating religious and non-religious schools in a neutral manner.

Positive neutrality insists that religious ideas should never be forced to hide themselves behind secular ones in order to participate in the public square. The government is not being neutral when it endorses a secular idea over a religious one in our schools or in other social programs. While many Americans are unhappy with the government’s current bias against religious beliefs, it remains to be seen if they are ready for real religious freedom that would allow full participation in the public realm by all faiths and philosophies.

**Notes**

1. Edwin Gaustad, *Sworn On The Altar Of God* (Grand Rapids, MI: Eerdmans, 1996), 99.

2. Wayne House, ed., *Restoring The Constitution* (Dallas, TX: Probe Books, 1987), 298.

3. Stephen V. Monsma, *Positive Neutrality* (Grand Rapids, MI: Baker Books, 1993), 57.
4. Ibid., 63.

5. Ibid.

6. Ibid., 71.

7. George Will, "Who Put Morality In Politics?" *Newsweek*, 1980.

8. Monsma, 73.

9. John Whitehead, *The Separation Illusion* (Milford, MI: Mott Media, 1977), 17.

10. Monsma, 73.

11. Ibid., 57.

12. Ibid., 179.

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# Culture Wars

## America at (Culture) War

Americans are highly polarized when it comes to issues of morality and social norms. We feel our collective blood pressure rise as we read the daily paper or watch the news on television. We all feel the tension caused by problems like teen pregnancies, abortion, crime, poverty, and political corruption. Factions from across the political spectrum respond with social programs and ideals that, if instituted, they are sure would make America a better place for all to live. However, the problem is that these programs or ideals are often in direct conflict with each other, presupposing very different assumptions about human nature. To highlight these differences, consider the following events.

In the early ’90s the American Civil Liberty Union informed members of the California State Assembly’s Education Committee that they were opposed to a bill the committee was considering. The bill, which called for traditional values in school curricula, was offensive to the ACLU because it would mandate that students be taught that monogamous, heterosexual relations solely within marriage is a traditional American value. The ACLU argued that this would be an “unconstitutional establishment of a religious doctrine in public schools.”{1} They went on to contend that the bill was an obvious violation of the First Amendment.

More recently, a private school in Georgia asked a student to either change his behavior or leave the school. This, in itself, is not a rare event. However, the student wasn’t a discipline problem and he wasn’t failing academically. In fact, he was popular and liked by many on campus. The problem was that he was cross- dressing. He dressed and behaved as a woman and was accepted by many students as a female. When the

student chose to leave the school instead of changing his attire, the school's drama teacher remarked, "I really think that we all lost something precious that night."{2}

To many Americans, the ACLU's action in the first incident is incomprehensible. It seems reasonable, healthy, and obvious for schools to implement a "traditional values" model for sex education. Those on the side of the ACLU find it just as incomprehensible that anyone would see their position as unreasonable or unusual. Some might find the expulsion of the cross-dressing student to be grossly unfair, while most parents would wonder why the school took so long to act.

Regardless of your perspective, everyone agrees that Americans find themselves with deep differences on a number of fundamental issues that govern our daily affairs. Unfortunately, these deep differences have led some Americans to bomb a government building, shoot abortion doctors, or burn down a mountain top ski resort in order to further their cause.

This article will spotlight the culture war we find ourselves in and consider what a biblical response might be. Although few Christians fail to see the conflict in our society, particularly in our schools, they are far from united as to what our response should be. However, from a historical perspective, times of cultural disruption are often a great opportunity for the church, if it is being all that God desires it to be.

## Orthodox vs. Progressive

Leaders of all political persuasions have taken note of the culture war that is engulfing our nation. To begin clarifying the issue, we will consider the contribution of two books that have helped to define the conflict for many religious and cultural conservatives: James Hunter's *Culture Wars: The Struggle to Define America* and William Bennett's *The De-*

*Valuing of America*. Bennett argues that the battle over our culture is being fought between what he calls the liberal elite and the rest of society. The elite are "found among academics and intellectuals, in the literary world, in journals of political opinion, in Hollywood, in the artistic community, in mainline religious institutions, and in some quarters of the media."{3} He feels that they are more powerful than their numbers would normally allow because they are looked upon as trend setters and opinion makers. Differing from traditional elite groups in American history, Bennett argues that these people reject the traditional bourgeois emphasis on work, frugality, sexual restraint, and self-control."{4} As evidence for the existence of this elite, he refers to studies done by Stanley Rothman with Robert and Linda Richter. Their work portrays a media aristocracy that votes as a block for liberal candidates and on issues like abortion, gay rights, and the environment.{5}

Bennett adds that this elite is marked by a wholesale rejection of American ideals, a calling into question of what has been known as the American dream.{6} Evidence is not as significant as ideology for the elite. Their approach is "one of vindication, not investigation."{7} If the middle class and the Republicans are for something, this group will instinctively be against it.

Hunter's approach to defining the warring camps is subtler and, I feel, more accurate. He would argue that there is an elite on both sides of the culture war. On the one hand is what he calls the "orthodox" group. They have a commitment to an external, definable, and transcendent authority. From an evangelical perspective this is the God of the Bible. He is a consistent and unchangeable measure of value, purpose, goodness, and identity. Hunter would also include Jews and others who hold to a definable, unchanging, absolute authority.

Opposing this group are the "progressives." Progressives are

defined by the ideals of modernism, rationalism, and subjectivism. To these people truth is more a process than a constant authority. It is an unfolding reality rather than an unchanging revelation. What is interesting about the progressives is that they often hold on to the religious heritage of the orthodox, but reinterpret its meaning for modern consumption. For instance, to a gay progressive, Christ came not to free us from the penalty of sin, but to free gays from the constraints of society. Although many progressives discard religion altogether, those who claim the Christian tradition have usually adopted a liberation theology, liberating the individual from any obligation other than to love each other in a very vague sense. To love each other seems to mean allowing people do whatever is expedient in their lives.

The real difference between the "orthodox" and the "progressives" is at the faith level. Whether a person calls himself or herself a Christian or not is not nearly as important as what kind of reality they place their faith in. Hunter believes that the culture war is a war of worldviews, and that these worldviews cause us to see the world differently. How then should a Christian, one who places his faith in the sacrificial death of Christ as an atoning payment for his sins, respond to this culture war?

## The Angry Christian

Unfortunately, in the eyes of the secular world Christians are often seen as angry, intolerant people. At school board meetings, outside abortion clinics, even at the funeral of a homosexual who was murdered because of his lifestyle, Christians are there to angrily condemn sin and it perpetrators. It is almost as if Christians are surprised by sin and feel that their only response is to point people to the law of God. As a result, many outside the church see Christianity as a religion of law, similar to most other world

religions. This is a tragedy.

Although understandable, I don't believe that we are called as Christians to respond to the culture war in anger, especially anger directed at people. Although the wrath of God is evident in both the Old and New Testaments, condemnation of human anger is also present in each. Near the very beginning of human culture, God warns Cain about his anger and downcast face. Instead of seeking to do what was right, Cain was angry with God and his situation (Gen. 4:6-7). The wisdom literature of Proverbs teaches us, "A gentle answer turns away wrath, but a harsh word stirs up anger," and "A quick-tempered man does foolish things, and a crafty man is hated" (Prov. 14:17, 15:1).

In the New Testament, Paul condemns "hatred" and "fits of rage" immediately before listing the spiritual fruits of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. James 1:19-20 is fairly straightforward in arguing that, "Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires." Jesus set an extraordinarily high standard against anger and hatred in His Sermon on the Mount. He taught, "You have heard that it was said to the people long ago, 'Do not murder, and anyone who murders will be subject to judgment.' But I tell you that anyone who is angry with his brother will be subject to judgment" (Matt. 5:21-22). Jesus is speaking to the root cause of much evil in any society: an angry, unforgiving heart.

Some may respond that righteous indignation, or anger against sin is merely emulating Christ. After all, Jesus cleared the Temple with a whip and violently overturned the moneylender's tables. Are we not allowed the same righteous indignation? I think not, especially if we take seriously God's admonition to let Him be in charge of judgment and vengeance (Rom. 12:19). In fact, Paul tells us to feed our enemy if he is hungry, give

him drink if he is thirsty, and to overcome evil by doing good (Rom. 12:20-21). The difference between Jesus' righteous indignation and our anger is that Jesus, being God, has the right to judge, and being perfectly righteous His judgment is perfect. He knows the hearts of men and has no bias other than holiness itself. On the other hand, we are often most angry when our personal comfort is disturbed. To the watching world, Christians become the most interested in politics when their personal wealth or comfort is at stake.

I don't believe that God is calling His people to anger in America. We bring a message of grace to the lost, not a message of law.

## Apathy

Many Christians have been active in the culture war since the early '80s. With the rise of conservative politics and the family values movement, Christians joined the Republican party in droves and joined numerous organizations in order to help fight against the moral decline of the nation. Given the popularity of the current Democratic President and what appears, in many ways, to be a rejection of the conservative moral agenda, it is tempting for many to simply retreat from activism all together.

Some Christians never did get engaged in a counter-cultural sense. In fact, an early evangelical leader in culture war activity, Francis Schaeffer, warned that most Christians were more concerned with personal peace and affluence than about having an impact in their society.{8} He was concerned that as the Christian- dominated consensus weakened, these two values would grow in their place. The picture of society we are left with is one in which people's lives are consumed by things, buying two SUV's and a nice big house in the suburbs, with a nice tall fence, color TV (a big color TV), and remote. These people do not want to know about the suffering in our urban ghettos or about the plight of Christians in other countries.

They want their lives to be unimpeded by the turmoil experienced by less affluent people.

Is it wrong to have a nice house and cars? No, it isn't. But neither is it the ultimate purpose to which our Lord has called us. Gathering nice things should not be motivating our daily activities. When Jesus was asked what the greatest commandments were, He responded that we are to first, love God with all our heart, soul, and mind (Matt. 22:37), and second, love our neighbor as ourselves. For Christians, success in this life should be measured against these two goals. The rest of revelation, both the written Word and the life of Christ, gives us a picture of what this means in both the general culture and within the church. Christ gave us the Great Commission, to go into all nations making disciples and teaching what He taught (Matt. 28:19-20). Paul talks about us being living sacrifices and the renewing of our minds so that we will know the will of God (Rom. 12:1-2).

To be indifferent about sin is to not love God; this form of apathy is incompatible with true Christian faith. However, to be indifferent about suffering in the world is equally incompatible with our faith. To ignore oppression and hatred reveals a lack of love for our neighbors. Too often Christians only seem to get excited when their rights, whether property or religious, are threatened. This makes a mockery of our Lord's words when He said, "A new command I give you: Love one another. As I have loved you, so you must love one another. By this all men will know that you are my disciples, if you love one another" (John 13:34-35). In Romans 12 Paul talks about blessing those who persecute you, and if it is possible, to be at peace with everyone around you.

Hebrews 12 tells us to throw off everything that entangles us, everything that keeps us from running the race marked out for us by Jesus. We are to fix our eyes on Him, who endured the cross because its joyous result would be a redeemed people of God.

# Ambassadors For Christ

When thinking about how to respond to the culture war in America, or in any culture, we must ask ourselves, What is it that we are trying to accomplish? In the language of real war, What are our tactical and strategic goals? Some might respond that we are here to fight sin, to rid our society of the evils of abortion, homosexuality, adultery, drug abuse, political corruption, etc. There are Christians who claim that our primary cultural objective is to reinstate the law of Moses by taking control of the government and using its legal authority to impose a moral society on the population. However, this does not appear to be the plan revealed to us in the New Testament.

In 2 Corinthians chapter five, Paul details the role we are to play in America or in any country we might live in. We are to be Christ's ambassadors, and our message is one of reconciliation with God. There are many religions pushing a message of law; Islam, Judaism, and most Eastern religions all focus on the works people must do in order to please God or the gods. They focus on how humanity must reform itself to gain God's favor. Christianity's message is grace, and as Christ's ambassadors we proclaim that God has reconciled us to Himself in Christ by making "Him who had no sin to be sin for us, so that in Him we might become the righteousness of God." God is making the righteousness of Christ available to sinners; salvation is the crediting of Christs righteousness to our personal account, thus satisfying the judgment of a holy God against our personal sins.

What about social activism, what about politics? Do we just share the gospel and ignore the problems facing our nation? No, we are to be salt and light in a decaying world. However, our trust is not in politics, which can only change a nations laws and to a lesser degree its peoples behavior. Even if abortion ended tomorrow, if every homosexual became

heterosexual, and if drugs and pornography were things of the past, people without Christ would still be lost in their sins.

The role of an ambassador is a complex one. He or she must be intimately familiar with the nature of their sovereign's kingdom. Christians must seek to know God and His message in a way that can be communicated to the culture they live in. Unfortunately, Christians often know the message, but have a difficult time communicating it in a way that the surrounding culture understands, and in a way that answers the questions being asked by that society. Stating the gospel accurately and in a meaningful manner is central to being an effective ambassador for Christ.

If we are to respond to the culture war by being ambassadors for Christ, then the vitality of the church becomes far more important than controlling the White House or Congress. Understanding how to communicate the gospel of Christ becomes infinitely more valuable than having the most potent political strategy. Being faithful to Christ in this way builds Gods kingdom on earth and results in common grace as more and more believers participate in every aspect of our culture.

**Notes**

1. James D. Hunter, *Culture Wars: The Struggle to Define America* (New York: Basic Books, 1991), 310.

2. *Dallas Morning News,* 30 October 1998, 7A.

3. William J. Bennett, *The De-Valuing of America* (Colorado Springs, CO: Focus on the Family Publishing, 1994).

4. Ibid.

5. Ibid.

6. Bennett, 12.

7. Ibid.

8. Francis A. Schaeffer, *How then Shall We Live* (Old Tappan, NJ: Fleming H. Revell Co., 1976), 205.

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# Rousseau: An Interesting Madman

Popular song lyrics often have a way of reflecting what many people think, but rarely articulate. Recently, a song with a catchy tune and lots of airtime verbalized a way of thinking about God that is quite popular. The song, *What God Said* by a group called the Uninvited begins with the lyrics, "I talked to God and God said 'Hey! I've got a lot of things to say; write it down this very day and spread the word in every way.'" This is a remarkably evangelistic idea in this day of absolute tolerance for other people's beliefs. However, this god who has revealed himself to the songwriter doesn't expect much from the listener. According to the first verse we are to floss between each meal, drive with both hands on the wheel, and not be too sexually aggressive on the first date. In the second verse god wants us to ride bikes more, feed the birds, and clean up after our pets.

The third verse gets a little more interesting. God supposedly reveals that humans killed his only son and that his creation is undone, but that he can't help everyone. These obvious references to the incarnation of Christ and the Fall of Adam set up the listener for the solution to mankind's situation which, according to the song, is to "start with the basics—just be nice and see if that makes things all right."

The chorus drives home this theology by repeating often that "I talked to God and God said nothing special, I talked to God and God said nothing that we shouldn't already know, shouldn't already know."

This idea, namely that any revelation from God would consist primarily of common sense notions, is a product of the Enlightenment and found an extraordinary voice in the philosopher Jean-Jacques Rousseau. Rousseau argued that all one needs to know about God has been revealed in nature or in one's own conscience. Rousseau is often called the father of the French revolution, a movement that exalted the worship of reason and attempted to purge the clergy and Christianity from French culture. Although Rousseau wasn't around for the bloodshed of the revolution itself, his idea of a natural theology helped to provide a framework for rejecting special revelation and the organized church.

Few people in history have caused such a wide spectrum of responses to their ideas. At his death, Rousseau's burial site became a place of pilgrimage. George Sand referred to him as "Saint Rousseau," Shelly called him a "sublime genius," and Schiller, a "Christ-like soul for whom only Heaven's angels are fit company."{1} However, others had a different perspective. His one and only true love, Sophie d'Houdetot, referred to him as an "interesting madman." Diderot, a long time acquaintance, summed him up as "deceitful, vain as Satan, ungrateful, cruel, hypocritical and full of malice."{2} In addition to anything else that might be said about Rousseau, he was at least an expert at being a celebrity. He was a masterful self-promoter who knew how to violate public norms just enough to stay in the public eye.

Interestingly enough, Rousseau's ideas have actually had greater and longer impact outside of France. Two centuries later, his natural theology plays a significant role in determining our society's view of human nature as well as how we educate our children. Thus it is important to consider the

thoughts of Rousseau and see how they impact our culture today, especially in the realm of education.

## Rousseau's Natural Theology

To begin our examination of the thoughts of Jean-Jacques Rousseau and his impact on our view of human nature and education, we will turn our attention to the foundational thoughts of his natural theology.

Rousseau often claims in his writings that all he seeks is the truth, and he is very confident that he knows it when he sees it. Being a child of the Enlightenment, Rousseau begins with the Cartesian assumption that he exists and that the universe is real. He then decides that the first cause of all activity is a will, rather than matter itself. He states, "I believe therefore that a will moves the universe and animates nature. This is my first dogma, or my first article of faith."{3} He then argues that this "will" that moves matter is also intelligent. Finally, Rousseau writes that "This 'being' which wills and is powerful, this being active in itself, this being, whatever it may be, which moves the universe and orders all things, I call *God*."{4} So far, so good, but according to Rousseau, to guess the purpose of this being or to ask questions beyond immediate necessity would be foolish and harmful. Rousseau writes "But as soon as I want to contemplate Him in Himself, as soon as I want to find out where He is, what He is, what His substance is, He escapes me, and my clouded mind no longer perceives anything."{5}

The problem with Rousseau's view of God is that we can know so little of Him. Rousseau rejects special revelation and argues that it is only by observing nature and looking inward that we can perceive anything at all about the Creator. Rousseau perceives from nature that the earth was made for humans and that humanity is to have dominion over it. He also argues that humanity will naturally worship the Creator, stating, "I do

not need to be taught this worship; it is dictated to me by nature itself."{6} In Rousseau's opinion, to seek any other source than nature for how to worship God would be to seek man's opinion and authority, both of which are rejected as destructive.

Rousseau believes that humans are autonomous creatures, and that humanity is free to do evil, but that doing evil detracts from satisfaction with oneself. Rousseau thanks God for making him in His image so that he can be free, good, and happy like God.{7} Death is merely the remedy of the evils that we do. As he puts it, "nature did not want you to suffer forever."{8}

Rousseau is clear about the source of evil. He writes, "Man, seek the author of evil no longer. It is yourself. No evil exists other than that which you do or suffer, and both come to you from yourself. . . .Take away the work of man, and everything is good."{9} It is reason that will lead us to the "good." A divine instinct has been placed in our conscience that allows us to judge what is good and bad. The question remains that if each person possesses this divine instinct to know the good, why do so many not follow it? Rousseau's answer is that our conscience speaks to us in "nature's voice" and that our education in civil man's prejudices causes us to forget how to hear it.{10} So the battle against evil is not a spiritual one, but one of educational methods and content.

Although Rousseau thought he was saving God from the rationalists, mankind is left to discern good and evil with only nature as its measuring rod, and education as its savior.

## A Philosophy of Education

Whether you agree with his ideas or not, Rousseau was an intellectual force of such magnitude that his ideas still impact our thinking about human nature and the educational process two centuries later. His work *Emile* compares to

Plato's *Republic* in its remarkable breadth. Not only does the book describe a pedagogical method for training children to become practically perfect adults, but he also builds in it an impressive philosophical foundation for his educational goals. *Emile* is a very detailed account of how Rousseau would raise a young lad (Emile) to adulthood, as well as a description of the perfect wife for his charge. Along the way, Rousseau proposes his natural theology which finds ardent followers all over the world today.

Although *Emile* was written in the suburbs of Paris, Rousseau's greatest impact on educational practice has actually been outside of France.{11} French educators have been decidedly non-Romantic when it comes to early childhood education. Rousseau had a great deal of influence on the inventor of the Kindergarten, Friedrich Froebel, as well as the educational Romantics Johann Pestalozzi and Johann Herbart. These three educators' names are engraved on the Horace Mann building on the campus of Teachers College, Columbia University. Columbia has been, and continues to be, at the center of educational reform in America, and happens to have been the home of John Dewey, America's premier progressive thinker and educational philosopher. Dewey and William Heard Kilpatrick further secularized and applied the thinking of Froebel, Pestalozzi, and Herbart, and thus Rousseau.

The common bond that connects these educators is a Romantic view of human nature. Besides a general faith in the goodness of all humanity, there are two other Romantic fallacies that are particularly dangerous when carried to extremes. The first is what is called the doctrine of developmentalism, or natural tempo, which states that bookish knowledge should not be introduced at an early age.{12} Second is the notion of holistic learning, which holds that natural or lifelike, thematic methods of instruction are always superior.{13} Both ideas tend to be anti-fact oriented and regard the systematic instruction of any material at an early age harmful. This has

had a profound effect on how we teach reading in this country. The ongoing battle between whole- language methods and the use of systematic phonics centers on this issue. When the Romantic view prevails, which it often does in our elementary schools, systematic phonics disappears.

Rousseau's theology and educational methods are tightly bound together. He argues against the biblical view that humanity is fallen and needs a redeemer. He believes that our reason and intellect are fully capable of discerning what is right and wrong without the need of special revelation or the indwelling of the Holy Spirit. As a result, Rousseau argues that a proper education is man's only hope for knowing what limited truth is available.

## Rousseau and Childhood Education

An interesting aspect of Rousseau's child-raising techniques is his reliance on *things* to constrain and train a child rather than people. Rousseau rightfully asserts that education begins at birth, a very modern concept. However, in his mind early education should consist mainly of allowing as much freedom as possible for the child. Rebellion against people is to be avoided at all costs because it could cause an early end to a student's education and result in a wicked child. He puts it this way: "As long as children find resistance only in things and never in wills, they will become neither rebellious nor irascible and will preserve their health better."{14} Rousseau believed that a teacher or parent should never lecture or sermonize. Experience, interaction with things, is a far more effective teacher. This dependence on experience is at the core of modern progressive education as well.

As a result, Rousseau was remarkably hostile towards books and traditional education's dependency on them. From the very beginning of *Emile,* he is adamant that books should play little or no part in the young man's education. He claims

that, “I take away the instruments of their greatest misery—that is books. Reading is the plague of childhood and almost the only occupation we know how to give it. At twelve, Emile will hardly know what a book is.”{15} At one point Rousseau simply says, “I hate books. They only teach one to talk about what one does not know.”{16}

A corollary aspect of this negative view of books is Rousseau’s belief that children should never be forced to memorize anything. He even suggests that an effort be made to keep their vocabulary simple prior to their ability to read. This antagonism towards books and facts fits well with Rousseau’s notion that people “always try to teach children what they would learn much better by themselves.”{17}

He also believed that children should never memorize what they can not put to immediate use. Rousseau acknowledged that children memorize easily, but felt that they are incapable of judgment and do not have what he calls true memory. He argued that children are unable to learn two languages prior to the age of twelve, a belief that has been refuted by recent research.

Prior to that age, Emile is allowed to read only one book, *Robinson Crusoe*. Why *Crusoe*? Because Rousseau wants Emile to see himself as Crusoe, totally dependent upon himself for all of his needs. Emile is to imitate Crusoe’s experience, allowing necessity to determine what needs to be learned and accomplished. Rousseau’s hostility towards books and facts continues to impact educational theory today. There is a strong and growing sentiment in our elementary schools to remove the shackles of book knowledge and memorization and to replace them with something called the “tool” model of learning.

## Rousseau's Philosophy and Modern "Tools"

Rousseau argued against too much bookish knowledge and for natural experiences to inform young minds. Today, something called the "tool" model carries on this tradition. It is argued that knowledge is increasing so rapidly that spending time to stockpile it or to study it in books results in information that is soon outdated. We need to give our students the "tools" of learning, and then they can find the requisite facts, as they become necessary to their experience.

Two important assumptions are foundational to this argument. First, that the "tools" of learning can be acquired in a content neutral environment without referring to specific information or facts. And secondly, that an extremely child-centered, experience driven curriculum is always superior to a direct instruction, content oriented approach.

The "tool" model argues that "love of learning" and "critical thinking skills" are more important to understanding, let's say chemistry, than are the facts about chemistry itself. Some argue that facts would only slow them down. Unfortunately, research in the real world does not support this view of learning. Citing numerous studies, E.D. Hirsch contends that learning new ideas is built upon previously acquired knowledge. He calls this database of information "intellectual capital" and just as it takes money to make money, a knowledge framework is necessary to incorporate new knowledge. To stress "critical thinking" prior to the acquisition of knowledge actually reduces a child's capacity to think critically.{18} Students who lack intellectual capital must go through a strenuous process just to catch up with what well-educated children already know. If children attempt to do algebra without knowing their multiplication tables, they spend a large amount of time and energy doing simple calculations. This distracts and frustrates children and makes learning higher math much more difficult. The same could be said for

history students who never learn names and dates.

The second idea is that students should learn via natural experience within a distinctly passive curriculum. While there is wisdom in letting nature set as many of the limits as possible for a child—experience is probably the most powerful teaching method—Rousseau and progressive educational theory go too far in asserting that a teacher should never preach or sermonize to a child. At an early age, children can learn from verbal instruction, especially if it occurs along with significant learning experiences. In fact, certain kinds of learning often contradict one's experience. The teaching of morality and democratic behavior involves teaching principles that cannot be experienced immediately, and virtually everything that parents or teachers tell children about sexual behavior has religious foundations based on assumptions about human nature.

The bottom line seems to be that if higher math, morality, and civilized behavior could be learned from simply interacting with nature, Rousseau's system would be more appealing. However, his version of the naturalistic fallacy—assuming that everything that is natural is right—would not serve our students well. Rousseau's observations about the student-teacher relationship fall short first because of his overly optimistic view of human nature and because we believe that there is truth to convey to the next generation that cannot be experienced within nature alone.

**Notes**

1. Paul Johnson, *Intellectuals*, (New York: Harper & Row, 1988), 27.
2. Ibid.
3. Ibid., 273.
4. Ibid., 277.
5. Ibid.
6. Ibid., 278.

7. Ibid., 281.
8. Ibid.
9. Ibid., 282.
10. Ibid., 291.
11. E.D. Hirsch, Jr., *The Schools We Need & Why We Don't Have Them* (New York: Doubleday, 1996), 81.
12. Ibid., 84.
13. Ibid.
14. Jean-Jacques Rousseau, *Emile or On Education*, trans. Alan Bloom (Basic Books, 1979), 66.
15. Ibid., 116.
16. Ibid., 184.
17. Ibid., 78.
18. Hirsch, 66.

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# Millennial Cautions

Over twenty years ago, as a new Christian, I found myself mesmerized by Christian speakers and books that predicted future social and political events with newspaper-like details. I relished sharing those details with less biblically informed friends. They were amazed and sometimes frightened by what I thought the Bible was predicting about tomorrow's events. But as the years have progressed, I now wonder if that was an appropriate way to introduce my friends to Christianity. Many of the predictions that I shared have not come true. Did I make the claims of Christ more believable by focusing on prophecy or did I place roadblocks in the path of some, actually making their understanding of the gospel more difficult?

People seem to have an innate desire to know the future.

Perhaps it is part of our need to be in control, see what's coming, and have time to prepare for it. As Charles Kettering once wrote, "My interest is in the future because I am going to spend the rest of my life there." Some people's lives are changed forever by those who claim to know the future. Hitler claimed that he and his followers were establishing a reign that would last a thousand years. A few short years after first making those claims, his nation, and much of the world, lay in ruins as a result of his violent vision. Recent examples of the dangers of unbalanced fascination with prophecy include the odd Heaven's Gate cult, with their predictions of UFOs, death, and resurrection, and the Waco, Texas, sect led by David Koresh. Both groups, led by self-appointed "visionaries," influenced people in dramatically harmful ways.

On the other hand, a single person with vision can be a powerful force for positive change. William Wilberforce, after converting to evangelical Christianity in 1784, had a life-long desire to see an end to the international slave trade and of slavery itself in England and its colonies. His tenacity and vision had the remarkable impact of rallying both the British people and the powerful British navy toward achieving his goals. Another example of the positive impact that one person with vision can have is seen in the life of Dr. Martin Luther King. His prophetic "I have a Dream" speech on the steps to the Lincoln Memorial in 1963 has had, and continues to have, a profound effect on many people in America and the world regarding racial prejudice. It seems clear that an individual with an exceptionally strong vision for the future can have a great impact on it.

Sharing the truth of Christ's return can no doubt have a positive impact on people. Our Lord's return is a reality that all Christians claim as part of the hope mentioned in 1 Peter 3:15. Unfortunately, I have encountered Christians who spend too much time trying to determine when Christ will return. In

fact, some prophecy experts have fallen into the trap of the early heretic Montanus who claimed prophetic powers and claimed to know the time of our Lord's return even though Jesus himself said that no one knows when He will return but the Father (Matt. 24:36).(1)

As we approach the year 2000, prophets and prophecies are expected to multiply in both the secular world and the Church. In this discussion, I will look at examples of prophecy experts who claimed to know more than they could deliver. My purpose is not to endorse one end-times system over another. However, my hope is that Christians will be discouraged from claiming knowledge they do not possess and encouraged to keep their focus on the gospel message rather than on highly questionable prophetic schemes.

## Christ's Return and the Church

A quick scan of the Internet reveals the popularity of prophetic claims. Along with sites on biblical prophecy, there are pages detailing the predictions of Edgar Cayce, the famous "sleeping prophet," and the fairly well-known Nostradamus. But there are many lesser-known prophetic sources as well, like one site called *Millennium Matters*. It has 583 pages of information on something called the "Deoxyribonucleic Hyperdimension," which predicts the awakening of a planetary entity on the earth in the near future. We might make fun of these prophecies, but imagine how Christians appear to others when we make false predictions about the return of Christ.

Attempting to predict the future is condemned in both the Old and New Testaments (Deut. 18; Acts 16) with warnings against divination and interpreting omens. Yet history has recorded the tendency of Christians to predict Christ's coming in every generation. Tertullian, a follower of Montanus in the second century, supported the idea of a near return when he wrote, "What terrible wars, both foreign and domestic! What pestilences, famines . . . and quakings of the earth has

history recorded!”(2) He felt that these evidences alone were enough to indicate Christ’s return. Novation in the third century and Donatus in the fourth, were both branded as heretics, but gathered a large number of followers by proclaiming the immanent return of Christ. Later, in the sixth century, Pope Gregory was sure that the end of the world was near. He wrote,

> *Of all the signs described by our Lord as presaging the end of the world, some we see already accomplished…. For we now see that nation arises against nation and that they press and weigh upon the land in our own times as never before in the annals of the past. Earthquakes overwhelm countless cities, as we often hear from other parts of the world. Pestilence we endure without interruption. It is true that we do not behold signs in the sun and moon and stars but that these are not far off we may infer from the changes of the atmosphere.(4)*

Pope Gregory’s words sound quite contemporary, and remarkably similar to some current thinking on prophecy.

What I am warning against is not the preaching of Christ’s return. Virtually all Christians believe that He will return physically and that a final judgment will follow. How then, do we respond to this truth? Christ uses the parables of the ten virgins (Matt. 25:1-13) and the talents (Matt. 25:14-30) to teach His followers to be constantly ready for His return. We are to be ambassadors for Christ and the Kingdom of God, sharing the message of reconciliation that is found only in Him (2 Cor. 5:18-20).

One potentially damaging aspect of some prophecy teaching is the tendency to look for and find conspiracies that foretell Christ’s return. Whether it be a renewed Roman Empire or a one-world government, Christians seem to relish a world of secret connections and commitments. We already know that the world system is hostile to the gospel, Jesus told us as much

and warned of persecution. When we tend to see people through the lens of grand conspiracies, the natural response is to fight the conspiracy rather that share the gospel with the individual. The New Testament calls us to build God's Kingdom one heart at a time. We accomplish this not with legal or political power, but by sharing the good news revealed by God in a culturally relevant way.

## The First Millennium

Predictions for the end of the world were prolific at the close of the first millennium after Christ. Now we will look at some of these predictions and consider their impact on the Church.

In A.D. 950 Adso of Montier-en-Der wrote a "Treatise on the Antichrist" which was a response to a number of mid-century crises that had provoked widespread alarm and fear of an end-time apocalypse.(5) Five years later, Abbo of Fleury heard a preacher in Paris who announced that the Antichrist would be unleashed in the year 1000 and that the Last Judgment would soon follow.(6) At about the same time a panic occurred in the German army of Emperor Otto I because of a solar eclipse that the soldiers mistook as a sign of the end of the world.(7) And when the last Carolingian dynasty fell with the death of King Louis V in 987, many saw this event as a precursor to the arrival of the Antichrist. King Otto II of Germany had Charlemagne's body exhumed on Pentecost in the year 1000 supposedly in order to forestall the apocalypse. Both Halley's comet in A.D. 989 and a super nova in A.D. 1006 were interpreted as signs of the end. About the same time, the Moslem caliph, Al Hakim, destroyed the Holy Sepulcher in Jerusalem prompting apocalyptic fear in the west as well as violent anti-Jewish outbursts.(8)

The Calabrian monk, Joachim of Fiore (ca. A.D. 1135 1202) stands out as a key figure in medieval apocalypticism. On Easter Sunday in 1183 he was inspired to write his massive

Exposition on Revelation. Later near the end of his life, he summarized his prophetic knowledge in the Book of Figures. His writings influenced a wide range of medieval events. The Franciscan order was founded on the basis that they would be the spiritual elite described in Joachim's "Age of the Spirit," a future time when God would send revelation directly to believers. Using Joachim's hints, writers concluded that the "Age of Grace" would end and the "Age of the Spirit" would begin in A.D. 1260. This prophecy, mixed with German social unrest, created a myth surrounding Frederick II. Having ruled from 1220 to 1250, many believed that Frederick was the "Emperor of the Last Days" who would usher in the new Millennium.(9) The myth gained force when Frederick seized Jerusalem in 1229. When he died in 1250, a new myth started that Frederick would return from the dead. Two pseudo-Fredericks were burned at the stake by his successor to the throne. The Book of a Hundred Chapters stated that the returned Frederick would lead a fight against corruption in the state and the church, and that he will instruct his followers to "Go on hitting them" (referring to the Pope and his students) and to "Kill every one of them!"(10)

The Taborites, founded in A.D. 1415, also looked back to Joachim for their prophetic beliefs. They believed that once their persecutors were defeated, Christ would return and rule the world from Mount Tabor, a mountain they had renamed south of Prague. Their communal activities eventually turned bloody, prompted by tracts with lines like, "Accursed be the man who withholds his sword from shedding the blood of the enemies of Christ."(11) After a crushing defeat at the hands of the German army, the group quickly disbanded.

Although all of these prophecies were misguided, it would be a mistake to doubt the sincerity of the individuals. However, the events surrounding the end of the first millennium should temper our desire to make predictions about the coming new millennium. Next, we will look at more recent predictions that

have been just as wrong.

## Recent Predictions

People want to know the future and are eager to follow those who claim to predict it. When a Jehovah's Witness knocks on your door, prophecy is used as a hook to gain entrance. A recent best-selling book *The Bible Code* claims to have uncovered a hidden code in the Old Testament that predicts many modern-day events as well as a nuclear holocaust in the year 2000 or 2006. Many New Age books are sold on the claim that channelers have access to future events when connected to those on another spiritual plane. Because of the emotional power of prophecy, the temptation for Christians to make dramatic claims about future events is great. Discernment and care must be used so that the integrity of the gospel message is not compromised. There is no doubt that Scripture teaches a Second Coming of Christ and that a final judgment will follow. However, there is considerable disagreement among Bible-believing Christians regarding the signs that foretell these events and our ability to predict when Christ will return.

One of the favorite past-times of date setters is to attempt to identify the Antichrist, a powerful figure who will appear immediately prior to Christ's return. This guessing game has a long tradition, going back to the time right after Jesus' death. The early church fathers Justin Martyr, Irenaeus, Cyprian, and Augustine all believed that this person would be present immediately prior to Christ's return. During the Middle Ages, some churchmen identified the Antichrist as a Moslem, such as Saladin, but others pointed to a Jew, and some even pointed to the Pope. During the American Revolution it was popular to cast King George III in the role of Antichrist, but the Earl of Bute and British general John Burgoyne also got nominations.

Other familiar names to be included in this long list of suspected Antichrists are Napoleon, the British Parliament,

Adolf Hitler, Benito Mussolini, and Joseph Stalin. Since World War II, the Pope still makes the list as does Jewish leader Moshe Dayan, the assassinated Egyptian leader Anwar el-Sadat, Spain's King Juan Carlos, and Korean cult leader Sun Myung Moon. For some, Mikhail Gorbachev and Saddam Hussein are naturals for the job.

The mark of the Beast, the number 666, has been used in very creative ways to support many different Antichrist theories. Although many conservative theologians have seen the number 666 from Revelation 13 as symbolic of all that is evil and a blasphemous parody of the perfection that the Bible attributes to the number 7, others attempt to use the number to identify an individual.(12) The advent of the computer has caused some to see it as the Beast. One writer noted that if the letter "A"=6 and "B"=12 and "C"=18, and so on, the word computer adds up to 666. The same writer also observed that the words "New York" added up to 666.(13) Some pointed to John Kennedy because he had received 666 votes for the vice-presidency in 1956.(14) Others pointed to Henry Kissinger because his name in Hebrew added up to 111 or 666 divided by 6.(15) Even Ronald Reagan was considered because his first, middle, and last names all had six letters.(16)

The striking number of attempts to identify the Antichrist and the significance of the number 666 should at least give us a sense of humility before adding another name to the list. Perhaps we should follow the example of Irenaus in the second century. Seeing the many efforts to identify the Antichrist in his day, he cautioned against the practice and believed that the name was deliberately concealed until it would be obvious in the day of the Antichrist's arrival.

## The U.S. in Prophecy

As the year 2000 gets closer, prophets and their prophecies will explode in number. A popular topic for prophecy experts is the future of the United States. Although prophecy expert

John Walvoord has written, “No specific mention of the United States or any other country in North America or South America can be found in the Bible,”(17) this has not, and probably will not, stop others from seeing detailed references to the U.S. and its future in Scripture.

The depiction of the United States in end-times scenarios has varied over the years. There is a long tradition of seeing the U.S. as the New Israel. Near the end of his life, Christopher Columbus wrote, “God made me the messenger of the new heaven and the new earth of which He spoke in the Apocalypse of St. John . . . and he showed me the spot where to find it.”(18) In 1653 the New England historian Edward Johnson wrote that the U.S. “is the place where the Lord will create a new heaven and a new earth,” a theme that Jonathan Edwards picked up nearly a hundred years later.(19)

This notion that the colonies held a special place in God’s redemption plan continued to spread as the colonies grew. By the time of the War for Independence, this conception changed from a primarily religious or spiritual role to a civic one as well. In 1808 Elias Smith, a New England evangelist, argued that the Great Awakening in America, as well as the American and French revolutions, had set the foundation for the end-time age described in the Bible.(20) In his book *White Jacket* in 1850, Herman Melville writes, “We Americans are the peculiar, chosen people—the Israel of our time; we bear the ark of the liberties of the world. . . God has predestined, mankind expects, great things from our race; and great things we feel in our souls.”(20)

This ardent belief in America’s millennial role reached its peak during the Civil War. Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Julia Ward Howe’s “Battle Hymn of the Republic,” and Lincoln’s “Second Inaugural Address” all contained allusions to Scripture and apocalyptic themes. Although this trend did not disappear, the twentieth century found Christian thinkers beginning to see the U.S. in another light. In 1937 Arno

Gaebelein wrote that the U.S. had been overrun by the powers of darkness(21) and in 1949 Wilbur Smith saw American society described in the list of end time evils of 2 Timothy.(22) More and more, America was being identified with Babylon rather than with the New Israel.

Since the 1960s, prophecy writers have pointed out America's long list of moral failures as evidence that God will soon focus His wrath on us. Many of them hold that the increase in abortion, homosexuality, godless education, divorce, crime, and pornography in our nation will soon seal our fate and lead to our downfall as a nation.

This may be the case, but the many different interpretations of America's future role in God's end-times plan should cause a great deal of humility and prudence concerning our own ability to know what God has in mind for this nation. Once one goes beyond the general principal that God blesses those who conform to His moral guidelines, we are on shaky ground. Perhaps we would be far better off seeking a pure heart rather than trying to discern what role America will play in the millennium or who the Antichrist might be. Jesus is coming again. Worrying about the details or the exact time of His return is pointless if it does not turn us toward a holy life. As Jesus said, "Which of you by worrying can add a single hour to his life?" (Matt. 6:27).

**Notes**

1. Paul Boyer, *When Time Shall Be No More: Prophecy Belief in Modern American Culture* (Cambridge, Mass.: The Belknap Press, Harvard University, 1992), p. 46.
2. Gary DeMar, *Last Days Madness* (Brentwood, Tenn.: Wolgemuth & Hyatt, 1991), p. 7.
3. Ibid., p. 11.
4. Ibid., p. 7.
5. http://www.mille.org/1000-dos.htm, p.1.
6. Ibid., p. 2.

7. Ibid.
8. Ibid., p. 6.
9. *When Time Shall Be No More*, p. 53.
10. Ibid., p. 54.
11. Ibid., p. 55.
12. Alan F. Johnson, *The Expositor's Bible Commentary*, vol. 12 (Grand Rapids, Mich.: Zondervan, 1981), p. 535.
13. *When Time Shall Be No More*, p. 283.
14. Ibid., p. 275.
15. Ibid., p. 276.
16. Ibid.
17. Ibid., p. 247.
18. Ibid., p. 225.
19. Ibid., p. 226.
20. Ibid., p. 227.
21. Ibid., p. 228.
22. Ibid., p. 231.

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# Multiculturalism

*Multiculturalism is a politically correct attempt to over-correct cultural bias by elevating all subcultures to equal status.*

 *This article is also available in Spanish.*

## What is Multiculturalism?

A few years ago the campus newspaper of a major university published an essay written by two professors titled *The*

*Statement of the Black Faculty Caucus.*{1} The purpose of the essay was to define how the University might become a truly multicultural institution. It spoke of empowerment, authority, Western culture, and transformation. The objective of the Black Faculty Caucus was to create a critical mass of empowered "minority people" at all levels of the university system. The essay argued that "Euro-Americans teaching the materials of people of color cannot make the University multicultural because multiculturalism demands empowered people of color as well as empowered areas of knowledge."{2} At the end of their essay the authors wrote, "What we are talking about here is no less than transforming the University into a center of multicultural learning: anything less continues a system of education that ultimately reproduces racism and racists."{3}

Racial reconciliation should be a top priority for every Christian, of any race or cultural background. But will this demand for a "multicultural center of learning" produce a less prejudiced society? Multiculturalists insist on greater sensitivity towards, and increased inclusion of, racial minorities and women in society. Christians should endorse both of these goals. But many advocating multiculturalism go beyond these demands for sensitivity and inclusion; here is where Christians must be careful.

One of the difficulties of accommodating multiculturalists is that defining a multicultural society, curriculum, or institution seems to be determined by one's perspective. A commonly held view suggests that being multicultural involves tolerance towards racial and ethnic minorities, mainly in the areas of dress, language, food, religious beliefs, and other cultural manifestations. However, an influential group calling itself NAME, or the National Association for Multicultural Education, includes in its philosophy statement the following: "Xenophobia, discrimination, racism, classism, sexism, and homophobia are societal phenomena that are inconsistent with

the principles of a democracy and lead to the counterproductive reasoning that differences are deficiencies."{4} NAME is a powerful organization composed of educators from around the country, and it has considerable influence on how schools approach the issue of diversity on campus. The fundamental question that the folks at NAME need to answer is, "Is it always counterproductive to reason that some differences might be deficiencies?" In other words, isn't it possible that some of the characteristics of specific culture groups are dangerous or morally flawed (for example, the culture of pedophilia)?

It is not uncommon for advocates of multiculturalism like NAME to begin with the assumption that truth is culturally based. It is argued that a group's language dictates what ideas about God, human nature, and morality are permissible. While Americans may define reality using ideas from its Greek, Roman, and Judeo-Christian heritage, Asian or African cultures see the world differently based on their traditions. Multiculturalists conclude that since multiple descriptions of reality exist, no one view can be true in any ultimate sense. Furthermore, since truth is a function of language, and all language is created by humans, all truth is created by humans. This view of truth and language has a spokesperson in Dr. Richard Rorty, humanities professor at the University of Virginia, who argues that truth that transcends culture is not available because "where there are no sentences there is no truth, and sentences and their respective languages are human creations."{5}

Finally, if all truth is created by humans, it is all equally true. Cultural ideas or institutions, like human sacrifice or welfare systems, are equally valid if they are useful for a given group of people. In other words, we live in a universe that is blind to moral choices. We are the final judges of how we shall live.

As Christians, we believe that ideas do have consequences.

While being careful not to promote one set of cultural rules over others simply because we are comfortable with them, we acknowledge that Scripture reveals to us the character and nature of God, humankind, and our need for a savior. These truths can be communicated cross-culturally in a sensitive way, regardless of the people-group involved. If we didn't believe this to be true in a universal sense, then Christianity can't be true in any real way. In other words, in order to be what it claims to be, Christianity must transcend culture in a way that many multiculturalists argue cannot occur.

## Language and Sensitivity

In recent years, America has been attracting over one million immigrants annually. This has resulted in a country that is religiously, racially, and linguistically more diverse. Conflict arises, however, over the question of how our nation's institutions should respond to this diversity. Until recently, it was argued that America was a melting pot society, that regardless of an immigrant's origin, given a generation or two, his family would be assimilated into American culture. Multiculturalists have challenged both the reality and advisability of this view.

Multiculturalists brand our culture as white, Western, male, Christian, middle-class and heterosexual. They declare that our schools have forced on students a curriculum that promotes only that perspective. The books they read, the ideas they consider, the moral and ethical standards they are taught, explicitly or implicitly, tend to be those of dead white European males. The problem, they argue, is that this leaves out the contributions of many people. People of color, women, homosexuals, and various religious traditions are ignored and thus silenced. As a result, they contend, what passes for knowledge on campus is biased. Their goal is to correct this bias.

This charge of bias is not a groundless one. Even though many feel that Western culture has been very open to outside ideas, all majorities—in any society—will tend to seek cultural dominance.

The resulting multiculturalist agenda includes three demands on American society. The first is that the white Americans become more sensitive to minorities. This demand has resulted in what is referred to as "politically correct language." Speech codes enforcing sensitivity on college campuses have attempted to protect oppressed groups from having to endure words and ideas that might ostracize them. At the center of this issue is the individual's feelings or self-esteem. The multiculturalists argue that if a person's self-esteem is damaged, he or she cannot learn in school.

Christians ought to be the most sensitive people in society. If calling people handicapped, Black, or Indian makes them feel diminished in importance or somehow less human, we as Christians need to be empathetic and make changes in our use of language. This sensitivity should grow out of a sense of biblical humility, not for political or economic reasons.

But another question still must be answered. Will the enforced use of certain words really benefit the self-esteem and thus the learning of minority students in schools, as some have suggested? Dr. Paul Vitz, professor of psychology at New York University, argues that this is a far too simplistic view of human nature.{6} Self-esteem itself cannot be tied directly to any behavior, positive or negative.

Some contend that enforcing "politically correct speech" is an attempt to redescribe our society in a manner that changes the way we think about issues. If the concepts of personal and family responsibility become labeled as hate speech towards those on welfare, an entire way of looking at the issue is forced out of the dialogue.

Unfortunately, language can also be used to legitimize behavior that Christians believe to be morally wrong. Homosexuality has progressively been referred to as a sin, then a disease, a lifestyle, and now a preference or sexual orientation. Just by re-describing this activity in new terms, an entirely different connotation is given to what homosexuality is. This has not occurred by accident.

Hebrews 12:14 tells us to make every effort to be at peace with all men. As we articulate truth, our language should lean towards gentleness and respect, for the sake of the Gospel. When we believe that every person deserves to be shown respect because we are all created in the image of God, our attitude will result in language and tone that is sensitive and gentle—not because political correctness demands it, but because out of a heart of love flow words of love.

## Inclusion and Truth

A second demand being made on our schools and society is in the area of inclusiveness. Multiculturalists contend that marginalized people need to be brought into the curriculum and the marketplace of ideas on campus. No group should ever have to feel left out. One example is the recent set of standards offered by UCLA's National Center for History in the Schools. As originally offered, the standards greatly increased the voice of both minorities and women in the telling of our nation's history. However, many charge that they denigrated or ignored the contributions of white Americans in order to be inclusive. In fact, some complained that the overall picture of America produced by the standards was of an oppressive, WASPish empire. Even the U.S. Senate denounced the proposed standards by a vote of 99 to 1. One Senator voted against the resolution because it wasn't strong enough.

The standards declared that the U.S. is not a Western-based nation, but the result of three cultures. These cultures—Native American, African-American and European—are

not seen as moral equals. In fact, the European contribution was one of oppression, injustice, gender bias and rape of the natural world. Albert Shanker, president of the American Federation of Teachers, responded to the standards by saying that "No other nation in the world teaches a national history that leaves its children feeling negative about their own country—this would be the first."{7}

In fact, U.S. history textbooks have been moving toward inclusion for some time. In order to make up for the neglect of women and people of color in past texts, some historians and publishers have gone a bit overboard in their attempts at finding the right balance. In one text, The American Nation, of the 13 religious leaders mentioned in short biographies, only two are non-Hispanic white males—Brigham Young and Ralph Waldo Emerson.{8} Often women and minorities are injected into the text in odd ways. In this book, Senator Margaret Chase Smith is cited for challenging Senator Joseph McCarthy. While she was an early critic of McCarthy, she had little to do with his eventual political demise. Another example is Native American chief George Crum, noted for making the first potato chips in 1853.

The writing of history is a delicate task, and is probably impossible to accomplish without bias. But as Christians, we would prefer that truth—what really happened—at least be the goal, rather than political or racial propaganda, even if this goal will never be perfectly accomplished. This notion of truth demands that students be taught as much U.S. history as feasible. To leave out the experience of Native Americans, African-Americans or women would be a tremendous failure. But writing our entire history from their perspective is unfair as well. One answer to this problem is to have students read more primary historical documents and depend less on history textbooks. Unfortunately, multiculturalists see all texts as primarily political. They argue that only one view prevails: either the empowered majority's or the oppressed minority's.

This belief that all knowledge is political results in turning schools into battlegrounds where representatives from every group, from Hispanics to gay rights activists, go over the curriculum with a magnifying glass, looking for the proper amount of inclusion or any derogatory remarks made about their group.

## Tolerance as a Worldview

Many multiculturalists insist that we embrace multiculturalism in our schools not just in the way we teach, but in the way we think. Multiculturalists have specific ideas about the notion of truth; paramount is the belief that no truth transcends culture, that no idea or moral concept might be true for every cultural group or every human being. As a result, multiculturalists demand that we give up our beliefs in moral absolutes and become moral relativists.

This worldview model has been the litmus test for college professors on many campuses for quite some time, particularly in the humanities. Evidently, in some programs it is now being applied to college students as well. In 1992, St. Cloud (Minn.) State University made it known that if students were to be accepted, those who desired to enter the social work program must relinquish specific notions of moral truth. While acknowledging that many students come from religious backgrounds that do not accept homosexuality as a legitimate lifestyle, these very students were required to go beyond "hating the sin and loving the sinner." Students who had predetermined negative attitudes towards gays and lesbians were told to look elsewhere for a major. In other words, one must, at the level of faith commitment, find no moral aversion to homosexuality in order to be admitted to this program. This removes a majority of our population from consideration right off the bat.

Part of the problem with multiculturalism is that it allows for a broad definition of cultural groups. There is both a gay

culture and a feminist culture in America. In fact, any group can identify itself as a marginalized culture group. The homeless become a cultural group, as do single mothers on welfare. Should their perspectives get equal treatment in our schools? Are their moral values as valid as all others? The problem is that to be considered multiculturally sensitive, one must be able to place oneself into the perspective of the oppressed group completely, at the metaphysical level, not just to sympathize or even empathize with them. This means that one must be willing to compromise faith-based beliefs about God, human nature, and reality itself. For instance, if the gay community, being an oppressed minority group, believes that being homosexual is natural and every bit as normal as heterosexual relationships, Christians should ignore what they believe to be revealed truth about homosexuality's sinfulness.

Christians are called to have mercy and compassion on the poor and less fortunate, but not at the expense of recognizing that some lifestyles result in the impoverishment of people regardless of their race or cultural heritage. What is being asked of Christians is that we give up our view of a universe governed by a moral God who has established a moral universe, and replace it with a morally relativistic one. Tolerance becomes the only absolute. To be exclusive about truth, or to argue that some action might be morally wrong for all people all the time, violates this new absolute of tolerance.

Ultimately, this current enforcement of tolerance is really a thinly veiled pursuit of power. The only way certain groups, such as homosexual activists or the more radical feminists, can get recognition and the ability to spread their views, is by establishing tolerance as an absolute. Eventually, they win affirmative action concessions from universities and public schools, which enforces their viewpoint. Recently, the state of Massachusetts passed legislation recognizing the difficulties of gay elementary and secondary students, forcing all public school teachers to be educated and sensitized to

their plight. This recognition and re-education of teachers further legitimizes and enhances the power of the gay rights movement.

Without losing sight of our calling to reach out and minister to people caught in lifestyles and cultures that vaunt themselves against the knowledge and standards of God, we cannot become moral relativists in the process.

## Justice and Truth

While multiculturalists occasionally refer to justice, it cannot be the foundation of their movement. This is for the simple reason that justice is not possible without truth. In order to claim that someone's actions or words are unjust, one must assume that a moral order really does exist, a moral order that would be true for all cultures and at all times. Injustice implies that justice exists, justice implies that moral laws exist, and moral laws imply that a lawgiver exists.

One college professor, explaining his plan for a liberal ironist utopia, says that a liberal is someone who thinks that being cruel is the worst thing that one can do. He argues that this moral standard can be used to create a utopia on earth. But he admits, being a good moral relativist, that he cannot give any non-circular arguments for why being cruel is the worst thing one can do. He is inventing a moral law, but admitting that its foundation lies only in his preference for that law.

Even if we accept his moral standard as useful, it leaves us with many questions. The first is, what does it mean to be cruel? Is it cruel to encourage people in their gay lifestyle given the short life span of male homosexuals, even without AIDS?{9} If pain is part of our definition of cruelty, should all operations be banned because even if successful, pain might result? How can he know that being cruel is the worst thing one can do in a morally neutral universe? Without truth,

without knowledge of right and wrong, justice is impossible, as is any notion of a good life. The word “cruel” becomes an empty word.

By declaring tolerance an absolute, multiculturalists are consistent with their view of reality. They see all human cultures as morally equal because of their faith in a naturalistic world view. This view argues for a godless universe, and recognizes chance as the only possible cause for what exists. If this is true, absolute tolerance is the best we can hope for. Christians seek sensitivity and inclusion for a much better reason.

We believe that every human being was created in God’s image and reflects God’s glory and majesty. We were created to have dominion over God’s creation as His stewards. Thus, we are to care for others because they are ultimately worthy of our care and concern. We are not to be cruel to others because the Creator of the universe made individuals to have fellowship with Him and He cares for them. This does not discount that people are fallen and in rebellion against God. In fact, if we really care about people we will take 2 Corinthians 5:19-20 seriously. First, that God has made reconciliation with Himself possible through His Son Jesus Christ, and as verse 20 says, “..he has committed to us the message of reconciliation. We are therefore Christ’s ambassadors, as though God were making his appeal through us.”

True sensitivity and inclusion will not be achieved by making tolerance an absolute. They occur when we take what people believe, and the consequences of those beliefs, seriously. When you think about it, what could be crueler than failing to inform people of the Gospel of redemption through Christ, leaving them to spend eternity separated from the Creator God who loves them?

**Notes**

1. Berman, Paul. *Debating P.C.: The Controversy Over Political Correctness on College Campuses* (NY: Dell Publishing, 1992), 249.

2. Ibid., 253.

3. Ibid., 257.

4. Francis, Samuel, "The Other Face of Multiculturalism," *Chronicles*, April, 1998, p. 33.

5. Richard Rorty, *Contingency, Irony, and Solidarity* (NY: Cambridge University Press, 1989), p 5.

6. Guinness, Os & Seel, John, ed. *No God But God*. (Chicago: Moody Press, 1992), p. 96.

7. Leo, John "History standards are bunk" *U.S. News & World Report* February 6, 1995, 23.

8. Ibid.

9. Dr. Paul Cameron, *Family Research* (Newsletter of the Family Research Institute, Inc.), April-June 1991.

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