Worldviews

A worldview is like a pair of glasses through which we view the world. Everyone has one. Jerry Solomon examines the basic worldviews and some of the beliefs and questions that they involve.

🇪🇸 *This article is also available in [Spanish](#).*

A friend of mine recently told me of a conversation he had with a good friend we will call Joe. Joe is a doctor. He is not a Christian. This is how the conversation went: "Joe, you're an excellent doctor. You care deeply about your patients. Why do you care so much for people since you believe we have evolved by chance? What gives us value?" Joe was stunned by the question and couldn't answer it. His "worldview" had taken a blow.

The concept of a worldview has received increasing attention for the past several years. Many books have been written on the subject of worldviews from both Christian and non-Christian perspectives. Frequently speakers will refer to the term. On occasion even reviews of movies and music will include the phrase. All this attention prompts us to ask, "What does the term mean?" and "What difference does it make?" It is our intent to answer these questions. And it is our hope that all of us will give serious attention to our own worldview, as well as the worldviews of those around us.

What is a Worldview?

What is a *worldview*? A variety of definitions have been offered by numerous authors. For example, James Sire asserts that "A worldview is a set of presuppositions (or assumptions) which we hold (consciously or subconsciously) about the basic makeup of our world."[1] Phillips and Brown state that "A worldview is, first of all, *an explanation and interpretation*

of the world and second, *an application of this view to life*. In simpler terms, our worldview is a view *of the world* and a view *for the world*."{2} Walsh and Middleton provide what we think is the most succinct and understandable explanation: "A world view provides a model *of the world* which guides its adherents *in the world*."{3} With the realization that many subtleties can be added, this will be our working definition.

The Need for a Worldview

Worldviews act somewhat like eye glasses or contact lenses. That is, a worldview should provide the correct "prescription" for making sense of the world just as wearing the correct prescription for your eyes brings things into focus. And, in either example, an incorrect prescription can be dangerous, even life-threatening. People who are struggling with worldview questions are often despairing and even suicidal. Thus it's important for us to give attention to the formulation of the proper worldview. Arthur Holmes states that the need for a worldview is fourfold: "the need to unify thought and life; the need to define the good life and find hope and meaning in life; the need to guide thought; the need to guide action."{4} Yet another prominent need for the proper worldview is to help us deal with an increasingly diverse culture. We are faced with a smorgasbord of worldviews, all of which make claims concerning truth. We are challenged to sort through this mixture of worldviews with wisdom. These needs are experienced by all people, either consciously or unconsciously. All of us have a worldview with which we strive to meet such needs. The proper worldview helps us by orienting us to the intellectual and philosophical terrain about us.

Worldviews are so much a part of our lives that we see and hear them daily, whether we recognize them or not. For example, movies, television, music, magazines, newspapers, government, education, science, art, and all other aspects of culture are affected by worldviews. If we ignore their

importance, we do so to our detriment.

Testing Worldviews

A worldview should pass certain tests. First, it should be rational. It should not ask us to believe contradictory things. Second, it should be supported by evidence. It should be consistent with what we observe. Third, it should give a satisfying comprehensive explanation of reality. It should be able to explain why things are the way they are. Fourth, it should provide a satisfactory basis for living. It should not leave us feeling compelled to borrow elements of another worldview in order to live in this world.

Components Found in All Worldviews

In addition to putting worldviews to these tests, we should also see that worldviews have common components. These components are self-evident. It is important to keep these in mind as you establish your own worldview, and as you share with others. There are four of them.

First, **something exists**. This may sound obvious, but it really is an important foundational element of worldview building since some will try to deny it. But a denial is self-defeating because all people experience cause and effect. The universe is rational; it is predictable.

Second, **all people have absolutes**. Again, many will try to deny this, but to deny it is to assert it. All of us seek an infinite reference point. For some it is God; for others it is the state, or love, or power, and for some this reference point is themselves or man.

Third, **two contradictory statements cannot both be right**. This is a primary law of logic that is continually denied. Ideally speaking, only one worldview can correctly mirror reality. This cannot be overemphasized in light of the prominent belief

that tolerance is the ultimate virtue. To say that someone is wrong is labeled intolerant or narrow-minded. A good illustration of this is when we hear people declare that all religions are the same. It would mean that Hindus, for example, agree with Christians concerning God, Jesus, salvation, heaven, hell, and a host of other doctrines. This is nonsense.

Fourth,**all people exercise faith**. All of us presuppose certain things to be true without absolute proof. These are inferences or assumptions upon which a belief is based. This becomes important, for example, when we interact with those who allege that only the scientist is completely neutral. Some common assumptions are: a personal God exists; man evolved from inorganic material; man is essentially good; reality is material.

As we dialogue with people who have opposing worldviews, an understanding of these common components can help us listen more patiently, and they can guide us to make our case more wisely.

Six Worldview Questions

Have you ever been frustrated with finding ways to stir the thinking of a non-Christian friend? We are confident the following questions will be of help. And we are also confident they will stir your thinking about the subject of worldviews.

We will answer these questions with various non-Christian responses. Christian responses will be discussed later in this article.

First, **Why is there something rather than nothing?** Some may actually say something came from nothing. Others may state that something is here because of impersonal spirit or energy. And many believe matter is eternal.

Second, **How do you explain human nature?** Frequently people

will say we are born as blank slates, neither good nor evil. Another popular response is that we are born good, but society causes us to behave otherwise.

Third, **What happens to a person at death?** Many will say that a person's death is just the disorganization of matter. Increasingly people in our culture are saying that death brings reincarnation or realization of oneness.

Fourth, **How do you determine what is right and wrong?** Often we hear it said that ethics are relative or situational. Others assert that we have no free choice since we are entirely determined. Some simply derive "oughts" from what "is." And of course history has shown us the tragic results of a "might makes right" answer.

Fifth, **How do you know that you know?** Some say that the mind is the center of our source of knowledge. Things are only known deductively. Others claim that knowledge is only found in the senses. We know only what is perceived.

Sixth, **What is the meaning of history?** One answer is that history is determined as part of a mechanistic universe. Another answer is that history is a linear stream of events linked by cause and effect but without purpose. Yet another answer is that history is meaningless because life is absurd.{5}

The alert Christian will quickly recognize that the preceding answers are contrary to his beliefs. There are definite, sometimes startling differences. Worldviews are in collision. Thus we should know at least something about the worldviews that are central to the conflict. And we should certainly be able to articulate a Christian worldview.

Examples of Worldviews

In his excellent book, *The Universe Next Door*, James Sire catalogs the most influential worldviews of the past and

present. These are Christian Theism, Deism, Naturalism, Nihilism, Existentialism, Eastern Pantheism, and New Age or New Consciousness.

Deism, a prominent worldview during the eighteenth century, has almost entirely left the scene. The Deist believes in God, but that God created and then abandoned the universe.

Nihilism, a more recent worldview, is alive among many young people and some intellectuals. Nihilists see no value to reality; life is absurd.

Existentialism is prominent and can be seen frequently, even among unwitting Christians. The Existentialist, like the Nihilist, sees life as absurd, but sees man as totally free to *make himself* in the face of this absurdity.

Christian Theism, Naturalism, and New Age Pantheism are the most influential worldviews presently in the United States. Now we will survey each of them.

Christian Theism

Let's return to the six questions we asked earlier and briefly see how the Christian Theist might answer them.

Question: **Why is there something rather than nothing?** Answer: There is an infinite-personal God who has created the universe out of nothing.

Question: **How do you explain human nature?** Answer: Man was originally created good in God's image, but chose to sin and thus infected all of humanity with what is called a "sin nature." So man has been endowed with value by his creator, but his negative behavior is in league with his nature.

Question: **What happens to a person at death?** Answer: Death is either the gate to life with God or to eternal separation from Him. The destination is dependent upon the response we give to

God's provision for our sinfulness.

Question: **How do you determine what is right and wrong?** Answer: The guidelines for conduct are revealed by God.

Question: **How do you know that you know?** Answer: Reason and experience can be legitimate teachers, but a transcendent source is necessary. We know some things only because we are told by God through the Bible.

Question: **What is the meaning of history?** Answer: History is a linear and meaningful sequence of events leading to the fulfillment of God's purposes for man.

Christian Theism had a long history in Western culture. This does not mean that all individuals who have lived in Western culture have been Christians. It simply means that this worldview was dominant; it was the most influential. And this was true even among non-Christians. This is no longer valid. Western culture has experienced a transition to what is called Naturalism.

Naturalism

Even though Naturalism in various forms is ancient, we will use the term to refer to a worldview that has had considerable influence in a relatively short time within Western culture. The seeds were planted in the seventeenth century and began to flower in the eighteenth. Most of us have been exposed to Naturalism through Marxism and what is called Secular Humanism.

What are the basic tenets of this worldview? First, God is irrelevant. This tenet helps us better understand the term Naturalism; it is in direct contrast to Christian Theism, which is based on *supernaturalism*. Second, progress and evolutionary change are inevitable. Third, man is autonomous, self-centered, and will save himself. Fourth, education is the guide to life; intelligence and freedom guarantee full human

potential. Fifth, science is the ultimate provider both for knowledge and morals. These tenets have permeated our lives. They are apparent, for example, in the media, government, and education. We should be alert constantly to their influence.

After World War II "Postmodernism" began to replace the confidence of Naturalism. With it came the conclusion that truth, in any real sense, doesn't exist. This may be the next major worldview, or anti-worldview, that will infect the culture. It is presently the rage on many of our college campuses. In the meantime, though, the past few decades have brought us another ancient worldview dressed in Western clothing.

New Age Pantheism

Various forms of Pantheism have been prominent in Eastern cultures for thousands of years. But it began to have an effect on our culture in the 1950s. There had been various attempts to introduce its teachings before then, but those attempts did not arouse the interest that was stirred in that decade. It is now most readily observed in what is called the New Age Movement.

What are the basic tenets of this worldview? First, all is one. There are no ultimate distinctions between humans, animals, or the rest of creation. Second, since all is one, all is god. All of life has a spark of divinity. Third, if all is one and all is god, then each of us is god. Fourth, humans must discover their own divinity by experiencing a change in consciousness. We suffer from a collective form of metaphysical amnesia. Fifth, humans travel through indefinite cycles of birth, death, and reincarnation in order to work off what is called "bad karma." Sixth, New Age disciples think in terms of gray, not black and white. Thus they believe that two conflicting statements can both be true.

On the popular level these tenets are presently asserted

through various media, such as books, magazines, television, and movies. Perhaps the most visible teacher is Shirley MacLaine. But these beliefs are also found increasingly among intellectuals in fields such as medicine, psychology, sociology, and education.

Conclusion

We have very briefly scanned the subject of worldviews. Let's return to a definition we affirmed in the beginning of this article: "A worldview provides a model *of the world* which guides its adherents *in the world*." If your model of the world includes an infinite-personal God, as in Christian Theism, that belief should provide guidance for your life. If your model rejects God, as in Naturalism, again such a belief serves as a guide. Or if your model asserts that you are god, as in New Age Pantheism, yet again your life is being guided by such a conception. These examples should remind us that we are living in a culture that puts us in touch constantly with such ideas, and many more. They cannot all be true.

Thus some of us may be confronted with the need to think more deeply than we ever have before. Some of us may need to purge those things from our lives that are contrary to the worldview of Christian Theism. Some of us may need to better understand that our thoughts are to be unified with daily life. Some of us may need to better understand that the good life and hope and meaning are found only through God's answers. Some of us may need to let God's ideas guide our thoughts more completely. And some of us may need to let God's guidelines guide our actions more fully.

Paul's admonition to the believers in ancient Colossae couldn't be more contemporary or helpful in light of our discussion. He wrote:

  See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men,

according to the elementary principles of the world, rather than according to Christ (Col. 2:8).

Notes

1. James W. Sire, *The Universe Next Door* (Downers Grove, Ill.: InterVarsity, 1988), 17.
2. W. Gary Phillips and William E. Brown, *Making Sense of Your World* (Chicago: Moody Press, 1991), 29.
3. Brian J. Walsh and J. Richard Middleton, *The Transforming Vision* (Downers Grove, Ill.: InterVarsity, 1984), 32.
4. Arthur F. Holmes, *Contours of a Worldview* (Grand Rapids: Eerdmans, 1983), 5.
5. Sire, 18.
6. Ibid.

Preparing Students for College

In Colossians 2:8 Paul states that a Christian should

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

This verse has particular application for the young person who is about to engage in the intellectual and social combat that can be found on many of our campuses. Our colleges and universities are often "hotbeds" for non-Christian thought and

life. The following examples bring this to our attention.

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

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

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

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

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

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

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

In a nationwide survey of adults, 72% of the people between the ages of 18 and 25 rejected the notion of absolute

truth.(3)

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

Most scholars have lost interest in the fundamental questions about character, people's deepest beliefs, moral sense and values. They have become procedural and instrumental and many believe that they are value-free. They carry around all sorts of "faiths"—in the basic goodness of human nature, in humankind's ability to master all of Nature's processes and secrets, that more knowledge will result in a more harmonious society, that people can be made better by restructuring institutions or by smaller or larger government—without acknowledging the existence of these deep faiths.(4)

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

Develop a Christian Worldview

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

College campuses are "hotbeds" for a multitude of worldviews. This does not necessarily mean there is an "openness" to the variety of ideas. Academic and religious prejudice are very much alive. But it does mean that students should be prepared for the reality of this diversity. For example, they need to

realize that the majority of their professors will be naturalists who leave God out of everything and have contempt toward those who think otherwise. So how can students begin to think with a Christian worldview? James Sire has suggested a series of questions that can help determine what your students' worldviews may be.(5) These questions are unusual and challenging, but my experience has shown me that once students begin to concentrate, the majority of them respond.

1. Why is there something rather than nothing?

Some say that something came from nothing. Others believe in an impersonal beginning. Or some assert that matter is eternal. Christians believe in a beginning caused by a personal God.

2. How do you explain human nature?

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

3. What happens to us at death?

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

4. How does one determine right and wrong?

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

5. How do you know that you know?

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

6. What is the meaning of history?

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

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

The Mind is Important

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

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

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

Make Christian Beliefs Their Own

Third, help your student make Christian beliefs their own. Too

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

Paul realized that his young friend Timothy had become convinced of the truth of Christianity. Paul wrote to Timothy, saying "continue in the things you have learned and become convinced of, knowing from whom you have learned them" (2 Tim. 3:14). Paul praised the early Christians of Berea for the way they examined the truth. He wrote, "Now these were more noble-minded than those in Thessalonica, for they received the word with great eagerness, examining the Scriptures daily, to see whether these things were so" (Acts 17:11).

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

From the "What" to the "Why"

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

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

The apostle Peter affirms the need to find answers to tough questions in 1 Peter 3:15. He writes, "Sanctify Christ as Lord in your hearts, always being ready to make a defense to every one who asks you to give an account for the hope that is in you, yet with gentleness and reverence." If students are going

to live and think as Christians on campus, they will be asked to defend their faith. Such an occasion will not be nearly as threatening if they have been allowed to ask their own questions and receive answers within the home and church.

Breaking the Sacred-Secular Barrier

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

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

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

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

Expose Them to Christian Scholarship

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

that come their way.

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

Ask First, "Is it True?"

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

There are things that are absolutely true, and the student needs to understand that, especially in a collegiate atmosphere that tends to deny truth. Jesus said, "If you abide in My word, then you are truly disciples of Mine; and you shall know the truth, and the truth shall make you free" (John 8:3132). He also said, "I am the way, and the truth, and the life; no one comes to the Father, but through Me" (John 14:6). The Christian student who is dedicated to Christ has insights to the truth that many of his professors, tragically, may never possess.

How Do We Teach These Things?

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

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

For example, if you are working with a group, find someone from outside your church or school that the students do not

know. This person should have a working knowledge of the ways in which non- Christians think. Introduce him to the group as a sociology professor from a nearby college or university. Tell the students you recently met the professor in a restaurant, at a lecture he was delivering, or devise some other scenario. Also mention that the professor is doing research concerning the beliefs of American teenagers and he would like to ask them some questions. Then the "professor" is to begin to ask them a series of blunt questions regarding their beliefs. The six worldview questions we discussed earlier in this pamphlet are apropos. The idea of all this is to challenge every cliche the students may use in their responses. Nothing is to be accepted without definition or elaboration. Within ten minutes of the closing time for the meeting the pseudo- professor should tell them his true identity and assure them that he is also a believer. After the students gasp, tell them you are planning a teaching series on apologetics so that they can be better prepared for the issues that were raised during the role play.

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

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

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

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

Notes

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

Rock Music

Many years ago now, my daughter and one of her best friends returned from their first "solo" trip to the local shopping center. They went into her bedroom, and soon I was hearing some unusual sounds. I listened more intently and eventually realized they had bought a 45-rpm recording of one of the popular songs of that year. Since I believed that my daughter and her friend were embarking on a new musical adventure, I thought it would be appropriate to investigate what was taking place.

To begin, I asked if they would mind if I also listened to the song. Then I asked to see the record jacket, which they handed to me. After listening to the lyrics of the first side, it became apparent that we were listening to a song about sexual promiscuity. In addition, the record jacket demonstrated that the singer agreed with her message. As we began to discuss what I heard and saw, it was obvious that a sensitive nerve had been touched. They were not exactly pleased with what I was saying. They did not share my perspective. After much talk and emotional wrangling (and a happy ending, I might add), I concluded that this scene is probably duplicated many times in Christian homes around the world. With the memory of this experience embedded in my mind, I began to look into the world of contemporary music, and "rock" in particular.

Perhaps you have had a similar experience. Or perhaps you have heard or read statements concerning rock music from a variety of sources. The subject does not seem to lose its appeal with time. Christians have debated it for decades. Many have strong opinions and emotions about it, both pro and con.

As is true with many contemporary issues, it is very easy to

take a generalized, extreme position on the subject of rock music. Some Christians say that we should reject all music found under the label of "rock" because there is something inherently evil in the medium. Others may not see that there are legitimate reasons for being concerned about rock. Christians should not take either of these positions. Rather, we should accept the sometimes-difficult challenge to be discerners. This applies to all the arts, including rock. But if we believe that all truth is of God, we should not let difficulties deter us from being honest with what we hear. Randall Petersen addresses this:

> *The task for the Christian, as always, is discernment. What can we find in this pile of culture that Jesus likes? Remember, Jesus walked this beat. The Lord of music climbed through this pile inspiring children's shouts and making crippled people dance for joy. He can help us sort through our society.(1)*

The task not only applies to rock music but to all the issues that confront us.

There are many biblical examples of discernment, but first we must understand the principle that all truth is of God. To quote Arthur Holmes:

> *If God is the eternal and all-wise creator of all things, as Christians affirm, then his creative wisdom is the source and norm of all truth about everything. And if God and his wisdom are unchangingly the same, then truth is likewise unchanging and thus universal.(2)*

As a result, truth can be found in many spheres of life other than the religious or peculiarly Christian community. Although this is not found in the Bible in a verse that can be quoted per se, it is implied throughout the Scriptures.

Discernment

Once we grasp the principle that all truth is of God, we can then see that verses such as Heb. 5:14 and Phil. 4:8 apply very well to our discussion of rock music. The writer of Hebrews states, "Solid food is for the mature, who because of practice have their senses trained to discern good and evil" (NASB). We should be about the business of "training our senses." Otherwise, we will often accept falsehoods while rejecting the truth that is a part of many things that are not aligned under a "Christian" banner. In Phil. 4:8, Paul enumerates several ethical principles, including, "Whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise." Then he states that we should let our minds "dwell on these things." Look at the world around you. If you find something worth keeping, keep it. If it needs to be discarded, discard it. And of course this also applies to rock music.

Kenneth Petersen has put it more graphically by stating that "we shouldn't be afraid to be selective—to pluck diamonds out of the mud."(3) Yes, there is a great deal of mud in this world. Yes, a lot of that mud is found in rock music, just as it is in all art and entertainment. As a result, we are faced with two options as believers. We can reject all art and entertainment, or we can responsibly practice discernment in our culture. The former can lead to stagnation and ineffectiveness; the latter can challenge the world with a bold and positive witness. Our culture needs the "salt" and "light" we can offer. It needs the impact of redeemed minds.

In the preface to the *Wittenberg Gesangbuch* of 1524, Martin Luther shared thoughts about music that are still appropriate.

> *I wish that the young men might have something to rid them of their love ditties and wanton songs and might instead of these learn wholesome things and thus yield willingly to the*

good; also, because I am not of the opinion that all the arts shall be crushed to earth and perish through the Gospel, as some bigoted persons pretend, but would willingly see them all, and especially music, servants of Him who gave and created them.(4)

Luther's comments are applicable to the subject of rock. But why should we share Luther's concern for the arts, particularly music?

The first answer to this question is that God carries out His purposes in time and history. He may be "needling" us through contemporary music; He may be challenging us to be alert to the crucial issues and questions of our time that can be heard in much rock music.

Second, rock can tell us how a significant portion of our culture thinks. The answers, or lack of answers, that rock musicians give to their own questions ring true in the minds of millions of listeners.

Third, we can be sympathetic with many of the subjects found in rock. The difference is that often these musicians provide insights that are not of the Lord. Fourth, rock musicians are image-makers more often than not. They present a facade that is very attractive to adolescents. We need to analyze these images, which can be so powerful in the lives of our children, and react biblically.

We are often guilty of living in "Christian ghettos." We may understand each other, but we don't understand our culture, and our culture doesn't understand us. In the New Testament we see that Jews and Gentiles were approached differently because their presuppositions were different. They were speaking different religious and philosophical languages. Today we are faced with the same task. If we are to communicate with our culture, we need to hear what it is saying. We need to see and hear the world views. We need to react as Paul did in Athens

(Acts 17). We need to be discerners.

Steps Toward Discernment

Discernment is the key, but how can we become discerners of rock music? Four simple categories will help us arrange our thoughts.

First, there is good music with a good message. This is the ideal combination. The music is of quality, and the message is true. We should all strive to hear and create this unity.

Second, we often hear good music with a bad message. The music may be of quality, but the message is false or misleading.

Third, bad music with a good message can creep into our listening habits. The quality of the music is poor, but the message is true. This category can be used to describe much of what is called "contemporary Christian music."

The fourth is bad music with a bad message. This combination is more blatant in its degradation than are numbers two and three, but it is often more honest. For example, much of what is called "hard core" or "underground" is not presented as a well-done musical statement, and it is honest in its perception of a world gone wrong. The tragedy is that the perceptions are often false and the music is usually not worth a second hearing.

With these categories in mind we can now consider four steps toward becoming discerners of rock music. The first step is to realize that all truth is of God and begin to incorporate this principle in our lives. As Marajen Denman has said, "Truth is truth, no matter who sings it."(5)

The second step is to **stop**! Stop what you are doing long enough to concentrate on what is being said through the music. Most of us, especially adolescents who spend so much time with rock as a companion, probably need to be more aware of the

power of ideas. This can only be done if we take the time to concentrate.

The third step is to **listen**! Listen carefully to the message of the music. This especially applies to those young people who listen to certain songs or albums repetitively.

The fourth step is to **look**! Look at how the music affects your life in terms of such things as thoughts, physical tension and sensuality. It may help to encourage a teenager to ask himself a series of questions, such as, Where am I getting these rebellious ideas? Where am I getting these sexual fantasies? Why am I tempted to reject what I know to be true? Why am I depressed so much of the time? Why does the future look so hopeless?, etc. These four steps may take some time, but in most cases the effort brings reward.

Before we discuss the music and its messages, it is important to realize that rock music is as much a cultural phenomenon as it is a musical one. It is a source of personal and corporate identification. Many young people look to rock for more than music. They seek to identify themselves with a unique generation. It helps them declare their independence.

In fact, rock shares in the unique historical development of the idea of adolescence, which is much more recent than most of us realize. Adolescence has come to symbolize an attitude, a distinctiveness, a rite of passage espoused by millions of teens. While reflecting on the impact of rock concerts, the writers of *Dancing in the Dark*, an excellent study of youth culture, state:

> *Whatever else rock might be . . . a concert makes it clear that rock is a dramatic participatory anthem of teen life, freighted with the intense experience of what teens believe, feel, value, and do. Rock is at once a barometer of teen experience and the very weather they inhabit, at once the celebration of an ethos and the ethos itself.(6)*

An objective awareness of this ethos can lead us to more constructive dialogue concerning rock, especially with our own children. Rock is a major cultural force and has been since its inception. Millions have and will continue to identify with it at various times during their lives. If we don't realize this, the lines of communication are quickly broken. It is not enough to say, "Turn off that noise!" Like it or not, we must approach our children with the understanding that it's not just the music that attracts them. They need to be led to understand *whose* they are in Jesus Christ, and not just *who* they are within the scope of adolescent culture.

Musical Ingredients

The musical ingredients of rock music have been the focus of rapt attention among Christians for many years. Some have attacked rock based upon supposed evils within the music itself. These attacks are misdirected. For example, many of us can remember debates concerning the use of certain instruments, such as guitars and drums, in worship. It was believed that there was something very wrong, if not evil, about using such instruments. With a few exceptions, this concern has been rightfully rejected.

Besides such instruments, the nature of the rock rhythm has been called into question and has sometimes been the subject of fierce arguments. The basic syncopation of rock, which is usually in 4/4 time with an accent on the second and fourth beats, is not evil. It is often boring and uncreative, but it is not evil. Some groups experiment with assorted meters and chord progressions, but the majority of rock bands incorporate this basic rhythm. If there is a problem with rock, it is not to be found here.

Rock almost always has a message. The human voice is used to sing about something. Of course no one would claim there is something evil about the human voice. The message that is communicated can be cause for concern, but the voice itself is

not the problem.

So rock music basically consists of certain instruments— such as guitars, keyboards, and percussion—a particular rhythm, and the human voice. And none of these is evil. People can be evil, and people abuse rock music, just as they abuse all parts of life. Our sin nature is actively involved in desecrating everything.

This desecration can best be seen in the lyrical content of the songs. We have come a long way from the inane "do-wa-diddies" of early rock history. It is at this point that those in the Christian community are challenged the most. The music alone may be of quality, but the message may be totally in opposition to a Christian worldview. A decision is required. Do I continue to listen, even though the message is awful? Or do I decide to reject it because of the message, even though I like the music?

Unfortunately, the well-worn statement, "I only listen to the beat!" is simply not true. If they are honest, most people who have heard a rock song several times can sing the lyrics upon request. When you consider the fact that most popular songs are heard dozens, if not hundreds, of times, it is not difficult to understand how the messages are embedded. The lyrics come through; we can't escape that. This does not necessarily mean we always listen and think to the point of really considering what the messages have to say, and that is exactly part of the problem. The lyrics can be subtly incorporated into our thoughts simply because we haven't stopped long enough to sort them out.

Common Themes

As we listen to the messages of rock, we find that several themes appear. One of these is nihilism and its accompanying despair. Evidently large segments of our youth population are willing to pay to hear that the world is falling apart.

Hedonism is another theme. Sexual emphases, in particular, have long been staples of rock's lyrical content. Rebellion and violence are also prominent subjects. These can be found especially in rap, hard core, and heavy metal. Drugs, including alcohol, are also touted in some songs, although their glorification is not as prominent as in the past. Occasionally some groups will toy with occultic and satanic themes, but most of these are simply trying to sell recordings by attracting the curiosity of teens. These themes are by no means complete. The list of subjects would cover virtually everything imaginable, but these are the more prominent ones.

Parent/Child Communication

Since this subject is too often the focus of intense arguments in the home, the following steps can help to alleviate the problem.

1. Pray over the issue together in order to make a dedicated effort to communicate.
2. Discuss the subject—don't scream about it.
3. Examine yourself to determine if you are acting hypocritically. For example, a parent should not scream at the child about rock and then turn on the latest country songs, which often deal with the same subjects that are found in rock.
4. The parent(s) should honestly seek to spend some time listening to the child's recordings. The child should honestly seek to go beyond the beat/sound in order to hear and see what is being emphasized.
5. The parent can turn on a rock station while driving to/from work.
6. The child can begin to be much more selective about when she listens to the music. The process of discernment cannot take place very easily if there is always something taking place while the music is heard.
7. Take some time to visit the local department or record

store.

8. Visit the local library and check out any number of books on rock music. In fact, "topical bibles" of rock music are available. Pick the subject, and the book will lead you to the songs that deal with the subject.

9. The latest issues of various trade magazines can be read in the local library or purchased in some grocery stores or book stores. Some of the magazines print the lyrics of the latest songs.

When children see that parents are genuinely interested, they will often begin to respond positively to what is said. Challenge them to make a decision, but don't make it for them. Discernment, coupled with an attitude that is saturated in patience, will go a long way toward helping a young person make Christ-centered decisions that will last a lifetime.

Decisions are in order for many people. Perhaps some will find it necessary to "clean the closet" because of prior saturation in rock. Others need to be more discerning. But a rejection of rock and the wholesale acceptance of another form is not the answer. As soon as that takes place, the thinking process has stopped. All of one has been substituted for all of another. For instance, if we put gospel music in the place of rock without thinking about what we hear, we can be in danger of accepting poor theology, if not heresy, on occasion. Each song, each piece of music should be judged on its own merit. No single artist can be accepted without thought. No single style can be accepted without thought. We are responsible to stop, listen, and look at all that we hear.

Notes

(1) J. Randall Petersen, "John Lennon, Rock Music, and American Culture," *Evangelical Newsletter*, 20 March 1981.

(2) Arthur F. Holmes, *All Truth Is God's Truth* (Downers Grove, Ill.:

InterVarsity, 1977), 8.

(3) Kenneth W. Petersen, "Confronting the Sounds of Culture," *Evangelical Newsletter*, 30 MAY 1980.

(4) Quoted by Francis Schaeffer in *How Should We Then Live?* (Old Tappan, N.J.: Revell, 1976), 90.

(5) Marajen Denman, "What's Music to Your Ears?" *Worldwide Challenge*, February 1983, 8.

(6) Quentin J. Schultze, et al., *Dancing in the Dark: Youth, Popular Culture, and the Electronic Media* (Grand Rapids, Mich.: Eerdmans, 1991), 148.

Music and the Christian

Jerry Solomon encourages Christians to begin to think about the place and influence of music in their lives.

🇪🇸 *This article is also available in [Spanish](#).*

Music is a pervasive part of contemporary culture. We hear it on elevators, in restaurants, on telephones while we wait for our party to answer, in offices, in hotel lobbies, and in virtually every corner of contemporary life. In fact, it permeates the airwaves so thoroughly we often do not realize it is there. Television uses music not only in musical programs but also in commercials and program soundtracks. Movies also utilize music to enhance the events shown on the screen. Radio offers a wide variety of music around the clock. The availability of recordings allows us to program music to

suit our own listening tastes, and we can hear them in virtually any location. Concerts, especially in large cities, offer a potpourri of music to choose from.

There is also a wide variety of musical genres. Rock (with its assortment of styles and labels), rap, country and western, jazz, Broadway, folk, classical, New Age, and gospel provide us with a dizzying assortment of listening and performing options. Such permeation and variety provide us with a unique opportunity to practice discernment. Some may think this is unnecessary because they claim to listen only to "Christian" music. Nevertheless, the broader population of the evangelical community spends innumerable hours absorbing music, whether "Christian" or "secular."

Why should a Christian be interested and involved in the arts, music in particular? In his excellent work *Theology and Contemporary Art Forms*, John Newport lists several helpful points:

The first reason Christians should be interested in the arts is related to the biblical teaching that God reveals and carries on his redemptive purpose in time and history. The Christian community …cannot cut itself off from the characteristic artistic vitalities of history—past and present. Second…the arts give a peculiarly direct access to the distinctive tone, concerns, and feelings of a culture…. The artists not only mirror their age in its subtlest nuances, but they generally do it a generation ahead of more abstract and theoretical thinkers. Third…the arts focus (in a remarkably vivid and startling way) on the vital issues and themes which are the central concern of theology. Fourth…the arts spell out dramatically the implications of various worldviews.(1)

The second, third, and fourth points are especially applicable to music. If music mirrors culture, if it tells us of important issues and themes; and if it shows the implications

of various worldviews, it can tell us a great deal about our culture. Lyrically, music can be used as a medium for criticism, commendation, reflection, questioning, rebellion, and any number of other thoughts or emotions. When the musical language is employed to relay these thoughts or emotions the result can be significant.

History is replete with examples of the ways music has been vitally employed in various cultures. One of the more prominent examples of this can be found in the Psalms, where lyrics were merged with music to form a strategic voice for Israel's life. The same is true in contemporary life. The themes of rock, rap, and country music demonstrate how music can be a notable voice for the spirit of a culture, whether for good or evil.

In order to affect our culture we must listen to that voice. We must hear its questions and be sensitive to the needs that cry out for the answers God provides.

Can Music Be "Christian"?

One of the continuing debates among evangelicals centers on how music is to be judged. Some say there is a particular musical style that is distinctly Christian. Others reject such a proposition. Some believe that certain musical styles are intrinsically evil. Others reject this. The examples of such conflict are numerous. It is important that we join the dialogue. In the process we will observe several ways we should respond to the music of our culture.

First, the term "Christian music" is a misnomer. Music cannot be declared Christian because of particular ingredients. There is no special Christian musical vocabulary. There is no distinctive sound that makes a piece of music Christian. The only part of a composition that can make it Christian is the lyrics. In view of the fact that such phrases as "contemporary Christian music" are in vogue, this is a meaningful

observation. Perhaps the phrase "contemporary Christian lyrics" would be more appropriate. Of course, the lyrics may be suspect doctrinally and ethically, and they may be of poor quality, but my point is concentrated on the musical content.

It is possible that misunderstandings regarding "Christian music" are the product of cultural bias. Our "western ears" are accustomed to certain sounds. Particular modes, scales, and rhythms are part of a rich musical heritage. When we hear music that is not part of that heritage we are tempted to label it, inaccurately, as unfit for a Christian's musical life.

We should realize that music is best understood within its culture. For example, the classical music of India includes quarter tones, which are foreign to our ears. They generally sound very strange to us, and they are often played on instruments that have a strange sound, such as the sitar. But we would be guilty of flagrant prejudice if we were to maintain that such music is un- Christian because it does not contain the tones we are used to hearing. Another example of the way evangelicals tend to misapply the term Christian to music can be understood by reflecting on how music may have sounded during biblical and church history. Scholars have begun to demonstrate that the music of biblical history may have been comprised of tonal and rhythmic qualities that were very different from what we are accustomed to in western culture.

The attitudes of Luther and Calvin toward the use of music show a disagreement concerning the truth of a particular Christian style. Charles Garside provides intriguing insights:

Luther had openly proclaimed his desire to use all available music, including the most obviously secular, for the worship of the church. . . . Calvin, to the contrary, now absolutely rejects such a deployment of existing musical resources.(2)

It is obvious that these great men did not agree on the nature of music.

Our musical preconceptions do not die easily, and they seem to recur periodically in church history. Once a style becomes familiar enough, it is accepted. Until then, it is suspect. More recent examples can be found in the controversies surrounding the use of instruments such as drums and guitars during worship services. Evangelicals need to be alert to their biases and understand that "Christian music" is a misnomer.

The "Power" of Music

It is often claimed that music has "power" to manipulate and control us. If this were true, Skinnerian determinism would be correct in asserting that there is no such thing as personal choice or responsibility. Music, along with other "powers" found in our cultural settings, would be given credit that is not legitimate.

Best and Huttar address this by saying:

> The fact that music, among other created and cultural things, is purported by primitives and sophisticates alike to have power is more a matter of the dislocation of priorities than anything else.(3)

Such beliefs not only stimulate a "dislocation of priorities," they also stimulate poor theology.

The Bible tells us that early in their relationship David played music for King Saul. On one occasion what Saul heard soothed him, and on another occasion the same sounds infuriated him. In reality, though, the reactions were Saul's decisions. He was not passive; he was not being manipulated on either occasion by the "power" of the music.

Much contemporary thinking places the blame for aberrant

behavior (sexual misconduct, rebellion, violence, etc.) on the supposed intrinsic potency of music to orchestrate our actions. Some extend this to the point of believing that music is the special tool of Satan, so when such behavior is exhibited he is the culprit. Again, Best and Huttar offer pertinent thoughts. They write:

Ultimately the Judeo-Christian perspective maintains that man is interiorly wrong and that until he is right he will place the blame for his condition outside himself.(4)

Admittedly, my point is a subtle one. We must be careful not to imply music cannot be used for evil purposes. But we must realize that the devil goads people who use music; he does not empower the music itself.

Current controversy among Christians concerning the rhythmic content of rock music is an example of the tendency to believe that some musical styles are intrinsically evil. For example, Steve Lawhead has demonstrated that the music of the early slaves probably did not include much rhythmic substance at all. The plantation owners would not have allowed drums because they could have been used to relay messages of revolt between the groups of slaves. This observation is central to the issue of rock music, because some assert that the syncopated rhythm of rock is the product of the pagan African backgrounds of the slaves. In reality, American slave music centered around the playing of a "banya," an instrument akin to the banjo, and not drums or other rhythmic instruments.(5)

Rock music is not intrinsically evil. It did not originate in a pagan past, and even if it did that would not mean that it is evil. Nevertheless, since it has been a prominent and influential part of American culture for several decades, it demands the attention of evangelicals. The attention it is given should begin with the understanding that the problems that are a part of rock do not reside in the music itself; they reside in sinful people who can and often do abuse it.

The same can be said about any musical style, or any other art form.

The Quality of Music

So far I have asserted two propositions concerning how Christians can respond to the music of their culture: the term Christian music is a misnomer, and no musical style is intrinsically evil. While both of these statements are true, they say nothing about the quality of music we choose to make a part of our lives. Thus my third proposition is that music should be evaluated based on quality. A proposal that includes judgments of quality is a challenging one. Evangelicals will find this especially difficult, because the subject of aesthetics is not a prevalent part of our heritage.

Evangelicals tend toward lazy thinking when it comes to analyzing the music of their culture. As Frank Gaebelein said, "It is more difficult to be thoughtfully discriminating than to fall back upon sweeping generalization."(6) There are several factors to be weighed if discriminating thought is to occur.

We should focus attention on the music within Christian life. This applies not only to music used in worship, but also to music heard via radio, CDs, concerts, and other sources.

Lack of quality is one of the themes of those who write about contemporary church music. Harold Best states: "Contentment with mediocrity as a would-be carrier of truth looms as a major hindrance to true creative vision among evangelicals."(7) Robert Elmore continues in a similar vein:

> *There are even ministers who feed their congregations with the strong meat of the Word and at the same time surround their preaching with only the skimmed milk of music.(8)*

If negative declarations such as these are the consensus of

those who have devoted ardent attention to the subject, what are the contents of a positive model? The answers to this are numerous. I will only relate some of the insights of one thinker, Calvin Johansson.

The first insight refers to movement. Music must move:

The principle here is that music needs to exhibit a flow, an overall feel for continuity, that moves progressively and irresistibly from beginning to end. It is not intended to hammer and drive a musical pulse into the mind.

This principle can be applied to the incessant nature of the rock rhythm we have previously discussed. The second insight has to do with cohesion:

Unity is an organic pull, a felt quality that permeates a composition so thoroughly that every part, no matter how small, is related.

The third insight relates to "diversions at various levels…. Without diversity there would only be sameness, a quality that would be not only boring but also devastatingly static."

The fourth insight focuses on "the principle of dominance…. A certain hierarchy of values is adopted by the composer in which more important features are set against the less important." The fifth insight shows that "every component part of a composition needs to have intrinsic worth in and of itself…. The music demonstrates truth as each part of the composition has self-worth."(9)

These principles contain ideas that the non-musician might find difficult to understand. Indeed, most of us are not accustomed to using language to discuss the quality of the music we hear other than to say we do or do not "like" it. But if we are going to assess the music of the broader culture accurately, we must be able to use such language to assess music within our own subculture. We must seek quality there.

Pop Music

Another factor in musical discrimination applies to the way we approach music outside our subculture. The Christian is free to enter culture equipped with discernment, and this certainly applies to music. We need not fear the music of our culture, but we must exercise caution.

Assessments of quality also apply here. The Christian should use the principles we discussed above to evaluate the music of the broader culture.

We should also be aware of the blending of music and message, or lack of it. The ideal situation occurs when both the medium and the message agree.

Too often the music we hear conveys a message at the expense of musical quality. Best explains:

> The kind of mass communication on which the media subsist depends on two things: a minimal creative element and a perspective that sees music only as conveying a message rather than being a message. Viewed as a carrier, music tends to be reduced to a format equated with entertainment. The greater the exposure desired, the lower the common denominator.(10)

The messages of our culture are perhaps voiced most strongly and clearly through music that is subordinated to those messages. The music is "canned." It is the product of cliches and "hooks" designed to bring instant response from the listener. As Erik Routley stated, "All music which self-consciously adopts a style is like a person who puts on airs. It is affected and overbearing."(11) This condition is so prevalent in contemporary music it cannot be overemphasized.

Another concern is found in certain features of what is usually called "popular culture." Music is a major part of pop culture. Kenneth Myers, among others, has identified certain

culture types beginning with "high," diminishing to "folk," and plummeting to "popular." Popular culture "has some serious liabilities that it has inherited from its origins in distinctively modern, secularized movements." Generally, these liabilities include "the quest for novelty, and the desire for instant gratification."(12) In turn, these same qualities are found in "pop" music.

The quest for novelty is apparent when we understand, as Steve Lawhead states, that the whole system feeds on the "new"—new faces, new gimmicks, new sounds. Yesterday in pop music is not only dead; it is ancient history.(13)

The desire for instant gratification is the result of the fact that this type of music is normally produced for commercial reasons. Continuing, Lawhead writes that

> …commercialism, the effective selling of products, governs every aspect of the popular music industry. From a purely business point of view, it makes perfect sense to shift the focus from artistic integrity to some other less rigorous and more easily managed, non artistic component, such as newness or novelty. Talent and technical virtuosity take time to develop, and any industry dependent upon a never-ending stream of fresh faces cannot wait for talent to emerge.(14)

We do not offer God our best when we employ this approach. Additionally, we do not honor God when we make the products of such thinking a consistent part of our lives.

Notes

1. John P. Newport, *Theology and Contemporary Art Forms* (Waco, Tex.: Word, 1971), 17-24.
2. Charles Garside, Jr., *The Origins of Calvin's Theology of Music: 1536-1543* (Philadelphia: American Philosophical Society, 1979), 19.
3. Zondervan Pictorial Dictionary, s.v. "Music," by Harold M.

Best and David Huttar.

4. Ibid.

5. Steve Lawhead, *Rock of This Age* (Downers Grove, Ill.: InterVarsity, 1987), 51-52.

6. Frank E. Gaebelein, "The Christian and Music," in *The Christian Imagination: Essays on Literature and the Arts*, ed. Leland Ryken (Grand Rapids, Mich.: Baker, 1981), 446.

7. Harold M. Best, "Christian Responsibility in Music," in*The Christian Imagination*, 402.

8. Robert Elmore, "The Place of Music in Christian Life," in *The Christian Imagination*, 430.

9. Calvin M. Johansson, *Music and Ministry: A Biblical Counterpoint* (Peabody, Mass.: Hendrickson, 1984), 93-95.

10. Ibid., 412-13.

11. Erik Routley, *Church Music and the Christian Faith*, (Carol Stream, Ill.: Agape, 1978), 89.

12. Kenneth Myers, *All God's Children and Blue Suede Shoes: Christians and Popular Culture* (Westchester, Ill.: Crossway, 1989), 59-64.

13. Steve Lawhead, *Turn Back the Night: A Christian Response to Popular Culture* (Westchester, Ill.: Crossway, 1978), 97.

14. Ibid., 98.

Christianity and Culture

At the close of the twentieth century American evangelicals find themselves in a diverse, pluralistic culture. Many ideas vie for attention and allegiance. These ideas, philosophies, or world views are the products of philosophical and cultural changes. Such changes have come to define our culture. For example, pluralism can mean that all world views are correct

and that it is intolerable to state otherwise; secularism reigns; absolutes have ceased to exist; facts can only be stated in the realm of science, not religion; evangelical Christianity has become nothing more than a troublesome oddity amidst diversity. It is clear, therefore, that western culture is suffering; it is ill. Lesslie Newbigin, a scholar and former missionary to India, has emphasized this by asking a provocative question: "Can the West be converted?"(1)

Such a question leads us to another: How is a Christian supposed to respond to such conditions? Or, how should we deal with the culture that surrounds us?

Since the term *culture* is central in this discussion, it deserves particular attention and definition. Even though the concept behind the word is ancient, and it is used frequently in many different contexts, its actual meaning is elusive and often confusing. *Culture* does not refer to a particular level of life. This level, sometimes referred to as "high culture," is certainly an integral part of the definition, but it is not the central focus. For example, "the arts" are frequently identified with culture in the minds of many. More often than not there is a qualitative difference between what is a part of "high culture" and other segments of culture, but these distinctions are not our concern at this time.

T. S. Eliot has written that culture "may . . . be described simply as that which makes life worth living."(2) Emil Brunner, a theologian, has stated "that culture is materialisation of meaning."(3) Donald Bloesch, another theologian, says that culture "is the task appointed to humans to realize their destiny in the world in service to the glory of God."(4) An anthropologist, E. Adamson Hoebel, believes that culture "is the integrated system of learned behavior patterns which are characteristic of the members of a society and which are not the result of biological inheritance."(5) All of these definitions can be combined to include the world views, actions, and products of a given community of people.

Christians are to observe and analyze culture and make decisions regarding our proper actions and reactions within it. A struggle is in progress and the stakes are high. Harry Blamires writes: "No thoughtful Christian can contemplate and analyze the tensions all about us in both public and private life without sensing the eternal momentousness of the current struggle for the human mind between Christian teaching and materialistic secularism."(6)

Believers are called to join the struggle. But in order to struggle meaningfully and with some hope of influencing our culture, we must be informed and thoughtful Christians. There is no room for sloth or apathy. Rev. 3:15-16 states, "I know your deeds, that you are neither cold nor hot; I would that you were cold or hot. So because you are lukewarm, and neither hot nor cold, I spit you out of My mouth."

God forbid that these words of condemnation should apply to us.

Transforming Culture

Church history demonstrates that one of the constant struggles of Christianity, both individually and corporately, is with culture. Where should we stand? Inside the culture? Outside? Ignore it? Isolate ourselves from it? Should we try to transform it?

The theologian Richard Niebuhr provided a classic study concerning these questions in his book *Christ and Culture.* Even though his theology is not always evangelical, his paradigm is helpful. It includes five views.

First, he describes the "Christ Against Culture" view, which encourages opposition, total separation, and hostility toward culture. Tertullian, Tolstoy, Menno Simons, and, in our day, Jacques Ellul are exponents of this position.

Second, the "Christ of Culture" perspective is exactly the

opposite of "Christ Against Culture" because it attempts to bring culture and Christianity together, regardless of their differences. Liberation, process, and feminist theologies are current examples.

Third, the "Christ Above Culture" position attempts "to correlate the fundamental questions of the culture with the answer of Christian revelation."(7) Thomas Aquinas is the most prominent teacher of this view.

Fourth, "Christ and Culture in Paradox" describes the "dualists" who stress that the Christian belongs "to two realms (the spiritual and temporal) and must live in the tension of fulfilling responsibilities to both."(8) Luther adopted this view.

Fifth, "Christ the Transformer of Culture" includes the "conversionists" who attempt "to convert the values and goals of secular culture into the service of the kingdom of God."(9) Augustine, Calvin, John Wesley, and Jonathan Edwards are the chief proponents of this last view.

With the understanding that we are utilizing a tool and not a perfected system, I believe that the "Christ the Transformer of Culture" view aligns most closely with Scripture. We are to be actively involved in the transformation of culture without giving that culture undue prominence. As the social critic Herbert Schlossberg says, "The 'salt' of people changed by the gospel must change the world."(10) Admittedly, such a perspective calls for an alertness and sensitivity to subtle dangers. But the effort is needed to follow the biblical pattern.

If we are to be transformers, we must also be "discerners," a very important word for contemporary Christians. We are to apply "the faculty of discerning; discrimination; acuteness of judgment and understanding."(11) Matthew 16:3 includes a penetrating question from Jesus to the Pharisees and Sadducees

who were testing Him by asking for a sign from heaven: "Do you know how to discern the appearance of the sky, but cannot *discern* the signs of the times?" It is obvious that Jesus was disheartened by their lack of discernment. If they were alert, they could see that the Lord was demonstrating and would demonstrate (in v. 4 He refers to impending resurrection) His claims. Jesus' question is still relevant. We too must be alert and able to discern our times.

In order to transform the culture, we must continually recognize what is in need of transformation and what is not. This is a difficult assignment. We cannot afford to approach the responsibility without the guidance of God's Spirit, Word, wisdom, and power. As the theologian John Baille has said, "In proportion as a society relaxes its hold upon the eternal, it ensures the corruption of the temporal."(12) May we live in our temporal setting with a firm grasp of God's eternal claims while we transform the culture he has entrusted to us!

Stewardship and Creativity

An important aspect of our discussion of Christians and culture is centered in the early passages of the Bible.

The first two chapters of Genesis provide a foundation for God's view of culture and man's responsibility in it. These chapters contain what is generally called the "cultural mandate," God's instructions concerning the care of His creation. Included in this are the concepts of "stewardship" and "creativity."

The mandate of stewardship is specifically found within 1:27-28 and 2:15, even though these two chapters as a whole also demonstrate it. Verse 28 of chapter 1 reads, "And God blessed them; and God said to them, "Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky, and over every living thing that moves on the earth."

This verse contains the word *subdue*, an expression that is helpful in determining the mandate of stewardship. First, it should be observed that man is created "in the image of God." Volumes have been written about the meaning of this phrase. Obviously, it is a very positive statement. If man is created in God's image, that image must contain God's benevolent goodness, and not maliciousness. Second, it is obvious that God's created order includes industriousness, work—a striving on the part of man. Thus we are to exercise our minds and bodies in service to God by "subduing," observing, touching, and molding the "stuff" of creation. We are to form a culture.

Tragically, because of sin, man abused his stewardship. We are now in a struggle that was not originally intended. But the redeemed person, the person in Christ, is refashioned. He can now approach culture with a clearer understanding of God's mandate. He can now begin again to exercise proper stewardship.

The mandate concerning creativity is broadly implied within the first two chapters of Genesis. It is not an emphatic pronouncement, as is the mandate concerning stewardship. In reality, the term is a misnomer, for we cannot *create* anything. We can only redesign, rearrange, or refashion what God has created. But in this discussion we will continue to use the word with this understanding in mind.

A return to the opening chapter of Genesis leads us to an intriguing question. Of what does the "image of God" consist? It is interesting to note, as did the British writer Dorothy Sayers, that if one stops with the first chapter and asks that question, the apparent answer is that God is creator.(13) Thus, some element of that creativity is instilled in man. God created the cosmos. He declared that what He had done was "very good." He then put man within creation. Man responded creatively. He was able to see things with aesthetic judgment (2:9). His cultivation of the garden involved creativity, not monotonous servitude (2:15). He creatively assigned names to

the animals (2:19-20). And he was able to respond with poetic expression upon seeing Eve, his help-mate (2:23). Kenneth Myers writes: "Man was fit for the cultural mandate. As the bearer of his Creator-God's image, he could not be satisfied apart from cultural activity. Here is the origin of human culture in untainted glory and possibility. It is no wonder that those who see God's redemption as a transformation of human culture speak of it in terms of re-creation."(14)

As we seek to transform culture we must understand this mandate and apply it.

Pluralism

Pluralism and *secularism* are two prominent words that describe contemporary American culture. The Christian must live within a culture that emphasizes these terms. What do they mean and how do we respond? We will look at pluralism first.

The first sentence of professor Allan Bloom's provocative and controversial book, *The Closing of the American Mind*, reads: "There is one thing a professor can be absolutely certain of: almost every student entering the university believes, or says he believes, that truth is relative."(15)

This statement is indicative of Bloom's concern for the fact that many college students do not believe in absolutes, but the concern goes beyond students to the broader population. *Relativism, openness, syncretism,* and *tolerance* are some of the more descriptive words for the ways people are increasingly thinking in contemporary culture. These words are part of what I mean by *pluralism*. Many ideas are proclaimed, as has always been the case, but the type of pluralism to which I refer asserts that all these ideas are of equal value, and that it is intolerant to think otherwise. Absurdity is the result. This is especially apparent in the realm of religious thought.

In order for evangelicals to be transformers of culture they must understand that their beliefs will be viewed by a significant portion of the culture as intolerant, antiquated, uncompassionate, and destructive of the status quo. As a result, they will often be persecuted through ridicule, prejudice, social ostracism, academic intolerance, media bias, or a number of other attitudes. Just as with Bloom's statement, the evangelical's emphasis on absolutes is enough to draw a negative response. For example, Jesus said, "I am the way, and the truth, and the life; no one comes to the Father, but through Me" (John 14:6). Such an exclusive, absolute claim does not fit current pluralism. Therefore, the pluralist would contend that Jesus must have meant something other than what is implied in such an egocentric statement.

It is unfortunate that Christians often have been absorbed by pluralism. As Harry Blamires puts it, "We have stopped thinking christianly outside the scope of personal morals and personal spirituality."(16) We hold our beliefs privately, which is perfectly legitimate within pluralism. But we have not been the transformers we are to be. We have supported pluralism, because it tolerates a form of Christianity that doesn't make demands on the culture or call it into question.

Christianity is not just personal opinion; it is objective truth. This must be asserted, regardless of the responses to the contrary, in order to transform culture. Christians must affirm this. We must enter our culture boldly with the understanding that what we believe and practice privately is also applicable to all of public life. Lesslie Newbigin writes: "We come here to what is perhaps the most distinctive and crucial feature of the modern worldview, namely the division of human affairs into two realms— the private and the public, a private realm of values where pluralism reigns and a public world of what our culture calls `facts.'"(17)

We must be cautious of incorrect distinctions between the public and private. We must also influence culture with the

"facts" of Christianity. This is our responsibility.

Secularism

Secularism permeates virtually every facet of life and thought. What does it mean? We need to understand that the word *secular* is not the same as *secularism*. All of us, whether Christian or non-Christian, live, work, and play within the secular sphere. There is no threat here for the evangelical. As Blamires says, "Engaging in secular activities . . . does not make anyone a `secularist', an exponent or adherent of `secularism'."(18) Secularism as a philosophy, a world view, is a different matter. Blamires continues: "While `secular' is a purely neutral term, `secularism' represents a view of life which challenges Christianity head on, for it excludes all considerations drawn from a belief in God or in a future state."(19)

Secularism elevates things that are not to be elevated to such a high status, such as the autonomy of man. Donald Bloesch states that "a culture closed to the transcendent will find the locus of the sacred in its own creations."(20) This should be a sobering thought for the evangelical.

We must understand that secularism is influential and can be found throughout the culture. In addition, we must realize that the secularist's belief in independence makes Christianity appear useless and the Christian seem woefully ignorant. As far as the secularist is concerned, Christianity is no longer vital. As Emil Brunner says, "The roots of culture that lie in the transcendent sphere are cut off; culture and civilisation must have their law and meaning in themselves."(21) As liberating as this may sound to a secularist, it stimulates grave concern in the mind of an alert evangelical whose view of culture is founded upon God's precepts. There is a clear dividing line.

How is this reflected in our culture? Wolfhart Pannenberg

presents what he believes are three aspects of the long-term effects of secularism. "First of these is the loss of legitimation in the institutional ordering of society."(22) That is, without a belief in the divine origin of the world there is no foundation for order. Political rule becomes "merely the exercising of power, and citizens would then inevitably feel that they were delivered over to the whim of those who had power."(23)

"The collapse of the universal validity of traditional morality and consciousness of law is the second aspect of the long-term effects of secularization."(24) Much of this can be attributed to the influence of Immanuel Kant, the eighteenth-century German philosopher, who taught that moral norms were binding even without religion.(25)

Third, "the individual in his or her struggle towards orientation and identity is hardest hit by the loss of a meaningful focus of commitment."(26) This leads to a sense of "homelessness and alienation" and "neurotic deviations." The loss of the "sacred and ultimate" has left its mark. As Pannenberg writes: "The increasingly evident long-term effects of the loss of a meaningful focus of commitment have led to a state of fragile equilibrium in the system of secular society."(27)

Since evangelicals are a part of that society, we should realize this "fragile equilibrium" is not just a problem reserved for the unbelieving secularist; it is also our problem.

Whether the challenge is secularism, pluralism, or a myriad of other issues, the Christian is called to practice discernment while actively transforming culture.

Notes

1. Lesslie Newbigin, "Can the West be Converted?" *Evangelical Review of Theology* 11 (October 1987).

2. T. S. Eliot, *Christianity and Culture* (New York: Harcourt, Brace & World, 1949), 100.

3. Emil Brunner, *Christianity and Civilization* (London: Nisbet, 1948), 62.

4. Donald G. Bloesch, *Freedom for Obedience* (San Francisco: Harper & Row, 1987), 54.

5. E. Adamson Hoebel, *Anthropology: The Study of Man*, 3d ed. (New York: McGraw-Hill, 1966), 5.

6. Harry Blamires, *Recovering the Christian Mind* (Downers Grove, Ill.: InterVarsity, 1988), 10.

7. Bloesch, *Freedom,* 227.

8. Ibid.

9. Ibid.

10. Herbert Schlossberg, *Idols for Destruction* (Nashville, Tenn.: Thomas Nelson, 1983), 324.

11. *The Random House Dictionary of the English Language,* s.v. "discernment."

12. John Baille, *What is Christian Civilization?* (London: Oxford, 1945), 59.

13. Dorothy L. Sayers, *The Mind of the Maker* (San Francisco: Harper & Row, 1941), 22.

14. Kenneth A. Myers, *All God's Children and Blue Suede Shoes* (Westchester, Ill.: Crossway, 1989), 38.

15. Allan Bloom, *The Closing of the American Mind*, (New York: Simon & Schuster, 1987), 25.

16. Harry Blamires, *The Christian Mind* (Ann Arbor, Mich.: Servant, 1963), 37-38.

17. Newbigin, "West," 359.

18. Blamires, *Christian Mind*, 58.

19. Ibid.

20. Bloesch, *Freedom*, 228.

21. Brunner, *Christianity*, 2.

22. Wolfhart Pannenberg, *Christianity in a Secularized World* (New York: Crossroad, 1989), 33.

23. Ibid.

24. Ibid., 35.

25. Ibid.

26. Ibid., 37.

27. Ibid., 38.