

Privacy 2000

Introduction

Privacy is something I believe we all take for granted until we lose it. Then we begin to think about how someone invaded our privacy, often by incremental steps. In this article we are going to discuss ways in which we have lost our privacy. Most of the intrusions into our lives come from government, but not all. Businesses also buy and sell information about us every day. Most of us would be shocked to find out how much personal information is in databases around the country.

As we cover this important issue of privacy and focus on a specific threats to our privacy I want to begin by highlighting how quickly our privacy is being lost and how often it takes place without any debate.

Let's look at the last few years of congressional debate. It's amazing to me that there never was an extended debate on the issue of privacy. Granted there wasn't a lot of debate on a number of issues, but the lack of debate on this fundamental issue shows how far down the road we have gone. Let's look at a few of these issues.

For example, we saw absolutely no debate on issues such as the national ID card, the medical ID number, the administration's encryption policy, and the expansion of the FBI's wiretap capability.

Some of the proposals were defeated, at least for now. The national ID card was defeated, for example, not because Congress debated the issue, but because thousands of Americans wrote letters and made phone calls. Most other issues, however, are moving ahead. Congress gave the FBI permission to use "roving wiretap surveillance." That means that the next time you use a pay phone at your local grocery store, it may

be tapped merely because there's a criminal suspect within the area. One wiretap order in California authorized surveillance on 350 phones for over two years. In another case, five pay phones were tapped, intercepting 131,000 conversations.

Those are just a few of the examples we will discuss on the subject of privacy. Unfortunately whenever someone cries for privacy, another is sure to ask, "What do you have to hide?" The question confuses privacy and secrecy. I don't really have anything I want to keep secret, but I'm not too excited about the government listening to every one of my phone conversations. You may not want your future boss to know that you have a genetic predisposition to breast cancer. You may not want a telemarketer to know what you just recently purchased so that he can call your home number and try to sell you more. The point is that each day we are losing a bit of our privacy. And we will continue to do so unless we work to establish some limits to this invasion of our privacy.

National ID Card

Issuing internal passports has been one of the methods used by communist leaders to control their people. Citizens had to carry these passports at all times and had to present them to authorities if they wanted to travel within the country, live in another part of the country, or apply for a job.

A few years ago, the Department of Transportation called for the establishment of a national ID system by October, 2000. Although presented as merely a move toward standardization, this seemed to many as a move toward a national passport to allow the government to "check up" on its citizens.

A little history is in order. Back in 1996, Congress passed the Illegal Immigration Reform and Immigrant Responsibility Act. This charged the federal Department of Transportation with establishing national requirements for birth certificates and driver's licenses. Add to this the 1996 Kennedy-Kassebaum

health-care law that implies that Americans may be required in the future to produce a state- issued ID that conforms to federal specifications.

If all of this sounds to you like Big Brother or even the mark of the beast, then you have company. Congressman Ron Paul believes that the Department of Transportation regulations would adversely affect Americans and fought to end these regulations.

The law ordered the Attorney General to conduct pilot programs where the state driver's license includes a "machine-readable" social security number. It also ordered the development of a social security card that uses magnetic strips, holograms, and integrated circuits.

The good news is that the work by Congressmen Ron Paul and Bob Barr paid off and the attempt to create a national ID card was stopped, for now. But it is likely to surface again. After all there has been a push to establish a federal database for Americans and having each person carry an ID card would allow that information to be linked to a federal database. And while it would help the government catch illegal aliens, it could also be used to track law-abiding American citizens.

Tracking down illegal aliens and standardizing licenses are worthy goals. But the ends do not justify the means. That is why so many people wrote Congress to stop this push for a national ID card. Sometimes in the midst of this political debate, citizens must ask themselves how much they value their freedom and privacy.

Congressman Bob Barr says, "Novelists Aldous Huxley and George Orwell have given us countless reasons why we shouldn't trade our privacy for any benefit, no matter how worthwhile it sounds." In the end, we must ask, At what cost? Is it worth trading our privacy for the benefits government promises? The answer is no, and that's why we need to pay attention to

governmental attempts to invade our privacy.

Carnivore

We've talked about attempts to establish a national ID card and attempts to expand wiretaps. Another threat to privacy is Carnivore, the FBI's newest electronic snooping device that can read your e-mail right off your mail server.

Packed in a slim laptop computer, this program looks downright docile, but privacy advocates believe that it is quite dangerous. This automated system to wiretap the Internet is called Carnivore because it rapidly finds the "meat" in vast amounts of data. The programmers devised a "packet sniffer" system that can analyze packets of data flowing through computer networks to determine whether it is part of an e-mail message or some other piece of Web traffic.

The FBI has been quietly monitoring e-mail for about a year. Finally the bureau went public with their operation to what the *Wall Street Journal* called "a roomful of astonished industry specialists." Although the device has been used in less than 100 cases, there is every reason to believe that it will be expanded. A judge can issue a court order to tap your e-mail just as they tap your phones.

In this electronic age, new devices threaten our privacy. And in this current political climate, administration officials seem to have little concern about threats to our Fourth Amendment rights. Critics argue that Carnivore, like some ravenous beast, will be too hungry to be trusted. But the FBI says that this new device can be tailored to distinguish between packets of information and only grab e-mails from the suspect. Carnivore appears to be more discriminating than a standard telephone wire tap. The FBI says that messages belonging to those not being probed (even if criminal) would not be admissible in court. Perhaps that is true, but privacy advocates wonder how this new device will be used in the

future.

Carnivore is nothing more than a standard computer with special software. The computer is kept in a locked cage for about a month and a half. Every day an agent comes by and retrieves the previous day's e-mail sent to or by someone suspected of a crime. But it can also capture file downloads and chat room conversations. And once it is installed, the FBI can dial into Carnivore to make changes and monitor data that have been collected.

Critics are concerned that Carnivore will soon become a hungry beast, ready to devour personal and confidential information in people's e-mail messages. The FBI says that won't happen, but such assurances do nothing to mollify the critics. Maybe Carnivore will never tap into your e-mails, but its existence is just one more good reason why we should be careful about what we put in our e-mails.

Encryption

The privacy threats surrounding today's technology are numerous, and I want to turn to computers and talk about another important issue: encryption. Now I know that's probably an unfamiliar word. But stay with me. Encryption is big word for a big issue that I think you need to know about.

Encryption is a relatively new technology that enables you to have private phone conversations and send e-mail messages that are secure. Encryption codes your words so that they cannot be deciphered by people listening in on your conversation or reading your mail.

As you may know, nosy people already can listen in on your wireless phone calls (cellular or cordless phones). And they can intercept and read your e-mail. Sending e-mail without encryption is like mailing a postcard—everyone can read it along the way. And we all know that people will do exactly

that. If you have ever had a phone on a party line, you know that people listen in.

What you may not know is that various branches of the government are demanding the authority to read encrypted messages. Now remember that the Fourth Amendment guarantees citizens be free of unreasonable searches and seizures. Nevertheless, these and other law enforcement officers believe they have the right to open your mail.

What they are asking for is the key to the code. When you send a message in code, you need a key to enable you to send the code and the recipients need the same key to read the code. The Clinton administration is demanding access to all encryption keys. This is like giving the government the power to steam open all the letters we send in the mail. Frankly you only see this level of surveillance in totalitarian countries. If government has the key, then it could call up information on you, your family, your medical records, your bank records, your credit card purchases, and your e-mail messages to all of your friends and relatives.

What is even more disturbing is the current attempt by government to limit American citizen's access to strong and power encryption software. A new study from the Cato Institute says that "People living outside the United States find it amusing and perplexing that U.S. law regulates the distribution of strong encryption."

Everyone wants encryption in the computer age. Citizens want private communication. Businesses want to prevent billing records and personnel records from falling in the wrong hands. Consumers don't want their credit card numbers widely distributed. That is why we need strong encryption software, and that is why government should not be given a key to the messages we send. Most Americans would not like to turn over so much of their privacy to the government, but unfortunately most Americans don't realize that they already have.

Privacy and Your Life

We have been talking about the threats to our privacy through wiretaps of our phones and e-mail correspondence, as well as through the issuing of a national ID number. Common citizens are having their privacy violated in new and unexpected ways.

Such is life in the cyberage. As more and more people are seeing their privacy violated, they wonder what to do in a time of financial and personal indecent exposure. What used to be called public records weren't all that public. Now they are all too public. And what used to be considered private records are being made public at an alarming rate. What should we do?

First, don't give out personal information. You should assume that any information that you do give out will end up on a database somewhere. Phone solicitors, application forms, warranty cards all ask for information you may not want to give out. Be careful how much information you disclose.

Second, live your life above reproach. Philippians 2:14-15 says "Do all things without grumbling or disputing, that you may prove yourselves to be blameless and innocent, children of God above reproach in the midst of a crooked and perverse generation, among whom you appear as lights in the world." 1 Timothy 3:2 says that an elder must be "above reproach" which is an attribute that should describe all of us. If you live a life of integrity, you don't have to be so concerned about what may be made public.

Third, exercise discretion, especially when you use e-mail. Too many people assume they have a one-on-one relationship with someone through the Internet. The message you send might be forwarded on to other people, and the message may even be read by other nosy people. One Web site provider says, "A good rule of thumb: Don't send any e-mail that you wouldn't want your mother to read."

Finally, get involved. When you feel your privacy has been violated, take the time to complain. Let the person or organization know your concerns. Many people fail to apply the same rules of privacy and confidentiality on a computer that they do in real life. Your complaint might change a behavior and have a positive effect.

Track congressional legislation and write letters. Many of the threats to privacy I've covered started in Congress. Citizens need to understand that many governmental policies pose a threat to our privacy. Bureaucrats and legislators are in the business of collecting information and will continue to do so unless we set appropriate limits.

Sadly most Americans are unaware of the growing threats to their privacy posed by government and private industry. Eternal vigilance is the price of freedom. We must continue to monitor the threats to our privacy both in the public and private sector.

© 2000 Probe Ministries International

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 of 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.

The Moral Fallout of the '98 Elections

Now that the November elections have passed, it is time to apply a little 20/20 hindsight to the results. An initial observation is that even the experts were surprised by the outcome, as Democrats gained five seats against the Republican majority in the House, while drawing even in the Senate. Less than a month before the elections, the political director of the Democratic National Committee stated that losing less than twenty-six House seats and less than six Senate seats would be a victory for Democrats. Even moderate political analysts believed that Republicans would secure net gains of eight House seats, three Senate seats, and three governorships. Yet, this election was the first one since the presidency of FDR in which the party of the president did not lose seats in a congressional election. It would seem that these elections deserve special consideration.

The reason why so many had expected poor election results for the Democrats was obviously the scandal that has enveloped the Clinton presidency in the last year. Many Republican leaders seemed to regard the election as a referendum on the President, discounting polls which suggested otherwise. The question is, How could so many "experts" have so misread this election?

Perhaps one of the most significant aspects of this year's results has to do with the vote of religious conservatives. By comparing this year's vote with the elections of 1994, when Republicans regained control of the House after years of a Democratic majority, we notice a major shift in the voting activity of the so-called "religious right." In 1994, 67 percent of self-described religious conservatives voted Republican for Congress, while only 20 percent voted for Democrats. In the 1998 elections, however, 54 percent of

religious conservatives voted Republican, and 31 percent voted for Democrats, a significant 24 percent swing.

This, in itself, helps explain the strong showing of Democrats, but prompts the question, Why did religious conservatives have such a dramatic shift in voting patterns? Several attempts will be made here to answer this question.

Earlier this year, James Dobson of *Focus on the Family* issued a kind of ultimatum to the Republican Party leadership. Expressing frustration at the failure of Republicans to pass significant legislation in areas such as abortion, he threatened to take as many of his radio listeners as he could away from the Republican Party if they did not make more of an effort to focus on social issues important to evangelicals. Immediately after that threat, there was a sudden emphasis by Republican leaders on abortion and homosexuality, and once again the ban on partial-birth abortions was brought to a vote. However, it was again vetoed by President Clinton. Even though, in that respect, Republicans have made an effort to reflect the social concerns of evangelical Christians, their failure to make any progress even with a majority may have left many supporters alienated.

Another factor may have been the failure of Republicans to stand up to President Clinton in the last-minute budget negotiations in October. Instead of pressing for their own agenda months earlier, when Mr. Clinton was at his weakest, Republicans were pressed into a corner by the threat of another government shutdown. Their failure to acknowledge that their constituents were concerned with more than just President Clinton's behavior ultimately seems to have backfired. The main message this year was that conservatives themselves sent a message to Republicans that they can no longer be counted on to simply vote anti-Democrat. As Steve Forbes has said, "A party that loses sight of its values and principles loses its base."

Presidential Scandal and the '98 Elections

Republicans and Democrats alike had anticipated major gains for the Republicans in the House, mainly because of the scandal involving President Clinton. House Speaker Newt Gingrich had predicted a gain of as many as thirty seats. Yet when the votes were tallied, Democrats had actually gained five seats, and Newt Gingrich has now resigned his position as Speaker of the House. Does this mean that voters rejected an agenda favorable to religious conservatives?

Many Christians have been dismayed by the apparent lack of voters who were willing to punish Mr. Clinton for his actions. Of course, Mr. Clinton himself was not running for office, but it was thought that, by voting against Democrats, voters would signal their disapproval of President Clinton's behavior. Instead, it appears that voters voted for candidates on their own merits; it would seem that voters were in most respects voting *for* candidates and issues, not just *against* Mr. Clinton.

Some, associating the Democratic Party with the Lewinski scandal, have suggested that the positive gains of Democrats indicates that Americans are less and less concerned about the morality of their political leaders. Several factors have to be considered before making that judgment. In the first place, no single party has a monopoly on morality. This became especially evident when it was revealed in recent months that several prominent Republicans had been involved in sexual affairs in the past. And even though the current legal issue against Mr. Clinton is all about perjury under oath and suborning of perjury, as well as possible obstruction of justice, it is impossible to separate these issues from President Clinton's involvement with Ms. Lewinski. Consequently, the emphasis in the press on the sexual nature of the scandal has led many to conclude that Mr. Clinton's

behavior is not unique.

Another key factor in how the American people have reacted to the Lewinski scandal is a simple psychological response to the long period between President Clinton's denial of an affair and his eventual admission of an "inappropriate relationship." In the eight months between those two speeches, most Americans had gradually become convinced that the President lied in his initial denial. Consequently, when President Clinton admitted he had misled the public, the shock factor was absent—many people had already concluded that he wasn't telling the truth. And the constant emphasis in the news about the story eventually led many to conclude that our elected officials were obsessed with the scandal. Though it has been suggested that the reluctance to condemn Mr. Clinton's actions is indicative of a nation that has lost its moral compass, it could be that it also points to a sense of morality that is repulsed by publicly discussing private matters.

Exit polls indicate that over half of all voters did not consider President Clinton an issue in the election. Some candidates and issues which he supported won, and some lost. It seems what was most significant was that Republicans in this session of Congress failed to establish an agenda of their own that emphasized traditional conservatism. As we will see in the next section, it is evident that voters did not reject the social and moral concerns of Christians, but rather the failure of some Republicans to make a principled stand on the issues.

Major Victories for Christian Conservatives

The mainstream press has attempted to portray the lack-luster performance of Republicans at the national level as a major blow to the religious right, yet exit polls indicate that the major difference this year was that it was the religious right

itself that shifted its allegiance away from the Republican Party. The clear message is that Republicans cannot expect religious conservatives to slavishly vote Republican every time. Voters seem much more willing to look at each individual candidate on his or her own merit, rather than simply following a party line. It would appear that some of its strongest supporters are attempting to send Republican Party leaders a message.

Christians and other religious conservatives who are concerned that the elections indicate a major shift away from traditional morality may be focusing too strongly on their reaction to the Clinton scandal. Whereas 20 percent of voters went to the voting booth with the clear intent of voting against Mr. Clinton, another 20 percent voted with support of the President in mind. Those two groups thus canceled each other out. The other 60 percent of voters maintained that they voted with no thought of President Clinton. And since many Democrats attempted to distance themselves from President Clinton during their campaigns, it would be a stretch to suggest that those who voted Democrat were voting for the President. And when we consider the issues which were voted on this past November, we can't help but notice that major victories were won in areas important to Christians.

Perhaps one of the most defining moments of these elections was the banning of same-sex marriage in both Hawaii and Alaska. Of course, the silence from the major media has been deafening, especially when it had been suggested just two years ago by gay activists that Hawaii would open the floodgates for same-sex marriage. Even though homosexual activists poured considerable amounts of money and energy into their campaigns, nearly 70 percent of both Alaskan and Hawaiian voters affirmed marriage as being between one man and one woman. In a related issue, Republicans had high hopes that Matt Fong would defeat liberal Senator Barbara Boxer in California, but Fong shocked many conservative supporters late

in the campaign by making concessions to the gay and lesbian community. Needless to say, Fong lost, mainly due to his failure to take a principled stand.

Also, another major issue for Christians has been the emphasis on the sanctity of life. In the home state of Jack Kevorkian, Michigan voters defeated doctor-assisted suicide by a wide margin. Colorado voters also placed a limitation on abortion by requiring parental consent for teenagers seeking abortion. Unfortunately, Colorado and Washington both refused to outlaw partial-birth abortions, although the votes were very close.

In sum, while conservatives seem to be laying all their bets on the Republican Party, and because Republicans didn't do as well as expected, there has been a tendency to say conservatism, and especially religious conservatism, was a big loser on election day. But when we look at the results of particular races, we see that only a handful of true conservatives lost at the national level, and many referendums were won. Any attempt to view the elections as an outright rejection of a conservative religious worldview cannot be supported by the facts.

Moral Judgment and the Sexual Revolution

As we have examined the November elections, we have concluded that the attitude of most Americans toward President Clinton was left out of the ballot box. President Clinton was not running for office, and the major shift in voting patterns was demonstrated by religious conservatives, who appear to have punished Republicans for failing to act like the majority in Congress. Probably the best way to gauge how Americans view the President is to recall the polls that have been taken since the Lewinski matter erupted in January of 1998.

Certainly one of the most curious aspects of this political year has been the consistently high job approval ratings the President has enjoyed, while at the same time he is considered

a poor role model by a majority. The very fact that people have made a moral judgment of the President is once again a positive indication that American society is not simply concerned with pragmatism. But on the other hand, the majority of Americans seem to be willing to forgive Mr. Clinton and simply want the issue to go away. In this respect, Americans seem perfectly content to ignore the scandal as long as there is peace abroad and economic prosperity at home. Besides, it is the opinion of many that the scandal is "just about sex." If anything, it is that small phrase which should be of concern for society, since it seems to imply that sexuality is of little importance. A biblical worldview is entirely opposed to such a notion.

According to Genesis 2, God's desire is that one man and one woman should become "one flesh" in the act of marriage—a euphemism for sexual union. But since the beginning of time, humanity has rejected God's plan, and the consequences have been devastating. In the United States, there has been a concerted effort since the 1960's to overcome any social restrictions against sex outside of marriage, all in the name of personal freedom. But in fact, many of the social pathologies in this country can be traced to a distorted view of sexuality. When men and women reject the sacredness of sexuality and view sex as simply recreational, the natural results are obvious: unwanted pregnancies, abortion, sexually transmitted diseases, AIDS, divorce, single-motherhood, and poverty. Not so obvious is another related issue. When young men grow up without fathers, they typically learn conceptions of manhood from other youth, rather than learning from their fathers. Violent gangs are often the only families that some young men ever identify with. Thus, to speak of sexuality as though it is of little import is a tragic mistake.

Of course, because the sexual revolution has had such a powerful grip on society, it is easy to see why so many are able to separate President Clinton's personal life from his

public duties. When any society loosens its attitude toward a particular activity, the members of that society will feel less ashamed for engaging in that activity. As a consequence, those who engage in that activity will be much less likely to condemn anyone who does the same thing, since to do so would necessarily be a condemnation of themselves. More than likely, the willingness for many to simply ignore the Lewinski matter is a residue of a casual view of sexuality. However, the American people must remember that the issue before them is not only a sexual scandal, but a question of the rule of law. That issue has broader implications for us all.

The Case for the Common Good

As we have been considering the recent national elections and the surprising results, we have considered the possible connection between the results and the public's reaction to President Clinton and the Lewinski scandal. We have noted that exit polls indicate that candidates were typically judged on their own merits. Thus, overall results cannot be said to reflect favorably or negatively on Mr. Clinton. We also noted that the sexual revolution has lessened the tendency of Americans to judge anyone for sexual indiscretions. But, what must now be emphasized is that the President's impeachment hearings are based on allegations of perjury and obstruction of justice. That many Americans are willing to dismiss such an offense should be of concern to all of us.

Perhaps the first thing that should be acknowledged by all is that President Clinton is well-liked by many Americans. Consequently, this case is similar to the O.J. Simpson trial, where a well-known and well-liked celebrity won a trial of public opinion. In this situation, millions of Americans are sympathetic toward the President. Unfortunately, many Americans have construed their affection for the President as being admissible as evidence in a court of law. In reality, juries are not simply allowed to determine a person's fate by

majority rule. And contrary to what has been stated recently by media friends of President Clinton such as Geraldo Rivera, perjury is a criminal offense. To simply ignore its possibility in this case would be devastating for our legal system.

When we consider that this country's government is founded on an intricate system of checks and balances, we must ultimately recognize that the rule of law is essential to a just society. When people are discriminated against, or granted special favors in the legal system, the result is injustice. President Clinton himself recognizes this, as he is the top law enforcement officer in the land. In addition, the following statement is found in the Justice Department's manual for federal prosecutors: "Because false declarations affect the integrity of the judicial fact-finding process, all offenders should be vigorously prosecuted."

Unfortunately, contemporary society tends to denigrate public service, and place a premium on the comforts of private and family life. Consequently, many people are willing to ignore the legal case against President Clinton since they assume it does not directly concern them. But, as Alexis de Tocqueville reminded us over 150 years ago in his great work *Democracy in America*, one of the dangers of democracy is that it can flatten people's personalities, making them "creatures of mass opinion and enslaving them to the drive for material security, comfort and equality." But if the American people are willing to forfeit the integrity of the law out of a desire for convenience or prosperity, it demonstrates not so much the lack of a moral compass as it indicates that many Americans no longer recognize the concept of the common good.

When a government becomes too powerful, de Toqueville warns, its citizens are willing to sacrifice freedom for comfort. Should contemporary society assume that President Clinton should not have to be held accountable for perjury, it would establish a legal precedent that would call into question the

rule of law in our society. To that extent our elected congressional leaders must remember that their first responsibility is to the laws which they as a body have sworn to defend. While the spectacle of impeachment hearings is a sad prospect, even more tragic would be the cynicism that would be the result of ignoring this case for reasons of political expediency.

©1999 Probe Ministries

Christian View of Government and Law

Kerby Anderson helps us develop a biblically based, Christian view of both government and the laws it enforces. Understanding that the New Testament does not direct a particular type of government, Kerby leads us to understand how the principles of the New Testament will help us select governmental models that are conducive to Christian life and witness.

Christian View of Government

Government affects our lives daily. It tells us how fast to drive. It regulates our commerce. It protects us from foreign and domestic strife. Yet we rarely take time to consider its basic function. What is a biblical view of government? Why do we have government? What kind of government does the Bible allow?

Developing a Christian view of government is difficult since the Bible does not provide an exhaustive treatment of government. This itself is perhaps instructive and provides

some latitude for these institutions to reflect the needs and demands of particular cultural situations. Because the Bible does not speak directly to every area of political discussion, Christians often hold different views on particular political issues. However, Christians are not free to believe whatever they want. Christians should not abandon the Bible when they begin to think about these issues because there is a great deal of biblical material that can be used to judge particular political options.

The Old Testament teaches that God established government after the flood (Gen. 9:6). And the Old Testament provides clear guidelines for the development of a theocracy in which God was the head of government. These guidelines, however, were written for particular circumstances involving a covenant people chosen by God. These guidelines do not apply today because our modern governments are not the direct inheritors of the promises God made to the nation of Israel.

Apart from that unique situation, the Bible does not propose nor endorse any specific political system. The Bible, however, does provide a basis for evaluating various political philosophies because it clearly delineates a view of human nature. And every political theory rests on a particular view of human nature.

The Bible describes two elements of human nature. This viewpoint is helpful in judging government systems. Because humans are created in the image of God (Gen. 1:26–27), they are able to exercise judgment and rationality. However, humans are also fallen creatures (Gen. 3). This human sinfulness (Rom. 3:23) has therefore created a need to control evil and sinful human behavior through civil government.

Many theologians have suggested that the only reason we have government today is to control sinful behavior because of the Fall. But there is every indication that government would have existed even if we lived in a sinless world. For example,

there seems to be some structuring of authority in the Garden (Gen. 1–2). The Bible also speaks of the angelic host as being organized into levels of authority and function.

In the creation, God ordained government as the means by which human beings and angelic hosts are ruled. The rest of the created order is governed by instinct (Prov. 30:24–28) and God's providence. Insect colonies, for example, may show a level of order, but this is due merely to genetically controlled instinct.

Human beings, on the other hand, are created in the image of God and thus are responsible to the commands of God. We are created by a God of order (1 Cor. 14:33); therefore we also seek order through governmental structures.

A Christian view of government differs significantly from views proposed by many political theorists. The basis for civil government is rooted in our created nature. We are rational and volitional beings. We are not determined by fate, as the Greeks would have said, nor are we determined by our environment as modern behaviorists say. We have the power of choice. Therefore we can exercise delegated power over the created order. Thus a biblical view of human nature requires a governmental system that acknowledges human responsibility.

While the source of civil government is rooted in human responsibility, the need for government derives from the necessity of controlling human sinfulness. God ordained civil government to restrain evil (cf. Gen. 9). Anarchy, for example, is not a viable option because all have sinned (Rom. 3:23) and are in need of external control.

Notice how a Christian view of human nature provides a basis to judge various political philosophies. For example, Christians must reject political philosophies which ignore human sinfulness. Many utopian political theories are based upon this flawed assumption. In *The Republic*, Plato proposed

an ideal government where the enlightened philosopher-kings would lead the country. The Bible, however, teaches that all are sinful (Rom. 3:23). Plato's proposed leaders would also be affected by the sinful effects of the Fall (Gen. 3). They would not always have the benevolent and enlightened disposition necessary to lead the republic.

Christians should also reject a marxist view of government. Karl Marx believed that human nature was conditioned by society, and in particular, the capitalist economy. His solution was to change the economy so that you would change human nature. Why do we have greed? Because we live in a greedy capitalist society. Marx taught that if society changed the economy from capitalism to socialism and then communism, greed would cease.

Christians should reject the utopian vision of marxism because it is based upon an inaccurate view of human nature. The Bible teaches that believers can become new creatures (2 Cor. 5:17) through spiritual conversion, but that does not mean that the effects of sin are completely overcome in this life. The Bible also teaches that we will continue to live in a world tainted by sin. The view of Karl Marx contradicts biblical teaching by proposing a new man in a new society perfected by man's own efforts.

Since civil government is necessary and divinely ordained by God (Rom. 13:1-7), it is ultimately under God's control. It has been given three political responsibilities: the sword of justice (to punish criminals), the sword of order (to thwart rebellion), and the sword of war (to defend the state).

As citizens, Christians have been given a number of responsibilities. They are called to render service and obedience to the government (Matt. 22:21). Because it is a God-ordained institution, they are to submit to civil authority (1 Pet. 2:13-17) as they would to other institutions of God. As will be discussed later, Christians are not to give

total and final allegiance to the secular state. Other God-ordained institutions exist in society alongside the state. Christians' final allegiance must be to God. They are to obey civil authorities (Rom.13:5) in order to avoid anarchy and chaos, but there may be times when they may be forced to disobey (Acts 5:29).

Because government is a divinely ordained institution, Christians have a responsibility to work within governmental structures to bring about change. Government is part of the order of creation and a minister of God (Rom. 13:4). Christians are to obey governmental authorities (Rom. 13:1-4, 1 Peter 2:13-14). Christians are also to be the salt of the earth and the light of the world (Matt. 5:13-16) in the midst of the political context.

Although governments may be guilty of injustice, Christians should not stop working for justice or cease to be concerned about human rights. We do not give up on marriage as an institution simply because there are so many divorces, and we do not give up on the church because of many internal problems. Each God-ordained institution manifests human sinfulness and disobedience. Our responsibility as Christians is to call political leaders back to this God-ordained task. Government is a legitimate sphere of Christian service, and so we should not look to government only when our rights are being abused. We are to be concerned with social justice and should see governmental action as a legitimate instrument to achieve just ends.

A Christian view of government should also be concerned with human rights. Human rights in a Christian system are based on a biblical view of human dignity. A bill of rights, therefore, does not grant rights to individuals, but instead acknowledges these rights as already existing. The writings of John Locke along with the Declaration of Independence capture this idea by stating that government is based on the inalienable rights of individuals. Government based on humanism, however, would

not see rights as inalienable, and thus opens the possibility for the state to redefine what rights its citizens may enjoy. The rights of citizens in a republic, for example, are articulated in terms of what the government is forbidden to do. But in totalitarian governments, while the rights of citizens may also be spelled out, power ultimately resides in the government not the people.

A Christian view of government also recognizes the need to limit the influence of sin in society. This is best achieved by placing certain checks on governmental authority. This protects citizens from the abuse or misuse of governmental power which results when sinful individuals are given too much governmental control.

The greatest threat to liberty comes from the exercise of power. History has shown that power is a corrupting force when placed in human hands. In the Old Testament theocracy there was less danger of abuse because the head of state was God. The Bible amply documents the dangers that ensued when power was transferred to a single king. Even David, a man after God's own heart (1 Sam. 13:14; Acts 13:22), abused his power and Israel experienced great calamity (2 Sam. 11–21).

Governmental Authority

A key question in political theory is how to determine the limits of governmental authority. With the remarkable growth in the size and scope of government in the 20th century, it is necessary to define clearly the lines of governmental authority. The Bible provides some guidelines.

However, it is often difficult to set limits or draw lines on governmental authority. As already noted, the Old Testament theocracy differed from our modern democratic government. Although human nature is the same, drawing biblical principles from an agrarian, monolithic culture and applying them to a technological, pluralistic culture requires discernment.

Part of this difficulty can be eased by separating two issues. First, should government legislate morality? We will discuss this in the section on social action. Second, what are the limits of governmental sovereignty? The following are a few general principles helpful in determining the limits of governmental authority.

As Christians, we recognize that God has ordained other institutions besides civil government which exercise authority in their particular sphere of influence. This is in contrast to other political systems that see the state as the sovereign agent over human affairs, exercising sovereignty over every other human institution. A Christian view is different.

The first institution is the church (Heb. 12:18–24; 1 Pet. 2:9–10). Jesus taught that the government should work in harmony with the church and should recognize its sovereignty in spiritual matters (Matt. 22:21).

The second institution is the family (Eph. 5:22–32, 1 Pet. 3:1–7). The family is an institution under God and His authority (Gen. 1:26–28, 2:20–25). When the family breaks down, the government often has to step in to protect the rights of the wife (in cases of wife abuse) or children (in cases of child abuse or adoption). The biblical emphasis, however, is not so much on rights as it is on responsibilities and mutual submission (Eph. 5:21).

A third institution is education. Children are not the wards of the state, but belong to God (Ps. 127:3) and are given to parents as a gift from God. Parents are to teach their children (Deut. 4:9) and may also entrust them to tutors (Gal. 4:2).

In a humanistic system of government, the institutions of church and family are usually subordinated to the state. In an atheistic system, ultimately the state becomes a substitute god and is given additional power to adjudicate disputes and

bring order to a society. Since institutions exist by permission of the state, there is always the possibility that a new social contract will allow government to intervene in the areas of church and family.

A Christian view of government recognizes the sovereignty of these spheres. Governmental intervention into the spheres of church and family is necessary in certain cases where there is threat to life, liberty, or property. Otherwise civil government should recognize the sovereignty of other God-ordained institutions.

Moral Basis of Law

Law should be the foundation of any government. Whether law is based upon moral absolutes, changing consensus, or totalitarian whim is of crucial importance. Until fairly recently, Western culture held to a notion that common law was founded upon God's revealed moral absolutes.

In a Christian view of government, law is based upon God's revealed commandments. Law is not based upon human opinion or sociological convention. Law is rooted in God's unchangeable character and derived from biblical principles of morality.

In humanism, humanity is the source of law. Law is merely the expression of human will or mind. Since ethics and morality are man-made, so also is law. Humanists' law is rooted in human opinion, and thus is relative and arbitrary.

Two important figures in the history of law are Samuel Rutherford (1600-1661) and William Blackstone (1723-1780). Rutherford's *Lex Rex* (written in 1644) had profound effect on British and American law. His treatise challenged the foundations of 17th century politics by proclaiming that law must be based upon the Bible, rather than upon the word of any man.

Up until that time, the king had been the law. The book

created a great controversy because it attacked the idea of the divine right of kings. This doctrine had held that the king or the state ruled as God's appointed regent. Thus, the king's word had been law. Rutherford properly argued from passages such as Romans 13 that the king, as well as anyone else, was under God's law and not above it.

Sir William Blackstone was an English jurist in the 18th century and is famous for his *Commentaries on the Law of England* which embodied the tenets of Judeo-Christian theism. Published in 1765, the *Commentaries* became the definitive treatise on the common law in England and in America. According to Blackstone, the two foundations for law are nature and revelation through the Scriptures. Blackstone believed that the fear of the Lord was the beginning of wisdom, and thus taught that God was the source of all laws. It is interesting that even the humanist Rousseau noted in his *Social Contract* that one needs someone outside the world system to provide a moral basis for law. He said, "It would take gods to give men laws."

Unfortunately, our modern legal structure has been influenced by relativism and utilitarianism, instead of moral absolutes revealed in Scripture. Relativism provides no secure basis for moral judgments. There are no firm moral absolutes upon which to build a secure legal foundation.

Utilitarianism looks merely at consequences and ignores moral principles. This legal foundation has been further eroded by the relatively recent phenomenon of sociological law. In this view, law should be based upon relative sociological standards. No discipline is more helpless without a moral foundation than law. Law is a tool, and it needs a jurisprudential foundation. Just as contractors and builders need the architect's blueprint in order to build, so also lawyers need theologians and moral philosophers to make good laws. Yet, most lawyers today are extensively trained in technique, but little in moral and legal philosophy.

Legal justice in the Western world has been based upon a proper, biblical understanding of human nature and human choice. We hold criminals accountable for their crimes, rather than excuse their behavior as part of environmental conditioning. We also acknowledge differences between willful, premeditated acts (such as murder) and so-called crimes of passion (i.e., manslaughter) or accidents.

One of the problems in our society today is that we do not operate from assumptions of human choice. The influence of the behaviorist, the evolutionist, and the sociobiologist are quite profound. The evolutionist and sociobiologist say that human behavior is genetically determined. The behaviorist says that human behavior is environmentally determined. Where do we find free choice in a system that argues that actions are a result of heredity and environment? Free choice and personal responsibility have been diminished in the criminal justice system, due to the influence of these secular perspectives.

It is, therefore, not by accident that we have seen a dramatic change in our view of criminal justice. The emphasis has moved from a view of punishment and restitution to one of rehabilitation. If our actions are governed by something external, and human choice is denied, then we cannot punish someone for something they cannot control. However, we must rehabilitate them if the influences are merely heredity and environmental. But such a view of human actions diminishes human dignity. If a person cannot choose, then he is merely a victim of circumstances and must become a ward of the state.

As Christians, we must take the criminal act seriously and punish human choices. While we recognize the value of rehabilitation (especially through spiritual conversion, John 3:3), we also recognize the need for punishing wrong-doing. The Old Testament provisions for punishment and restitution make more sense in light of the biblical view of human nature. Yet today, we have a justice system which promotes no-fault divorce, no-fault insurance, and continues to erode away the

notion of human responsibility.

© 1999 Probe Ministries International

School-Based Health Clinics and Sex Education

Kerby provides an in-depth critique of how our public schools are addressing sex education and providing sex aids through health clinics. Speaking from a Christian worldview perspective, he looks at the data and concludes that public schools are doing more harm than good in the addressing dangerous sexual activity among teenagers.

School-based Health Clinics

As comprehensive sex education curricula have been promoted in the schools, clinics have been established to provide teens greater access to birth control information and devices. Proponents cite studies that supposedly demonstrate the effectiveness of these clinics on teen sexual behavior. Yet a more careful evaluation of the statistics involved suggests that school-based health clinics do not lower the teen pregnancy rate.

The first major study to receive nationwide attention was DuSable

High School. School administrators were rightly alarmed that before the establishment of a school-based health clinic, three hundred of their one thousand female students became pregnant. After the clinic was opened, the media widely reported that the number of pregnant students dropped to 35.

As more facts came to light, the claims seemed to be embellished. School officials admitted that they kept no records of the number of pregnancies before the operation of the clinic and that three hundred was merely an estimate. Moreover, school officials could not produce statistics for the number of abortions the girls received as a result of the clinic.

The most often-cited study involved the experience of the clinic at Mechanics Arts High School in St. Paul, Minnesota. Researchers found that a drop in the number of teen births during the late 1970s coincided with an increase in female participation at the school-based clinics. But at least three important issues undermine the validity of this study.

First, some of the statistics are anecdotal rather than statistical. School officials admitted that the schools could not document the decrease in pregnancies. The Support Center for School-Based Clinics acknowledged that "most of the evidence for the success of that program is based upon the clinic's own records and the staff's knowledge of births among students. Thus, the data undoubtedly do not include all births."

Second, an analysis of the data done by Michael Schwartz of the Free Congress Foundation found that the total female enrollment of the two schools included in the study dropped from 1268 in 1977 to 948 in 1979. Therefore the reduction in reported births could have been merely attributable to an overall decline in the female population at the school.

Finally, the study actually shows a drop in the teen birth rate rather than the teen pregnancy rate. The reduction in the fertility rate listed in the study was likely due to more teenagers obtaining an abortion.

Today, more and more advocates of school-based health clinics are citing a three-year study headed by Laurie Zabin at Johns

Hopkins University, which evaluated the effect of sex education on teenagers. The study of two school-based clinics in Baltimore, Maryland showed there was a 30 percent reduction in teen pregnancies.

But even this study leaves many unanswered questions. The size of the sample was small and over 30 percent of the female sample dropped out between the first and last measurement periods. Since the study did not control for student mobility, critics point out that some of girls who dropped out of the study may have dropped out of school because they were pregnant. And others were not accounted for with follow-up questionnaires. Other researchers point out that the word abortion is never mentioned in the brief report, leading them to conclude that only live births were counted.

The conclusion is simple. Even the best studies used to promote school-based health clinics prove they do not reduce the teen pregnancy rate. School-based clinics do not work.

Sex Education

For more than thirty years proponents of comprehensive sex education have argued that giving sexual information to young children and adolescents will reduce the number of unplanned pregnancies and sexually transmitted diseases. In that effort nearly \$3 billion have been spent on federal Title X family planning services; yet teenage pregnancies and abortions rise.

Perhaps one of the most devastating popular critiques of comprehensive sex education came from Barbara Dafoe Whitehead. The journalist who said that Dan Quayle was right also was willing to say that sex education was wrong. Her article, "The Failure of Sex Education" in the October 1994 issue of *Atlantic Monthly*, demonstrated that sex education neither reduced pregnancy nor slowed the spread of STDs.

Comprehensive sex education is mandated in at least seventeen

states, so Whitehead chose one of those states and focused her analysis on the sex education experiment in New Jersey. Like other curricula, the New Jersey sex education program rests on certain questionable assumptions.

The first tenet is that *children are sexual from birth*. Sex educators reject the classic notion of a latency period until approximately age twelve. They argue that you are “being sexual when you throw your arms around your grandpa and give him a hug.”

Second, *children are sexually miseducated*. Parents, to put it simply, have not done their job, so we need “professionals” to do it right. Parents try to protect their children, fail to affirm their sexuality, and even discuss sexuality in a context of moralizing. The media, they say, is also guilty of providing sexual misinformation.

Third, *if mis-education is the problem, then sex education in the schools is the solution*. Parents are failing miserably at the task, so “it is time to turn the job over to the schools. Schools occupy a safe middle ground between Mom and MTV.”

Learning about Family Life is the curriculum used in New Jersey. While it discusses such things as sexual desire, AIDS, divorce, condoms, and masturbation, it nearly ignores such issues as abstinence, marriage, self-control, and virginity. One technique promoted to prevent pregnancy and STDs is noncoital sex, or what some sex educators call “outercourse.” Yet there is good evidence to suggest that teaching teenagers to explore their sexuality through noncoital techniques will lead to coitus. Ultimately, outercourse will lead to intercourse.

Whitehead concludes that comprehensive sex education has been a failure. For example, the percent of teenage births to unwed mothers was 67 percent in 1980 and rose to 84 percent in 1991. In the place of this failed curriculum, Whitehead describes a

better program. She found that "sex education works best when it combines clear messages about behavior with strong moral and logistical support for the behavior sought." One example she cites is the "Postponing Sexual Involvement" program at Grady Memorial Hospital in Atlanta, Georgia, which offers more than a "Just say no" message. It reinforces the message by having adolescents practice the desired behavior and enlists the aid of older teenagers to teach younger teenagers how to resist sexual advances. Whitehead also found that "religiously observant teens" are less likely to experiment sexually, thus providing an opportunity for church-related programs to help stem the tide of teenage pregnancy.

Contrast this, however, with what has been derisively called "the condom gospel." Sex educators today promote the dissemination of sex education information and the distribution of condoms to deal with the problems of teen pregnancy and STDs.

The Case Against Condoms

At the 1987 World Congress of Sexologists, Theresa Crenshaw asked the audience, "If you had the available partner of your dreams and knew that person carried HIV, how many of you would have sex, depending on a condom for your protection?" None of the 800 members of the audience raised their hand. If condoms do not eliminate the fear of HIV infection for sexologists and sex educators, why encourage the children of America to play STD Russian roulette?

Are condoms a safe and effective way to reduce pregnancy and STDs? Sex educators seem to think so. Every day sex education classes throughout this country promote condoms as a means of safe sex or at least safer sex. But the research on condoms provides no such guarantee.

For example, Texas researcher Susan Weller, writing in the 1993 issue of *Social Science Medicine*, evaluated all research

published prior to July 1990 on condom effectiveness. She reported that condoms are only 87 percent effective in preventing pregnancy and 69 percent effective in reducing the risk of HIV infection. This 69 percent effectiveness rate is also the same as a 31 percent failure rate in preventing AIDS transmission. And according to a study in the *1992 Family Planning Perspectives*, 15 percent of married couples who use condoms for birth control end up with an unplanned pregnancy within the first year.

So why has condom distribution become the centerpiece of the U.S. AIDS policy and the most frequently promoted aspect of comprehensive sex education? For many years the answer to that question was an a priori commitment to condoms and a safe sex message over an abstinence message. But in recent years, sex educators and public health officials have been pointing to one study that seemed to vindicate the condom policy.

The study was presented at the Ninth International Conference on AIDS held in Berlin on June 9, 1993. The study involved 304 couples with one partner who was HIV positive. Of the 123 couples who used condoms with each act of sexual intercourse, not a single negative HIV partner became positive. So proponents of condom distribution thought they had scientific vindication for their views.

Unfortunately, that is not the whole story. Condoms do appear to be effective in stopping the spread of AIDS when used "correctly and consistently." Most individuals, however, do not use them "correctly and consistently." What happens to them? Well, it turns out that part of the study received much less attention. Of 122 couples who could not be taught to use condoms properly, 12 became HIV positive in both partners. Undoubtedly over time, even more partners would contract AIDS.

How well does this study apply to the general population? Not very well. This study group was quite dissimilar from the general population. For example, they knew the HIV status of

their spouse and therefore had a vested interest in protecting themselves. They were responsible partners in a committed monogamous relationship. In essence, their actions and attitudes differed dramatically from teenagers and single adults who do not know the HIV status of their partners, are often reckless, and have multiple sexual partners.

And even if condoms are used correctly, do not break, and do not leak, they are still far from 100 percent effective. The Medical Institute for Sexual Health reported that "medical studies confirm that condoms do not offer much, if any, protection in the transmission of chlamydia and human papilloma virus, two serious STDs with prevalence as high as 40 percent among sexually active teenagers."

Abstinence Is the Answer

Less than a decade ago an abstinence-only program was rare in the public schools. Today, directive abstinence programs can be found in many school districts while battles are fought in other school districts for their inclusion or removal. While proponents of abstinence programs run for school board or influence existing school board members, groups like Planned Parenthood bring lawsuits against districts that use abstinence-based curricula, arguing that they are inaccurate or incomplete.

The emergence of abstinence-only programs as an alternative to comprehensive sex education programs was due to both popularity and politics. Parents concerned about the ineffectiveness of the safe-sex message eagerly embraced the message of abstinence. And political funding helped spread the message and legitimize its educational value. The Adolescent Family Life Act, enacted in 1981 by the Reagan Administration, created Title XX and set aside \$2 million a year for the development and implementation of abstinence-based programs. Although the Clinton Administration later cut funding for abstinence programs, the earlier funding in the 1980s helped

groups like Sex Respect and Teen-Aid launch abstinence programs in the schools.

Parents and children have embraced the abstinence message in significant numbers. One national poll by the University of Chicago found that 68 percent of adults surveyed said premarital sex among teenagers is "always wrong." A 1994 poll for USA Weekend asked more than 1200 teens and adults what they thought of "several high profile athletes [who] are saying in public that they have abstained from sex before marriage and are telling teens to do the same." Seventy-two percent of the teens and 78 percent of the adults said they agree with the pro-abstinence message.

Their enthusiasm for abstinence-only education is well founded. Even though the abstinence message has been criticized by some as naive or inadequate, there are good reasons to promote abstinence in schools and society.

First, teenagers want to learn about abstinence. Contrary to the often repeated teenage claim, not "everyone's doing it." A 1992 study by the Centers for Disease Control found that 43 percent of teenagers from ages fourteen to seventeen had engaged in sexual intercourse at least once. Put another way, the latest surveys suggest that a majority of teenagers are not doing it.

A majority of teenagers are abstaining from sex; also more want help in staying sexually pure in a sex-saturated society. Emory University surveyed one thousand sexually experienced teen girls by asking them what they would like to learn to reduce teen pregnancy. Nearly 85 percent said, "How to say no without hurting the other person's feelings."

Second, abstinence prevents pregnancy. After the San Marcos (California) Junior High adopted the Teen-Aid abstinence-only program, the school's pregnancy rate dropped from 147 to 20 in a two-year period.

An abstinence-only program for girls in Washington, D.C. has seen only one of four hundred girls become pregnant. Elayne Bennett, director of "Best Friends," says that between twenty and seventy pregnancies are common for this age-group in the District of Columbia.

Nathan Hale Middle School near Chicago adopted the abstinence-only program "Project Taking Charge" to combat its pregnancy rate among eighth-graders. Although adults were skeptical, the school graduated three pregnancy-free classes in a row.

Abstinence works. That is the message that needs to be spread to parents, teachers, and school boards. Teenagers will respond to this message, and we need to teach this message in the classroom.

Third, abstinence prevents sexually transmitted diseases (STDs). After more than three decades, the sexual revolution has taken lots of prisoners. Before 1960, doctors were concerned about only two STDs: syphilis and gonorrhea. Today there are more than twenty significant STDs, ranging from the relatively harmless to the fatal. Twelve million Americans are newly infected each year, and 63 percent of these new infections are in people under twenty-five years of age. Eighty percent of those infected with an STD have absolutely no symptoms.

Doctors warn that if a person has sexual intercourse with another individual, he or she is not only having sexual intercourse with that individual but with every person with whom that individual might have had intercourse for the last ten years and all the people with whom they had intercourse. If that is true, then consider the case of one sixteen-year-old girl who was responsible for 218 cases of gonorrhea and more than 300 cases of syphilis. According to the reporter, this illustrates the rampant transmission of STDs through multiple sex partners. "The girl has sex with sixteen men. Those men had sex with other people who had sex with other

people. The number of contacts finally added up to 1,660." As one person interviewed in the story asked, "What if the girl had had AIDS instead of gonorrhea or syphilis? You probably would have had 1,000 dead people by now."

Abstinence prevents the spread of STDs while safe sex programs do not. Condoms are not always effective even when they are used correctly and consistently, and most sexually active people do not even use them correctly and consistently. Sex education programs have begun to promote "outercourse" instead of intercourse, but many STDs can be spread even through this method, and, as stated, outercourse almost always leads to intercourse. Abstinence is the only way to prevent the spread of a sexually transmitted disease.

Fourth, abstinence prevents emotional scars. Abstinence speakers relate dozens and dozens of stories of young people who wish they had postponed sex until marriage. Sex is the most intimate form of bonding known to the human race, and it is a special gift to be given to one's spouse. Unfortunately, too many throw it away and are later filled with feelings of regret.

Surveys of young adults show that those who engaged in sexual activity regret their earlier promiscuity and wish they had been virgins on their wedding night. Even secular agencies that promote a safe-sex approach acknowledge that sex brings regrets. A Roper poll conducted in association with SIECUS (Sexuality Information and Education Council of the United States) of high schoolers found that 62 percent of the sexually experienced girls said they "should have waited."

Society is ready for the abstinence message, and it needs to be promoted widely. Anyone walking on the Washington Mall in July 1993 could not miss the acres of "True Love Waits" pledge cards signed by over 200,000 teenagers. The campaign, begun by the Southern Baptist Convention, provided a brief but vivid display of the desire by teenagers to stand for purity and

promote abstinence. For every teenager who signed a card pledging abstinence, there are no doubt dozens of others who plan to do the same.

Teenagers want and need to hear the message of abstinence. They want to promote the message of abstinence. Their health, and even their lives, are at stake.

©1998 Probe Ministries

Intellectual Capital

The Learning Gap

A recurring truth of education in America is that children from high income homes who have highly educated parents tend to do well in school. Likewise, those from low income households who have relatively uneducated parents tend to do poorly. In this country, no other factor comes close to explaining the success of some students and the failure of others.(1) What is worse, recent studies are beginning to show that the gap between low socio-economic students and their fellow classmates is beginning to grow again after a period of narrowing.(2) Because of this, a major goal of education reform is the eradication of this learning gap which is arguably the primary cause of continued poverty, high crime rates, and general distrust between those who participate in the American dream and those on its margins. Unfortunately, there is considerable disagreement as to how American public education should be reformed.

Professional educators have tended to endorse a package of

reforms that have been around since the 1920s and 30s. These reforms are associated with the Progressive Education Movement which emphasized “naturalistic,” “project-oriented,” “hands-on,” and “critical-thinking” curricula and “democratic” education policies.(3) Beginning in 1918 with the *Cardinal Principles of Secondary Education*, published by the Bureau of Education, educators have challenged the emphasis on subject matter and have attempted to replace it with what might be called the “tool” metaphor.

The “tool” metaphor maintains that students should not be filled with a lot of useless knowledge, but instead, should be taught how to learn. Although various arguments are used to promote this view, the one most often heard goes something like this: “Since knowledge is growing so quickly, in fact it is exploding, we need to teach kids how to learn, not a bunch of facts that will quickly become outdated.” It has been shown by historian Lawrence Cremin that our elementary schools have been dominated by this metaphor since the 1960s, and that our secondary schools are not far behind.(4) The result of this monopoly has been a reduction of what might be called “Intellectual Capital.” The loss of this “Capital” is the focus of an important book titled *The Schools We Need*, by E. D. Hirsch. Hirsch is an advocate for what has been called “cultural literacy,” the notion that all children need to be taught the core knowledge of our society in order to function within it successfully. Implementing his arguments may provide our only chance for equal opportunity for all Americans, regardless of class, race, or ethnicity.

For Christians, this is an issue of justice and mercy. Unless we are comfortable with the growing number of people unable to clothe, house, and feed themselves and their families, we need to think seriously about why our educational system fails so many children. Teachers are more educated than ever before, class-sizes have continued to decline, and teachers have made great gains in personal income. But while America continues to

spend much more to educate its children than do most countries of the world, it also continues to fall behind in student performance. Could it be that the problem lies in the philosophy which drives what teachers teach and how they teach it? Our argument is exactly that—that educators, particularly at the elementary school level, have adopted a view of education that places an extra burden on those who can least afford it, our least affluent children.

Defining Intellectual Capital

Earlier we stated that poverty and suffering in America can be partially blamed on an education system that fails to prepare children from lower socio-economic backgrounds with a foundation that will allow them to compete with children from middle and upper-class homes. Central to this argument is a notion called intellectual capital. Let's begin this discussion by defining the term and explaining its importance. In his book, *The Schools We Need*, E. D. Hirsch, Jr., argues that "just as it takes money to make money, it takes knowledge to make knowledge." (5) He contends that those children who begin school with an adequate level of intellectual capital have a framework upon which further learning may be built. Those who lack the necessary educational experiences and sufficient vocabulary tend to fall further and further behind.

Not just any information serves as intellectual capital. According to Hirsch the knowledge taught and learned must be of a type that "constitutes the shared intellectual currency of the society," or put another way, "intellectual capital has to be the widely useful and negotiable coin of the realm." (6) Just as play money doesn't purchase much in the real world, neither does knowledge that falls outside of this "shared intellectual currency." The current controversy surrounding Ebonics is an example. I doubt that Hirsch would agree that time spent either teaching or affirming a supposedly African-based language system is helpful to young people who need to

compete in the American economic system.

Understanding Hirsch's point about intellectual capital would be interesting, but not very useful, if not for the fact that research has shown that initial deficits in specific children can be overcome if done so at an early age. Other nations, with equally diverse populations, have shown that early disparities in learning can be remediated if this notion of a shared knowledge base is taken seriously. France is an example of such a nation. Its "knowledge intensive" early childhood education programs have performed an amazing feat. "Remarkably, in France, the initial gap between advantaged and disadvantaged students, instead of widening steadily as in the United States, decreases with each school grade. By the end of seventh grade, the child of a North African immigrant who has attended two years of French preschool will on average have narrowed the socially induced learning gap."(7)

One might ask what American schools are teaching if not a knowledge intensive "core curriculum" like the one found in the French model. This question is difficult to answer because there is no agreed-upon curriculum for elementary students in this country. Our desire to treat teachers as autonomous teaching professionals often means that little or no supervision of what is taught occurs. There are a number of good arguments for local control of our schools, but when it comes to the curriculum, it has resulted in little consistency from one school to another, and even from one classroom to another in the same building.

Can't we all agree that by the end of the first grade students ought to be able to do and know certain things? Unfortunately, it's not that simple. At this point, we will look at some of the philosophical reasons for the vast difference in teaching methods and goals that are being advocated by different education experts.

Romantics and Traditionalists

In his book *The Schools We Need*, E. D. Hirsch argues that there are two distinct camps of education reformers in our country today. One group, virtually in control of the elementary and much of the secondary school curriculum, consists of what Hirsch calls the anti-knowledge progressives. This group emphasizes critical thinking skills over mere facts, the “unquestionable” value of self-esteem as a curricular end, and teaching “to the child” rather than from a curriculum focused on the content of the subject matter. They also argue against forcing a child to learn what they believe to be developmentally inappropriate schoolwork. This thinking reflects the eighteenth century Romantic era view that all children possess a spark of divinity, a notion that coincides with the pantheistic philosophies of eighteenth-century thinkers like Rousseau, Hegel, and Schelling. In 1775, Schelling wrote that “the God-infused natural world and human nature were both emanations of the same divine substance.”(8) All things natural are good. Evil lies in separation from nature, such as seating children in rows and requiring intense study from books for several years.

Rather than allowing for a mystical view of child development, traditionalists support a “core curriculum.” Hirsch points to four errors made by progressive reforms. He argues that: “(1) To stress critical thinking while de-emphasizing knowledge actually reduces a student’s capacity to think critically.(2) Giving a child constant praise to bolster self-esteem regardless of academic achievement breeds complacency, or skepticism, or both, and ultimately, a decline in self-esteem.(3) For a teacher to pay significant attention to each individual child in a class of twenty to forty students means individual neglect for most children most of the time. (4) Schoolwork that has been called ‘developmentally inappropriate’ [by progressives] has proved to be highly appropriate to millions of students the world over, while the

infantile pabulum now fed to American children is developmentally inappropriate (in a downward direction) and often bores them.”(9)

As parents and taxpayers, the most vital question we want answered is, “Who is right?” Is there research that supports one side of this debate over the other? Hirsch contends that there is much evidence, from various perspectives, that supports the traditional view. However, because of the current monopoly of the progressive mindset in public education today, the traditional view is rarely even considered. Hirsch goes as far as to say that for most public school officials there is no **thinkable** alternative to the progressive view. “No professor at an American education school is going to advocate *pro-rote-learning*, *pro-fact*, or *pro-verbal* pedagogy.”(10) Education leaders usually respond in one of four ways to criticism: 1) They deny that our schools are ineffective. 2) They deny the dominance of progressivism itself. 3) They deny that where progressivism has been followed, that it has been authentically followed. 4) They blame insurmountable social problems on poor performance rather than the prevailing educational philosophy.

Remember, this discussion is about more than which group of experts wins and which loses! If Hirsch is right, our current form of schooling is inflicting a great injustice on all students, but even more so on those from our poorest homes and neighborhoods. Now, we will look at some of the evidence that argues against the progressive approach to education and for a more traditional curriculum.

Looking at the Research

Research has confirmed the superiority of the traditional, direct instruction method which focuses on the content to be learned rather than on the child. E. D. Hirsch, in his book *The Schools We Need*, has a chapter titled “Reality’s Revenge” which lends considerable detail to his argument that

progressive educational theory lacks a real world foundation.

Hirsch uses evidence from three different sources to support his rejection of the progressive model for instruction. Classroom studies, research in cognitive psychology, and international comparisons all point to a common set of practices that promote the greatest amount of measurable learning by the largest number of students. This list of common practices are remarkable in that they are exactly what progressive educators in this country are arguing that we should do **less** of.

First, let's consider the finding of two examples of classroom studies. Jane Stallings studied 108 first grade and 58 third grade classes taught by different methods and found that a strong academic focus rather than the project-method approach produced the highest gains in math and reading. The Brophy-Evertson studies on elementary students in the 70s found that classroom teaching was most effective:

- When it focused on content
- When it involved all students
- When it maintained a brisk pace
- When it required students to read aloud often
- When decoding skills were mastered to the point of over-learning
- When each child was asked to perform tasks resulting in immediate nonjudgmental feedback.

Summarizing the results of numerous classroom studies, Hirsch states, "The only truly general principle that seems to emerge from process-outcome research on pedagogy is that focused and guided instruction is far more effective than naturalistic, discovery, learn-at-your-own-pace instruction."(11)

Cognitive psychology confirms, from another viewpoint, what classroom research has already told us. Research into short term memory has uncovered important reasons to have children

in the early elementary years spend considerable effort memorizing language and mathematics basics. The argument goes something like this: Individuals have only so much room, or short-term memory, in which to juggle a number of ideas at once, and this memory space is particularly restricted for young children. In reading, children end up having to focus on both the basics of decoding and word recognition as well as on high level comprehension strategies. This gives those who have memorized phonics and who have a larger vocabulary a significant advantage over those who don't. Children who over-learn decoding and word skills, have more time, memory-wise, to focus on higher-level kinds of thinking. In other words, rote memorization of the basics leads to higher order thinking, which is exactly the opposite of what is being stressed by progressives.

If Christians want to see our public schools become tools for social justice, to educate all children regardless of background, a content-oriented curriculum is essential. An early emphasis on higher-level thinking skills is not only a poor use of time in the classroom, but can actually slow down students from disadvantaged backgrounds. This is particularly true of early elementary years when decoding skills and a large vocabulary are being acquired.

Next, we will see how international studies add more evidence to this argument for a content-focused curriculum.

International and Domestic Examples

In the discussion thus far we have been trying to discern why much of what happens in many of our classrooms fails to provide the intellectual capital elementary school children need. At this point, it should be noted and emphasized that we are not questioning the desire of our classroom teachers, or those who write curricula for the classroom, to benefit our children. We do argue that the philosophical foundations for today's educational theories are often not supported by

research, nor by a biblical view of human nature.

Earlier we noted classroom studies and findings from cognitive psychology that refute progressive educational practices. Now we will turn our attention to large-scale international comparative studies. These examples can be found in E. D. Hirsch's book, *The Schools We Need*.

Just as it was found that the best American classrooms were businesslike and focused on the job at hand, international studies found that Chinese and Japanese teachers have a low tolerance for errors and rarely let self-esteem issues get in the way of correcting them. In fact, these errors are used by the teachers for assessing the strengths and weaknesses of various tactics for solving a problem. Asian classrooms begin a period with reciprocal bows and a description of what will be accomplished during the lesson. The period ends with a summary of the work. The pace tends to be slower than American classrooms, but skills are taught with greater thoroughness. Fewer problems are covered with the focus on mastering them rather than simply getting them done.

Asian teachers tend to use whole-class instruction, utilizing students' responses to generate dialogue that moves the class towards the desired knowledge or skill. Students know that they may be called upon at any moment to provide a solution to the problem at hand. They are engaged and focused on the material. During the period students might work together in groups on a problem, but only for a short time. Asian teachers assign less seatwork to their students and embed it throughout a lesson rather than at the end of class. The American practice of giving students a long block of time at the end of class to do homework usually causes students to lose focus and become bored with the repetitive tasks.

To achieve the greatest results, the classroom must be content oriented and the teacher must be working hard to keep all students engaged in the work. Too often, American classrooms

lack one of these two essential ingredients.

Hirsch's proposals, although revolutionary to many of today's teachers, would seem obvious to most teachers of a generation ago. They are also obvious to many Christian educators. A good example is the classical Christian education model advocated by Douglas Wilson and his Logos Schools organization.(12) Wilson endorses the Trivium curriculum model which focuses on grammar in the early grades, dialectic or logic in the middle school, and rhetoric in high school. Grammar is the memorization of the basic rules and facts of any subject matter, whether it be language or mathematics. The dialectic stage teaches students how the rules of logic apply to a subject area, and rhetoric teaches students how to communicate what they have learned. All of this can be done in a way to make it both challenging and meaningful to the vast majority of public and private school students. However, failing to accomplish this soon, we will continue to see a widening gap between those who have been vested with intellectual capital and those who have not.

Notes

1. "Quality Counts," A special supplement to *Education Week*, Vol. XVI (22 Jan. 1997), p. 19. The text notes that a major study concluded that 75% of students' achievement is the result of home and family.
2. "Achievement Gap Widening, Study Reports," *Education Week*, Vol. XVI, No. 14 (4 Dec. 1997), p. 1
3. Hirsch, E.D., Jr. *The Schools We Need: And Why We Don't Have Them* (New York: Doubleday, 1996), p. 7.
4. Ibid., p. 49.
5. Ibid., p. 20.
6. Ibid., p. 21.

7. Ibid., p. 42.

8. Ibid., p. 74.

9. Ibid., p. 66.

10. Ibid., p. 69.

11. Ibid., p. 184.

12. Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education* (Wheaton, Ill.: Crossway Books, 1991), p. 91.

©1997 Probe Ministries

UN Conferences

Habitat II and Sustainable Development

Although United Nations conferences have been taking place frequently over the last two decades, most Americans have ignored the proceedings and their ominous implications. Recent conferences in Cairo, Beijing, and Istanbul have been a vivid reminder of the radical ideology of the UN and the threat it poses to our faith, family, and freedom.

The direction of the last few conferences illustrates this point. The 1992 Earth Summit in Rio de Janeiro established an environmental foundation for all the UN's radical social and economic agendas. The 1994 Cairo Conference focused on population control and attempted to push abortion and contraception as solutions to the perceived "problem" of overpopulation. The 1995 Women's Conference in Beijing, China, proved to be the most radical of all. It continued to push

abortion as a human right and attempted to make sexual orientation a human right by promoting the idea that genders are not clearly defined but are socially constructed. The White House has already created an Inter-Agency Council to implement the Beijing platform in the private sector and every executive agency.

The recently completed conference in Istanbul, Turkey, built upon the foundation of the other conferences and was the culmination of the conferences. Wally N'Dow, Secretary General of Habitat II, predicted that the conference would be a "new beginning that will reflect and implement the actions called for at the unprecedented continuum of global conferences that have marked this closing decade of the century." He said that "a new global social contract for building sustainable human settlements must be forged" for the "new global urban world order." Mindful of the controversy surrounding the other conferences, he declared, "There will be no roll-back of any of the conferences, including Beijing."

Habitat II focused on the problems of urban centers. Its goal was to create "economically, socially and environmentally thriving urban communities" in order to better the lives of people living in third-world countries. Although the goals were commendable, the agenda of the conference participants went far beyond urban blight.

A key concept in the Habitat II agenda was sustainable development. In the school curriculum developed by the UN, sustainable development was defined as "meeting the needs of the present generation without damaging the Earth's resources in such a way that would prevent future generations from meeting [their needs]." It includes "changing wasteful consumption patterns" and "emphasizing equitable development" in order to "bridge the gap between rich and poor countries." In practice, sustainable development is a radical concept that will limit the amount of food, energy, or general resources that citizens of a nation can consume. Rather than consuming

what they can afford, “rich” nations (like the U.S.) might only be allowed to consume what they need to stay alive.

One UN publication declares that we “must learn to live differently” and calls for this international agency to “ensure that the benefits of development are distributed equally.” To achieve this so-called “equal distribution,” there must be a redistribution of wealth throughout the planet. The UN has already drafted specific plans for implementing sustainable development in the U.S. In spite of the frightening implications of these conferences, U.S. taxpayers have been footing the bill for them and their radical agendas.

Habitat II: Global Taxes and National Sovereignty

The most recent conference in Istanbul, Turkey, known as Habitat II is illustrative of another major concern: namely, the threat these conferences pose to our national sovereignty.

Habitat II called for national governments to manage economic systems. These include public and private investment practices, consumption patterns, and public policy. UN Secretary Boutros Boutros Ghali told the first plenary session that he wanted the conference to be a “Conference of Partners.”

Another section was devoted to the international community and its involvement with national governments. The Global Plan of Action calls for the international community to force changes in the world’s economic structures.

The UN also intends to reach sustainable development by changing the structure of national governments. In fact, the Habitat agenda depends upon UN oversight of national, regional, state, and local governments. The document asks city administrators to re-design their regulations, political

systems, and judicial and legislative procedures. It was no accident that the conference was filled with mayors from many U.S. cities as well as from cities around the world.

The Habitat document proposed that “government at all levels should encourage . . . walking, cycling, and public transport . . . through appropriate pricing . . . and regulatory measures.” Governments are charged with the responsibility of encouraging citizens to walk, ride bicycles, or take public transportation. This would be accomplished by the heavy taxation and burdensome regulations often found in socialist economies.

UN Secretary General Boutros Boutros Ghali has also called for global taxes on international currency transactions, energy, and travel to fund the United Nations. During the conference, the U.S. was harshly criticized for being delinquent in its payment to the UN. It currently owes \$1.5 billion. Currently the U.S. pays about 25 percent of the UN budget and nearly 40 percent of the “peacekeeping” costs. The UN hopes that in the next few years they are able to implement this global tax so they can be free of U.S. influence and enact their radical global agenda.

This global tax proposed by Boutros Boutros Ghali would be received from international currency transactions, energy shipments, and international travel. If implemented, it would remove the UN’s dependence on sovereign nations. No longer would the United States or other countries have a check and balance against an international organization. The UN could pay for its activities, fund UN peacekeeping forces, and conduct many of its affairs independently of the United States.

Canadian developer Maurice Strong is often considered a likely candidate to become the future Secretary General of the United Nations. He has called for a shift in our current thinking. He has stated that this change in thinking “will require a vast

strengthening of the multilateral system, including the United Nations. . . . We must now forge a new Earth Ethic' which will inspire all people and nations to join in a new global partnership of North, South, East and West."

This global vision should especially concern Christians mindful of end-times prophecy. At the time when the world seems to be moving swiftly towards global government, the prospects of a stronger United Nations autonomous of sovereign nations is a scary scenario. This bolder and stronger United Nations would further erode U.S. sovereignty and strengthen the hand of world leaders who are promoting globalist visions of a one-world government.

UN Conferences: Four Areas of Concern

Now I want to discuss the possible effects of the UN conferences on our families and communities. I see several issues on great concern to Christians.

The first issue is education. Many of the concepts from Habitat II, like "sustainable development," have already infiltrated America's schools. Textbooks promote global citizenship and minimize national sovereignty. Other textbooks blame rich northern countries (like the U.S.) for retarding the growth and development in lesser developed countries. "Tolerance" and "global peace" are emphasized as the ultimate aims of society. The Goals 2000 federal program for education in this country provides the perfect mechanism to transmit these global UN philosophies into school curricula. A second issue is the impact on families. The Habitat II conference continued the UN attempt to redefine the family. Many UN leaders see the traditional family as an obstacle to UN dominance.

The Habitat II platform stated that "in different cultural, political and social systems, various forms of the family exist." Many participants asked that "sexual orientation" be

included as a civil rights category. In many ways, this merely extended the concept promoted during the Beijing Women's Conference that gender be defined not as male and female, but as one of five genders that are socially constructed. Habitat II also promoted "gendered cities" which are to be organized in terms of "gender roles." The third issue has to do with population. The UN Population Fund says that population growth is a key inhibitor of sustainable growth. UN recommendations of population control are based upon the faulty premise that the world is in the midst of a population explosion that cannot be controlled. Participants raised the fear of losing resources even though there is empirical evidence to the contrary.

Because of the UN's anti-population bias, the Habitat II document emphasizes "sustainable development" as the mechanism for population control. Thus, "family planning" is a key concept, and the document therefore emphasizes surgical abortions and chemical abortions (RU-486). The Habitat platform specifically mentions "reproductive health services" for women in human settlements and calls for government management of economic and population growth.

A final issue concerns the area of ecology and pollution. At the 1992 UN Earth Summit, Canadian developer Maurice Strong stated, "It is clear that current lifestyles and consumption of large amounts of frozen convenience foods, use of fossil fuels, appliances, home and workplace air conditioners and suburban housing are not sustainable." Many believe Maurice Strong will probably succeed Boutros Boutros Ghali as UN Secretary General and are rightly concerned about his New Age views on ecology. The Habitat II document encourages nations to use heavy taxation and various regulations to ensure that citizens walk, ride bicycles, and take public transportation.

The threats posed by these UN Conferences (including the recent conference in Istanbul) are real. American citizens must fight these radical ideas and ensure that our politicians

do not give away our sovereignty on the pretext of easing ecological problems. We should be good stewards of the environment, but we should not place that responsibility in the hands of those in the United Nations who want to use it as a tool for global dominance.

Globalism and the Traditional Family

Now I would like to turn our attention to the goals of the globalists. Though they are a diverse and eclectic group of international bankers, politicians, futurists, religious leaders, and economic planners, they are unified in their desire to unite the planet under a one-world government, a single economic system, and a one-world religion. Through various governmental programs, international conferences, and religious meetings, they desire to unite the various governments of this globe into one single network.

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

But several obstacles stand in the way of the globalists' goals. Consequently, they have targeted three major institutions for elimination because their continued existence impedes their designs to unite the world under a single economic, political, and social global network.

The three institutions under attack by globalists today are: the traditional family, the Christian church, and the national government. Each institution espouses doctrines antithetical

to the globalist vision. Therefore, globalists argue, these institutions must be substantially modified or replaced.

The traditional family poses a threat to globalism for two reasons. First, it is still the primary socializing unit in our society. Parents pass on social, cultural, and spiritual values to their children. Many of these values such as faith, hard work, and independence collide with the designs of globalists who envision a world in which tolerance for religion, dependence on a one-world global community, and international cooperation are the norm. These values are not taught in traditional American families, therefore globalists seek to change the family.

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

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

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

But the traditional family is just one of the institutions globalists seek to change. We must now turn our attention to

globalistic attacks on these other institutions.

Globalism Opposes Christianity and Nationalism

We have seen that globalists oppose the traditional family, but we must also be aware that they believe that the Christian church and a sense of national identity are contrary to their vision.

Globalists feel that the Christian church threatens their global program because of its belief in the authority of the Bible. Most other religious systems (as well as liberal Christianity) pose little threat. But Christians who believe in God, in sin, in salvation through faith in Jesus Christ alone, stand in the way of the globalist vision for a one-world government and a one-world religion.

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

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

National governments also threaten globalism. If the goal is to unite all peoples under one international banner, any nationalism or patriotism blocks the progress of that vision.

Globalist and architect Buckminster Fuller once said that, "Nationalism is the blood clot in the world's circulatory

system.”

Among nations, the United States stands as one of the greatest obstacles to globalism. The European community has already acquiesced to regional and international plans, and other emerging nations are willingly joining the international community. By contrast, the United States remains independent in its national fervor and general unwillingness to cooperate with international standards. Until recently, Americans rejected nearly everything international, be it an international system of measurements (metric system) or an international agency (such as the United Nations or the World Court).

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

All over the country programs on Global Education, Global History, and Global Citizenship are springing up. Children are being indoctrinated into a global way of thinking. Frequently these programs masquerade as drug awareness programs, civics programs, or environmental programs. But their goal is just the same to break down a child’s allegiance to family, church, and country, and to replace this allegiance with the globalists’ vision for a one-world government, a one-world economic system, and a one-world religion. These then are three institutions the globalists believe must be modified or destroyed if they are to achieve their globalist vision. Christians must, therefore, be diligent to defend their family, their church, and their country.

National Child Care

National Child Care Debate

Imagine a country in which nearly all children between the ages of three and five attend preschool in sparkling classrooms, with teachers recruited and trained as child care professionals. Imagine a country that conceives of child care as a program to welcome children into the larger community and awaken their potential for learning and growing.

So begins one of the chapters by Hillary Rodham Clinton in her book *It Takes a Village*. The discussion represents yet another attempt to erect a national system of child care. In the early 1970s, Senator Walter Mondale pushed the Child Advocacy Bill through Congress only to have it vetoed by President Nixon. Again in the late 1980s, Congress flirted with socialized day care when Senator Christopher Dodd proposed The Act for Better Child Care.

Fortunately, the bill went nowhere.

But has the time come again for a national discussion of day care? Hillary Clinton proposes that the United States adopt the French model of institutionalized day care: "More than 90 percent of French children between ages three and five attend free or inexpensive preschools called *écoles maternelles*. Even before they reach the age of three, many of them are in full-day programs." The First Lady then goes on to present the French experience in glowing terms and provides additional examples to bolster her push for a national day care system.

Many social commentators believe our contemporary day care debate has dramatically shifted from whether the federal government should be involved to how the federal government should be involved. What was once in the domain of the family has shifted to the government due in large part to the increasing number of women in the work force. During the Carter Administration, a federal child care tax credit was enacted and the budget for this tax credit has mushroomed to billions of dollars annually.

The debate is changing as well because the child-rearing patterns in America are changing. Through most of our history, women traditionally assumed primary responsibility for rearing children. Now as more and more mothers head off to work, nearly half of the nation's children under six years old are in day care facilities.

This dramatic shift from child-rearing within the family to social parenting in day care facilities is beginning to have frightening consequences. Stories of neglect, abuse, and abandonment are merely the tip of the iceberg of a multi-billion-dollar-a-year industry that is largely unregulated.

Sadly, this change in the way we raise children has been motivated more by convenience and selfishness than by thoughtful analysis of the implications. Psychologist Burton White, author of *The First Three Years of Life*, laments that "We haven't moved to day care because we were seeking a better way of raising children, but to meet the needs of the parent, mostly the mother. My concern is that this trend constitutes a disastrous effect on the child."

This essay looks at the important issues concerning the subject of day care. What are the implications of a nationally-subsidized day care system? How does day care affect early childhood development? What are the psychological costs? What are the social costs? What are the medical costs? These are just a few of the questions we will try to answer in

these pages. Psalm 127 reminds us the children are “a gift of God.” Before we develop national programs that may harm our children, we need to count the costs and make an informed decision.

Use and Misuse of Statistics

Hillary Rodham Clinton isn't the only national figure proposing a nationally-subsidized day care system for the United States. In his 1996 State of the Union address, President Bill Clinton also proposed a national day care system.

Before we discuss the potential impact of a national day care system, we must deal with the use and misuse of statistics. Proponents of national day care frequently say that the traditional family is dead and that two-thirds of mothers with preschool children are in the work force.

Let's set the record straight. Reporters and social commentators have frequently said that less than 10 percent of U.S. families are “traditional families” with a breadwinner husband and homemaker wife. The 10 percent figure actually comes from the U.S. Labor Department and only counts families with an employed father, a stay-at-home mother, and two children still at home. Using that criteria, my own family would not be a traditional family because we have three children, not two children, still at home. Dr. Jim Dobson's family would not be a traditional family because his two children no longer live at home. In fact, a mother who works out of her home would not qualify as a member of a traditional family. I think you can see the problem. The 10 percent figure is artificially restrictive.

What about the number of women in the work force? Again, we need to check the definition used to define working women. The Department of Labor figure counts mothers who work part time (as little as one hour per week) as well as women who have

flexible hours. The figure also counts mothers who work seasonally. Furthermore, it counts mothers who work from their homes. Again, you can see that this number is artificially inflated.

According to the recent Census Bureau data, 54 percent of the 17 million children under the age of five are primarily cared for by a mother who stays at home. An additional seven percent represents "tag-team parents" who work different shifts and share child-rearing responsibilities. And another four percent have "doubletime mothers" who care for their child while they babysit other children or earn income in some other way. Thus, the primary child care arrangement for 65 percent of all preschool children is care by one or both parents.

This isn't exactly the figure you will hear during a national debate on day care. Instead of hearing that two-thirds of mothers with preschool children are in the work force, we should be hearing that two-thirds of all preschool children are cared for by one or both parents.

Actually the percentage should be even higher. Another 11 percent of preschool children are cared for by grandmothers or other relatives. This would mean that a full 76 percent of all preschool children are cared for by a parent or close relative. But don't expect the mainstream media to use this figure when debating the so-called "crisis of child care."

Perhaps that is the most important lesson of this debate. President Clinton and the First Lady, along with countless child care advocates, want to talk about the crisis of child care. Statistics that do not justify federal intrusion into the family are ignored. Before we start down the road to socialized day care, we need to consider whether the problem is as acute as portrayed.

Psychological Costs

At this point I would like to discuss the psychological costs of day care. Now that we have been effectively conducting an unofficial experiment with day care over the last few decades, the evidence is coming in disconcerting evidence of the psychological harm done by institutionalized care. Jay Belsky, a child care expert at Penn State's College of Health and Human Development, says "It looked like kids who were exposed to 20 or more hours a week of nonparental care in their first year of life what I call early and extensive nonparental care, and here comes the critical phrase, of the kind that was routinely available to families in the United States today seemed to be at elevated risk. They were more likely to look insecure in their relationships to their mothers, in particular at the end of their first year of life."

Unfortunately most parents are unaware of this growing research. So is the average citizen who will no doubt be convinced by "experts" that we need a nationally-subsidized system of institutional care. Marjorie Boyd, writing in *The Washington Monthly*, found that "Practically everyone is for day care, but practically all the evidence says it's bad for preschoolers in all but its most costly forms. Most people do not know that psychologists and psychiatrists have grave misgivings about the concept because of its potential effect on personality; nor do they know that the officials of countries that have had considerable experience with day care are now warning of its harmful effects on children."

The concerns can be categorized under three areas: bonding, personality development, and substitute care. Bonding takes place in the hours and days following birth, usually between the mother and the child. Bonding demands consistency, and day care interrupts that consistency especially when there is not one person providing the primary care for the child. Children placed in a day care center too early are deprived of a

primary care giver and will manifest psychological problems.

Personality development is another concern. Most children will get off to a better start in life if they spend the majority of their waking hours during the first three years being cared for by their parents and other family members rather than in any form of substitute care.

A final concern is the negative effect of substitute care on a child. Jean Piaget has shown that children are not capable of reflective thinking at young ages. For example, they do not have a concept of object permanence. If you hide a ball, the infant will stop searching for it because it has ceased to exist in the child's mind. In the same way, when mom leaves the day care center, she has ceased to exist in the mind of the child. The mother may reflect on her child all day while at work, but the child has erased her from his or her mind.

These then are just a few of the psychological concerns knowledgeable people have about institutionalized day care. Before we begin to fund national day care, we should stop long enough to discuss the impact such institutionalized care would have on our children and the nation.

Additional Psychological Costs

Another concern is what Dettrick Bonfenbrunner calls "social contagion." Poorly supervised day care creates an atmosphere that socializes the children in a negative manner. For example, Bryna Siegel (psychologist at Stanford University) reported in her nine-year study that day care children were "15 times more aggressive... a tendency toward more physical and verbal attacks on other children." By that she did not merely mean that the children were more assertive, but that they were more aggressive.

J. C. Schwartz and his colleagues have shown that children who entered day care before they were twelve months old are more

physically and verbally abusive when they are older. They found this abuse was aimed at adults, and also found these children were less cooperative with grownups and less tolerant of frustration than children cared for by their mothers.

Christians should not be surprised by these findings given our biblical understanding of human sinfulness. Each child is born a sinner. When day care workers put a bunch of "little sinners" together in a room without adequate supervision, sin nature will most likely manifest itself in the environment.

Proponents of socialized day care begin with a flawed premise. They assume that human beings are basically good. These liberal, social experiments with day care begin with the tacit assumption that a child is a "noble savage" that needs to be nurtured and encouraged. Social thinkers ranging from Jean Jacques Rousseau to Abraham Maslow begin with the assumption about human goodness and thus have little concern with the idea of children being reared in an institutional environment.

Christians on the other hand believe that the family is God's primary instrument for social instruction. Children must not only be nurtured but they must also be disciplined. Children are to be reared by parents in the context of the family, not in institutionalized day care.

Over the last three decades, America has been engaged in a social experiment with day care. As more and more children are put into institutionalized care, we are reaping the consequences.

Emotionally scarred children who have been "warehoused" in sub-standard facilities are more likely to drop out of school, be arrested, and end up on welfare rolls. The cost to society in terms of truancy, delinquency, and crime will be significant.

E. F. Ziglar (Yale University) has said that "When parents pick a day care center, they are essentially picking what

their child will become." This is not only true for the individual child; it is true for society. As a nation we have been choosing the children we will have in the future by promoting day care, and the future does not look good.

Financial and Medical Costs

Finally, I would like to look at the financial and medical costs of day care. The financial costs can be significant. Many women who place their children into institutional care fail to estimate the additional (often hidden) costs of their choice. Quality day care is not cheap nor are many of the other costs associated with going to work.

Sara Levitan and Karen Cleary Alderman state in their book, *Child Care and the ABCs Too* that "The cost of preschooler's day care services added to work expenses can easily absorb the total earnings of some women working part time." They continue,

Disregarding the cost of transportation and other work-connected expenses or the imputed cost of performing household tasks in addition to work (overtime duty), it is apparent that the daily salary of at least half of working women did not provide the cost of a single child's day care meeting federal standards.

By contrast, the value of a mother is vastly underestimated. Financial analyst Sylvia Porter states that the twenty-five million full-time homemakers contribute billions to the economy each year, even though their labor is not counted in the gross national product. She calculates that the average mother contributes nearly \$30,000 a year in labor and services. She arrived at this figure by calculating an hourly fee for such functions as: nurse-maid, housekeeper, cook, dishwasher, laundress, food buyer, chauffeur, gardener, maintenance person, seamstress, dietician, and practical

nurse.

Health costs are also considerable. Young children are still in the process of developing their immunity to certain diseases, and are more likely to get sick when exposed to other children on a daily basis. While some ailments are slight, others can be very serious. For example, infectious diseases (especially those involving the middle ear and hearing ability) are three to four times as prevalent in group care as compared to home care.

Dr. Ron Haskins and Dr. Jonathan Kotch have identified day care attendance as the most significant factor associated with the increased incidence of bacterial meningitis. Likewise, cytomegalovirus (the leading cause of congenital infections in newborns) has also been linked to day care centers. These and other correlations should not be surprising given the intimate contact with so many unrelated children in an environment of playing, sleeping, eating, and using toilet facilities.

As we have seen in this discussion, the costs of day care are high. As Christians we must begin with the biblical foundation found in Psalm 127 that children are "a gift of God." God has entrusted us with our children for a period of time. We cannot and should not shirk our responsibility or pass that responsibility on to others.

At the moment, this nation seems poised to implement a comprehensive, national program of day care. Before we develop national programs that may harm our children, we need to count the costs and make an informed decision.

©1996 Probe Ministries

It Takes a Village

Does It Take a Village to Raise a Child?

We rarely do book reviews on the Probe radio program, but from time to time a book is published that is so significant that we depart from our normal format. This essay is a discussion of the book *It Takes a Village* by Hillary Rodham Clinton.

Now it should be obvious that a discussion of this book will no doubt be controversial. After all, the Clinton administration, as well as the First Lady, has been under attack. We will not even venture to discuss any of the allegations that are so much a part of the news. Likewise we will try to avoid any partisan considerations of particular programs and policies.

The focus of this essay will be on the book *It Takes a Village*. It sets forth a clear-cut agenda, and we as Christians need to ask ourselves if this is an agenda that can be supported from the Bible. Mrs. Clinton epitomizes what many people believe could be called "the new feminism." And it is fair to say that Hillary Clinton is perhaps the most visible, prominent feminist in the world. As First Lady her ideas are given national prominence. As First Lady she addresses international women's conferences (like the ones held in Cairo and Beijing). When she writes a book setting forth her ideas, it is appropriate to evaluate those ideas in light of Scripture.

I would like to begin by focusing on the title of the book, *It Takes a Village*. The title comes from an African proverb which states that "It takes a village to raise a child." This oft-repeated African proverb has become the mantra of recent international women's conferences (Cairo, Beijing). I believe it represents the new paradigm of feminist and socialist

thinking.

At its face, there is nothing controversial about the idea that it takes more than parents to raise a child. Grandparents, friends, pastors, teachers, boy scout leaders, and many others in the community all have a role in the lives of our children. In her book, Mrs. Clinton does acknowledge that “parents bear the first and primary responsibility for their sons and daughters.”

Unfortunately, the rest of the book contradicts that early statement. The First Lady essentially extends her notion of the village far beyond the family to include various organizations, especially the federal government. By the end of the book, it appears that Mrs. Clinton has never met a government program she didn't like.

She says that those who hold to an anti-government position are the “noisiest” position and getting all the attention from the media. But she goes on to say that “despite the resurgence of anti- government extremism, it is becoming clear that most Americans do not favor a radical dismantling of government. Instead of rollback, they want real reform. And when a strong case can be made, they still favor government action, as they have demonstrated recently in their support for measures like the Family and Medical Leave Act, the Brady Bill, and the new Direct Student Loan program.”

By the end of the book Mrs. Clinton has endorsed nearly every government program of the last thirty years including those mentioned above and others like Goals 2000, Parents as Teachers, and AmeriCorps. The *village*, in Mrs. Clinton's book, is much more than the communities in which we live—it is a metaphor for the continued expansion of government into every aspect of our lives.

Areas of Agreement

If you were to pick up Hillary Clinton's book and begin reading it, you would no doubt be surprised by what you found. Christians will find lots of areas of agreement. In fact, one talk show host even made a confession on air that he expected to find more to disagree with than he did. Instead, he found lots of material in Mrs. Clinton's book with which he could wholeheartedly agree.

I believe this is precisely the reaction Mrs. Clinton intended. She spends countless pages analyzing the social problems facing our children and providing constructive ideas for parents and communities to follow. Not only is she critical of drugs, violence, illegitimacy, and the plight of American education, she is also critical of such things as the impact of no-fault divorce laws. People looking for a clearly stated liberal agenda will not easily find it in this book. In fact, it is probably fair to say that whole chapters in her book could have been written by Dr. James Dobson.

Mrs. Clinton hastens to add that "this book is not a memoir; thankfully, that will have to wait. Nor is it a textbook or an encyclopedia; it is not meant to be. It is a statement of my personal views, a reflection of my continuing meditation on children." Though it does contain a fair amount of technical material, it is still a warm, nurturing, and inviting book. The First Lady also tells of her own family, which she describes as looking "like it was straight out of the 1950s television sitcom *Father Knows Best*." As a counterpoint, she talks about Bill Clinton's dysfunctional family, and even shares tender, intimate stories about rearing Chelsea.

However, interspersed between these long, warm, nurturing sections which appeal to your emotions are political statements about how government should be used to help the family. I fear that readers without discernment will easily embrace the political agenda of Hillary Rodham Clinton. Each

problem or concern is quickly answered by a government program or governmentally-sponsored community program.

Many will remember that the First Lady used a similar tactic in the past to try to sell her plan to nationalize health care. Often she would tell heart-rending stories of families without health insurance in order to bolster her plan to implement nationally-subsidized health care. The same technique can be found throughout *It Takes a Village*.

No one will disagree with many of the problems she catalogs. In fact, former Secretary of Education Bill Bennett catalogs many of these same problems in his *Index of Leading Cultural Indicators*. The source of disagreement comes when proposing government solutions to each problem. Many of these problems themselves are the result of earlier government "solutions" that created these problems. Discerning readers should always be asking whether or not these problems can more effectively be solved by individual initiative, community activities, and church programs.

Is This a "Campaign Book"?

At this point, I would like to raise the question of politics. In particular, many people wonder if this work isn't just a "campaign book."

I think we need to be honest enough to say that it is. After all, the publication of this book was originally intended to aid her husband's campaign. In the book, Mrs. Clinton lists what she believes are her husband's successes: Family and Medical Leave Act, AmeriCorps, Goals 2000, the Brady Bill, and the Direct Student Loan Program. On the other hand, she soft-pedals the radical parts of the Clinton agenda. Abortion is mentioned once (only in a passing reference to the Cairo Document). Condoms are ignored. Joycelyn Elders and Dr. Henry Foster, Jr., are not discussed. Certainly the book was intended to help the Clinton re-election campaign even if

current events surrounding the First Lady have begun to cloud the issue.

In some ways, the book provides the most consistent and comprehensive statement available of the First Lady's agenda for the rest of the 1990s. Whether the President wins re-election is almost irrelevant to the impact of this book. Mrs. Clinton has become the most visible, articulate feminist in the world. What she says in the United States, and what she says at international women's conferences (like Beijing, China) hold significant weight. So let's consider what she says.

Even though Mrs. Clinton attempt to soft-pedal some of the more radical aspects of her agenda, controversy inevitably slips through. For example, many of what she claims are the President's successes can hardly be considered successes, programs such as: Goals 2000 and Parents as Teachers. Many of her other favorites indicate a clear endorsement of socialist programs by Mrs. Clinton.

Let's look at just one example. Mrs. Clinton believes that the best way to solve what she believes is the problem of adequate day care facilities, is to adopt the French model of day care. She asks us to "imagine a country in which nearly all children between the ages of three and five attend preschool in sparkling classrooms, with teachers recruited and trained as child care professionals." She goes on to say this exists where "more than 90 percent of French children between ages three and five attend free or inexpensive preschools called *écoles maternelles*. Even before they reach the age of three, many of them are in full-day programs."

Her desire is to replicate this system in the United States so that the state can have an early maternal influence on the children of America. She envisions a country in which "Big Brother" essentially becomes "Big Momma."

But is this really what we want in the United States? A nationally subsidized day care system that puts three-year-olds (even two-year-olds) in institutionalized care? Throughout the book Mrs. Clinton seems to be making the tragic assumption that the state can do a better job of raising children than parents. She proposes a system in which the First Lady becomes the "First Mom"—a system in which children are no longer the responsibility of the parents, but become instead wards of the state.

Nostalgia Merchants

Next I would like to discuss the issue of nostalgia. Mrs. Clinton believes that any attempt to return to "the good old days" is flawed. She says, "Those who urge a return to the values of the 1950s are yearning for the kind of family and neighborhood I grew up in and for the feelings of togetherness they engendered. The nostalgia merchants sell an appealing Norman Rockwell-like picture of American life half a century ago." She continues, "I understand that nostalgia. I feel it myself when the world seems too much to take. . . . But in reality, our past was not so picture perfect. As African-American children who grew up in a segregated society, or immigrants who struggled to survive in sweatshops and tenements, or women whose life choices were circumscribed and whose work was underpaid."

In reality, no one is calling for a return to the evils of earlier decades. Yes, racism and sexism are a sad part of our American history. But pro-family leaders are not calling for a return to those values. They are, however, reminding the American people that there was a time, not so long ago, when values and virtue were a part of the social fabric. Today that fabric is unraveling.

Former Secretary of Education Bill Bennett has compiled an *Index of Leading Cultural Indicators* which compares social statistics from 1960 to the present day. Although the

population has increased approximately 41 percent, crime has increased 300 percent, and violent crime has increased 560 percent. The illegitimate birth rate has increased 400 percent, the number of divorces has more than doubled, and the number of children in single parent homes has tripled.

Pro-family leaders rightly call for a return to the fundamental Judeo-Christian values that made America great. They are not calling for a return to segregation or Jim Crow laws. They are not calling for a repeal of laws mandating equal pay for equal work. Mrs. Clinton's comments about these so-called "nostalgia merchants" are disingenuous at best.

Another interesting comment has to do with Mrs. Clinton herself. Anytime someone disagrees with her perspective, the motive is labeled as chauvinism. In other words, if you disagree with the First Lady, it must be because you have difficulty dealing with a strong woman who exercises political power.

Let me say that my concerns with Mrs. Clinton's perspectives have to do with the issues, not the person. My disagreements are based upon the substance of those programs and are not based upon the fact that they are proposed by a woman. In fact, I highly admire a number of women who have served in political office like Margaret Thatcher and Jeanne Kirkpatrick. The ideas expressed in Mrs. Clinton's book are dangerous regardless of whether they are proposed by a woman or a man. The issue is not the messenger, but the message.

Mrs. Clinton's Government Solutions to Social Problems

At this point I would like to conclude by addressing some additional issues related to the book. First, Mrs. Clinton often proposes socialist solutions to the problems she raises in her book. Earlier I noted that she proposed a nationally-subsidized day care system modeled after France as a solution

to her perceived problem of quality day care. In other parts of her book she also proposes liberal, government solutions.

She writes that "Other developed countries, including some of our fiercest competitors, are more committed to social stability than we have been, and they tailor their economic policies to maintain it." She then goes on to make a case for the German economic model, complete with an industrial policy in which "there is a general consensus that government and business should play a role in evening out inequalities in the free market system."

When it comes to education, she proposes a national agenda over local control of the schools. Mrs. Clinton believes education will be enhanced by nationalizing it through such programs as Goals 2000 and School-to-Work programs.

And don't think that Mrs. Clinton has abandoned the idea of nationalized health care. She sees nationally-subsidized health care as the solution to everything from infant mortality to health care delivery.

From start to finish, Mrs. Clinton proposes government as the answer to every problem. In some cases, the government is behind the scenes providing funding and direction to community-based organizations. In others, it is the primary provider. But whenever a problem is raised, the First Lady seems content to have government take care of it.

By the end of the book, Mrs. Clinton has endorsed such groups as HIPPI, Parent Education Program, Healthy Start, Children's Defense Fund, Parents as Teachers, Carnegie Council on Children, Head Start, and Zero to Three. Many of these groups, along with the government programs she endorses, make up the foundation of her liberal, big-government agenda for children in the 1990s. Readers without discernment may easily be seduced into believing that these programs are the only way to make life better for their children.

As Christians, I believe we must ask where is the church in this book? Where are communities? Where is individual initiative and responsibility? The world's largest bureaucracy is the Department of Health and Human Services. Mrs. Clinton seems to be saying throughout the book that the solution to nearly every problem will come from enlarging this enormous bureaucracy even more.

I believe the real issue is that Mrs. Clinton's book, *It Takes a Village*, is flawed at its premise. Government is not a village. Parents do not need government bureaucrats and federal programs to raise their children. In many ways, the problems Mrs. Clinton discusses are the result of government "solutions" proposed decades earlier (through the New Deal and Great Society programs). Families don't need more government; they need less government. In a very limited sense we might agree that it does take a village to raise a child, but that doesn't mean it takes the government to raise a child. Children should be raised by families, churches, and communities—not by the federal government.

©1996 Probe Ministries

Education Beyond the Classroom

What comes to mind when you think of education? School buildings? Libraries? Textbooks? Curricula? Teachers? Most of us probably associate education with at least one of these things, and surely many more could be added. But does education take place outside of such formal settings? Can curricula be found beyond that of the normal course of study? And can teachers be found who are teaching outside of the

classroom?

If we simply consider the amount of time students spend outside of class the answer to these questions would surely be a resounding "Yes!" And if we add the strong probability that many of the hours spent outside the class are consumed by various media, for example, we can see another strong reason to answer in the affirmative. Students are virtually suffocated with ideas when they leave the confines of the school building. For many their education has just begun when the last bell rings each day. In fact, many students use whatever mental energy they have to learn only those things that interest them outside of school.

Educational Sources: Parents

What are some of the sources from which students learn? Let's begin with parents. After years of ministry among youth I am convinced that students want to learn from their parents. In fact, some are desperate for their parents' wisdom. Thankfully, I have seen the wonderful effects of respect between parents and children. The children are taught the most important truths of life in the home and those truths are accepted because there is a large measure of respect for the parents. Such an atmosphere is patiently developed through the parents' concentrated, time-consuming dedication to their children. And I hasten to add that I have observed this in single parent as well as blended families. The result is that children who are raised in such a home will usually compare what they are taught outside the home with what they are taught in the home. And the lessons they learn from parents outweigh other lessons.

Unfortunately, though, this situation is much too rare. Many students, including those raised in Christian homes, are left alone to discover what they can without the guidance of parents. When we realize that "true, meaningful communication between parent and child ... occupies only about two minutes

each day”(1) there should be reason for concern. That amounts to slightly more than 12 hours per year. If that is compared to the amount of time spent in school, for example, what the parents teach in that brief time can be overwhelmed with contrary ideas. Students spend much more time learning at school per week than they do with parents per year! This situation should be seriously considered by Christians when evaluating the current educational climate. If Christian parents are not willing to educate their children there may not be much room for complaining about what is learned outside the home. Children have always needed parental guidance and they always will.

One of the most important directives for the ancient Jews applies to parental responsibility for the education of their children. Deuteronomy 6:4-7, the revered Shema, states that “(5) You shall love the LORD your God with all your heart and with all your soul and with all your might. (6) And these words, which I am commanding you today, shall be on your heart; (7) and you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up.” This strategic passage was reemphasized by the Lord Jesus (Mark 12:28-30). What a student learns outside of class should begin at home.

Educational Sources: What is Heard, Read, and Seen

Where and by whom is a student educated outside the school and home? Actually the question should use both past and present tenses. Since we are concentrating on education outside the classroom, it's important to realize that students are constantly being educated, whether they are aware of it or not. Education does not just apply to some type of formal education; it is very much a part of daily life. The Christian student who is attempting to think God's thoughts after Him is

profoundly aware of this. He lives in a world of ideas, and ideas have consequences. Those ideas are so much a part of life that it's as if they're a portion of the air we breathe. Students should be conscious of this, but the same is true for all of us. All of us are students.

So where do we find the teachers? There are at least three other sources: what is heard, what is read, and what is seen.

First, what is heard? One morning as I went to the front yard to get the newspaper I heard a loud, repetitive noise that sounded as if it were a woodpecker hammering on metal. When I located the source I realized to my amazement that indeed it was a woodpecker pecking on a metal light covering near our house. My curiosity was aroused so I pursued an answer to my crazy woodpecker question. It turns out that the bird could have heard his prey inside the covering, but couldn't distinguish for the moment the difference between wood and metal.

The point of this illustration is that the wondrous nature of nature had provided a teachable moment. God's creation abounds with such opportunities to observe the variety He has given us. And such moments are part of our daily lives.

But most students hear from more obvious sources: peers, radio, television, movies, music, etc. These sources provide a profusion of ideas. They are teachers. And just as in the formal classroom, the student should be listening carefully to see if the lessons should be considered, discarded, or believed.

The second source focuses on what is read. Some studies indicate that people are not reading any longer. This is curious in light of the growth of enormous bookstores filled with many obscure and weighty titles. Be that as it may, the printed word still has an impact. Most students give some attention to reading. Words still have meaning, in spite of

the efforts of those who would use words to say that words are meaningless. This is especially true for the Christian student. If he doesn't revere the Bible to the point of reading and understanding it as the foundation of his education, he is like a ship without a rudder. The ship is afloat but it's at the mercy of the sea and its currents.

The last of our sources concerns what we see. Since a large percentage of students spend an enormous amount of time viewing television, movies, magazines, and other media, this is a major educational element. Images abound in their lives. This challenges the Christian student to be especially alert to the multitude of ideas that come through her eyes and into her mind.

Educators beyond the classroom are continually vying for the minds of students. Let's do what we can to lead our students through this maze of ideas.

The Curriculum

One of the major elements of a formal education is the curriculum. This curriculum is usually set for students in the primary grades, it contains some flexibility in middle school, more flexibility in high school, and significant flexibility in college. Regardless of the educational level a student attains, his formal education includes variety. The same is true outside the classroom. The education he receives there includes a varied curriculum. And that curriculum can be found in varied places, from conversations with those with whom he works, to his magazine subscriptions, to the movies he rents. Let's consider several ideas that generally are found in the educational curriculum outside the classroom.

Man is the Measure of All Things

First, man is the measure of all things. That is, man is the focus of what is taught. This course is called naturalism. God

either doesn't exist, or He may as well not exist because He has nothing to say to us that has meaning. Thus man is left alone to create meaning, value, morality, religion, government, education, and all other aspects of life. This is probably the most influential way of thinking in this country.

Think, for example, of the television programs you may have seen lately. Now consider whether or not those programs included the presence and guidance of a deity, whether the God of the Bible or not. With rare exceptions, the education one receives through such sources doesn't include any concept of God. Instead, man deals with all problems in his own way, through his own ingenuity. Of course the student usually isn't able to see the long term results of such decisions. As wonderful as the resolution may appear at the end of a program, the ultimate consequences may be disastrous.

Pleasure is the Highest Good

The second portion of the curriculum is based upon the idea that pleasure is the highest good. This course is called hedonism. Perhaps one of the more obvious places to find this is in your local grocery store. The "textbooks" that are found in the magazine rack near the checkout island contain this message in abundance. The articles, advertisements, and pictures emphasize the supremacy of pleasure above virtues such as self-control and sacrifice. Take a moment sometime just to scan the articles and emphases that are highlighted on the front covers of these magazines. For example, the contents of a recent teen-oriented publication for girls include: "Look Hot Tonight," "Stud Shopping Tips," "Love Stories: Secrets of Girls Who Snagged Their Crush," "Hunky Holidays: Meet the 50 Most Beautiful Guys in the World," and "The Ultimate Party Guide." All these titles revolve around the idea that pleasure is the highest good.

True Spirituality Has Many Sources

Third, true spirituality has many sources. This course is called syncretism. Current spiritual emphases have led many students to believe that it doesn't matter what path you take as long as you are on a path. A trip to a large book store will demonstrate this. For example, you can find many books that contain many ideas about angels, but most of them have nothing to do with biblical doctrine. Or you can find a section dedicated to an assortment of metaphysical teachings, none of which align with biblical teaching. When confronted with such variety the student can be tempted to believe that true spirituality can be found in many places. The Christian student must realize this isn't possible if his allegiance is to Christ as Lord of all.

What Works is Good

The fourth idea is that what works is good. This course is called pragmatism. This is a particularly attractive part of the curriculum for Americans. And this certainly includes the American Christian student. But it's a deceptively attractive course. It may lead to results, but at what cost?

I think of a revealing scene in the disturbing Academy Award-winning movie *A Clockwork Orange*. A young British hoodlum in a futuristic England is programmed to abhor the violence that he continually practiced with his gang. This abhorrence is brought about by forcing him to watch scenes of horrible violence while his eyes are forced open. When he is brought before an audience to demonstrate the change, his programmer tempts him with several opportunities to do violence while the audience watches. He resists the temptations. After the demonstration a clergyman protests by saying that the "boy has no moral choice." He was manipulated. The programmer scoffs at this claim and states that the result of the experiment is good because "the point is that it works." "It has relieved the ghastly congestion in our prisons."

These first four parts of the curriculum are naively optimistic. They describe either present or future existence positively because of supreme confidence in man and his abilities. Other portions of the curriculum are not so optimistic. In fact, they can be frighteningly pessimistic at times.

There is No Meaning

A fifth aspect of the curriculum denies meaning. This course is called existentialism, and sometimes nihilism. The “big” questions of life are asked, but no answers are found. Then the response is either total denial of hope, which should logically lead to suicide, or living by simply acting in the face of absurdity. These perspectives can be found, for example, in some contemporary music and movies. The songs of Nine Inch Nails, the moniker for a musician named Trent Reznor, sometimes contain ideas that are indicative of this. The movies of Woody Allen often contain characters and scenes that depict a search for meaning with no conclusions other than individual acts.

There is No Truth

The last portion of the curriculum is closely connected to what we have just discussed. This course can be called postmodernism. We are living in a culture that increasingly denies an encompassing paradigm for truth. This can be demonstrated by considering what Francis Schaeffer meant by the phrase “true truth.” That is, there is no “big picture” to be seen and understood. We only have individuals and communities who have their own “little truths.” And nothing connects those truths to something bigger than themselves and more lasting than what might work at the moment. This can be heard, seen, and read incessantly. There are too few teachers in the culture’s curriculum who are sharing ideas that are connected to or guided by “true truth.” The ultimate outcome of such thinking can be devastating. Chaos can reign. Then a

sense of desperation can prompt us to accept the “truth” of whoever may claim to be able to lead us out of the confusion. Germany experienced this under the reign of Hitler. We should not be so smug as to think it could not happen to us.

Responding to the Curriculum

Man is the measure of all things! Pleasure is the highest good! True spirituality has many sources! What works is good! There is no meaning! There is no truth! These are the ideas that permeate the education a student receives outside the classroom. How can a Christian deal with such a curriculum? Some suggestions are in order.

First, the student should be encouraged to understand that God is the measure of all things, not man. God is an eternal being who is the guide for our lives, both temporal and eternal. Thus we don't first ask what man thinks, we ask what God thinks. So this means that the student must decide on his primary textbook. Is it the Bible, or some other text?

Second, the student should be led to realize that God's will is the highest good, not pleasure. This is very important for the contemporary Christian to understand in light of the sensuous nature of our culture. A student easily can get the idea that God is a “kill joy” because it may seem that everyone is having a good time, but he can't because of God's restrictions. If he can understand that God's ideas lead to true freedom and joy, the student can more readily deal with this part of the curriculum.

Third, the student should be challenged to realize that true spirituality is found only through a relationship with the risen Jesus. Jesus lives in us through the indwelling of His Spirit. And this indwelling is only true for the reborn Christian. Yes, there are many spiritual concepts alive in this culture. Many people are searching for something that will give meaning beyond man's ideas. There is a spiritual

hunger. But if we try to relieve that hunger through ideas that come from man's perceptions of spirituality, we are back where we started: man is the measure of all things.

Fourth, the student should be taught that what works is not always good. Satan can make evil work for a time, but he is the father of lies, and lies lead to spiritual and moral decay.

Fifth, the student should be led to believe that life has meaning. The Christian can see the world around him with the eye of hope because God is in control. As chaotic as things may appear, there is a purpose, there is a plan. People have meaning, past events have meaning, present events have meaning, and future events will have meaning. Christ has died to give us salvation, and He has risen from the dead to give us hope for the present and the future. A student whose mind is infused with meaning will be able to handle the despair around him, and he can share his secure hope in the midst of such despair.

Sixth, the student should be guided to think in terms of the big picture. Imagine a puzzle with thousands of pieces. Now think of attempting to assemble the puzzle without having seen the picture on the box top. That would surely be a frustrating experience. You would have individual pieces but no guide to fit the pieces together. Many attempt to live this way. But the Christian student has the box top. He can begin to put the puzzle of life together with God's picture in mind.

So, does education take place beyond the classroom? Certainly! May God guide us to help students learn the proper lessons.

Notes

1. J. Kerby Anderson, *Signs of Warning, Signs of Hope* (Chicago: Moody, 1994), p. 136.

©1996 Probe Ministries