

Student Rights

Introduction

A number of years ago a school in Missouri was instructed by court order to sponsor school dances over the objections of parents and the school board because the court claimed that the opposition was of a religious nature thus violating separation of church and state. Students have been stopped from voluntarily praying before athletic events, informal Bible studies have been moved off campus, and traditions such as opening prayer and benedictions during graduation ceremonies have been halted by court order or administrative decrees. Textbooks have also been purged of Judeo-Christian values and teachers have been ordered to remove Bibles from their desks because of the potential harm to students that they represent. Have the schools created an environment that is hostile to Christian belief?

Stephen Carter, a Yale law professor (*The Culture of Disbelief*, Basic Books, 1993) argues that religion in America is being reduced to the level of a hobby, that fewer and fewer avenues are available for one's beliefs to find acceptable public expression. Our public schools are a prime example of this secularization. This has caused undue hardship for many Christian students. Some administrators, reacting to the heated debate surrounding public expressions of faith, have sought to create a neutral environment by excluding any reference to religious ideas or even ideas that might have a religious origin. The result has often been to create an environment hostile to belief, precisely what the Supreme Court has argued against in its cases which restricted practices of worship in the schools such as school-led prayer and Scripture reading. The fallout of removing a Christian influence from the marketplace of ideas on campus has been the promotion of a naturalistic worldview which assumes that the

universe is the consequence of blind chance.

This whole area of student rights is a relatively recent one. In the past, the courts have been hesitant to interfere with the legislative powers of state assemblies and the authority of locally elected school boards. But since the sixties, more and more issues are being settled in court. This trend reflects the breakdown of a consensus of values in our society, and it is likely to get worse.

When public schools reinforce the values held in common by a majority of parents sending their children off to school, conflicts are likely to be resolved locally. But in recent decades school administrators have been less likely to support traditional Judeo-Christian values which are still popular with most parents. Instead, schools have often abandoned accommodating neutrality and purged Christian thought from the school setting. Parents and students have felt compelled to take legal action, claiming that their constitutional rights of free speech and religious expression have been violated.

How should the U. S. Constitution's guarantee of freedom of religion be balanced with the growing diversity in our public schools? In a time of growing centralization in education, how can schools cope with the rights of students that are far more diversified than in the past?

In this pamphlet we will look at some of the specific issues surrounding the concept of student rights beginning with a definition of the often used phrase "separation of church and state." Then we will cover equal access, freedom of expression, the distribution of religious materials, prayer, as well as the Hatch Amendment.

Separation of Church and State

In 1803 Thomas Jefferson helped to ratify a treaty with the Kaskaskia Indians resulting in the United States paying one

hundred dollars a year to support a Catholic priest in the region, and contributing three hundred dollars to help the tribe build a church. Later, as president of the Washington, D.C., school board, Jefferson was the chief author of the first plan for public education in the city. Reports indicate that the Bible and the Watts Hymnal were the principal, if not the only books, used for reading in the city's schools. Yet those who advocate a strict separation between church and state usually refer back to Thomas Jefferson's use of the phrase in 1802 when speaking to the Danbury Baptist Association in Connecticut. By using this phrase did Jefferson hope to separate Christian thought and ideals from all of public life, including education? Actually, Jefferson was a very complex thinker and desired neither a purely secular nor a Christian education.

What then, does the phrase "separation of church and state" mean? More importantly, what did it mean to the Founding Fathers? This is a crucial issue! A common interpretation was recently expressed in a major newspaper's editorial page. The writer argued that public school students using a classroom to voluntarily study the Bible would be a violation of the establishment clause of the First Amendment, and that the mere presence of religious ideas and speech promotes religion. His reasoning was that the tax dollars spent to heat and light the room puts the government in the business of establishing a religion. Is this view consistent with a historical interpretation of the First Amendment?

Recent Supreme Court cases dealing with church/state controversies have resulted in some interesting comments by the justices. In the *Lynch vs. Donnelly* case in 1984, the court mentioned that in the very week that Congress approved the Establishment Clause as part of the Bill of Rights for submission to the states, it enacted legislation providing for paid chaplains for the House and Senate. The day after the First Amendment was proposed, Congress urged President

Washington to proclaim a day of public thanksgiving and prayer. In *Abington vs. Schempp* the Court declared that the Founding Fathers believed devotedly that there was a God and that the unalienable rights of man were rooted in Him and that this is clearly evidenced in their writings, from the Mayflower Compact to the U. S. Constitution itself.

The Supreme Court has recognized that every establishment clause case must balance the tension between unnecessary intrusion of either the church or the state upon the other, and the reality that, as the Court has so often noted, total separation of the two is not possible. The Court has long maintained a doctrine of accommodating neutrality in regards to religion and the public school system. This is based on the case *Zorach vs. Clauson* in 1952 which stated that the U. S. Constitution does not require complete separation of church and state, and that it affirmatively mandates accommodation, not merely tolerance of all religions, forbidding hostility toward any.

Any concept of students' rights must include some accommodation by our public institutions in regards to religious beliefs and practices. The primary purpose of the First Amendment, and its resulting "wall of separation" between church and state, is to secure religious liberty.

Equal Access

On the surface, this issue seems fairly uncomplicated. Do students have the right to meet voluntarily on a high school campus for the purpose of studying the Bible and prayer if other non-curricular clubs enjoy the same privilege? Yet this issue has been the focus of more than fifteen major court cases since 1975, the Equal Access Act passed by Congress in 1984, and finally a Supreme Court case in 1990.

To many, this subject involves blatant discrimination against students who participate in activities that include religious

speech and ideas. By refusing to allow students to organize Bible clubs during regular club meeting times, administrators are singling out Christians merely because of the content of their speech.

To others, the idea of students voluntarily studying the Bible and praying presents a situation "too dangerous to permit." Others see equal access as just another attempt to install prayer in the public schools, and they hold up the banner of separation of church and state in an attempt to ward off this evil violation of our Constitution.

Let's review exactly what legal rights a student does enjoy thanks to the "Equal Access" bill and the Mergens Supreme Court decision in 1990. First, schools may not discriminate against Bible clubs if they allow other non-curricular clubs to meet. A non-curricular club or student group is defined as any group that does not directly relate to the courses offered by the school. Some examples might be chess clubs, stamp collecting clubs, or community service clubs. School policy must be consistent towards all clubs regardless of the content of their meetings. The specific guidelines established are:

- *The club must be student initiated and voluntary.*
- *The club cannot be sponsored by the school.*
- *School employees may not participate other than as invited guests or neutral supervisors.*
- *The club cannot interfere with normal school activities.*

It also goes without saying that these clubs must follow other normally expected codes of behavior established by the school. The federal government can cut off federal funding of any school that denies the right of students to organize such clubs. This is a substantial penalty given that title moneys for special education, vocational training, and library

materials are a significant portion of many schools' income.

One would think that the passing of the Equal Access Bill and its affirmation by the Supreme Court would have settled this issue. It didn't. Mostly due to ignorance of the law and occasionally an anti-religion bias, school administrators sometimes still balk at allowing Bible clubs. Unfortunately, it may take a letter from a Christian legal service in order to bring some school administrators up to speed on the legality of the clubs. Even so, some schools are removing all non-curricular clubs in order to avoid having to allow Bible clubs. This is a remarkable position for school administrators to take and is yet another evidence of the polarization taking place in our society between religious and non-religious people.

The way that students utilize the right to equal access is important. The agenda for any such club should be (1) to encourage and challenge one another to strive for excellence in every area of life and (2) to be a source of light within the secular darkness covering much of our teenage culture today. Angry confrontation with administrators and other students would ruin the positive witness such a club might otherwise accomplish.

Other Rights of Christian Students: Freedom of Speech

In 1969, two high school students and one junior high student who wore black arm bands in protest of the Vietnam war. They were warned of potential expulsion, an admonition which they ignored, and were subsequently removed from school.

The resulting court case made its way to the Supreme Court which determined that students do not shed their constitutional rights at the school house door. This landmark decision, known as the Tinker case, greatly affected the way school administrators deal with certain types of discipline

problems. Since the students chose a non-aggressive, non-disruptive form of protest, and since there was no evidence that they in any way interfered with the learning environment of the school, the Court argued that the administrators could not forbid protest simply because they disagreed with the position taken by the students or because they feared that a disruption might occur.

A two-point test has been suggested as a result of the Tinker case. Before setting a policy that will forbid some student behavior, administrators must prove that the action will interfere with or disrupt the work of the school, or force beliefs upon another student. Christians that wear crosses or T-shirts with a Christian message violate neither test. The same idea applies to the spoken word. The Tinker decision embraced the idea that fear or apprehension of disturbance is not enough to overcome the right of freedom of expression. Words spoken in class, in the lunchroom, or on the campus may conflict with the views of others and contain the potential to cause a disturbance, but the Court argued that this hazardous freedom is foundational to our national strength.

The Supreme Court has affirmed the right of Christians to distribute literature on campus, with some qualifications. In the case *Martin vs. Struthers* the Court equated free speech with the right to hand out literature as long as the literature in question was not libelous, obscene, or disruptive. If the school has no specific policy concerning the distribution of literature by students, Christians may freely do so. If a policy exists, students must conform to it. This may include prior examination of the material, and distribution may be denied during assemblies and other school functions. Outsiders do not enjoy similar privileges. The literature must be selected and distributed by the students.

Although the Supreme Court has outlawed school-sponsored prayer and reading from the Bible, it has not moved to restrict individuals from doing so. Graduation prayers by

students have created a legal battle which resulted in *Lee vs. Weisman*, a Supreme Court decision which found that a prayer which was guided and directed by the school's principal was unconstitutional. The Court basically said that the school cannot invite a professional clergyman to a school function in order to pray. Students or others on the program may pray voluntarily. The student body may choose a student to act as a chaplain. Another scenario might have parents or students creating the agenda for the graduation ceremony, thus removing the school from placing a prayer on the program. Students do not shed their constitutional right to free speech when they step to the podium.

Christian students on campus must remember that certain responsibilities coincide with these rights. Proverbs 15:1 states that, "A gentle answer turns away wrath, but a harsh word stirs up anger." If we use our rights and privileges in a Christlike manner we will indeed be His ambassadors, anything less would be contrary to His will.

Other Student Rights

In 1925, the Supreme Court case *Pierce vs. Society of Sisters* debated the right of parents to send their children to private schools. In that case, justice James McReynolds said, "The child is not the mere creature of the State; those who nurture him and direct his destiny have the right coupled with the high duty, to recognize and prepare him for additional obligations." In 1984, Congress held a series of hearings on reported abuses by educators who were attempting to change the beliefs of their students in a way that might again be a challenge to parental authority. Congress found that some schools might be overstepping their traditional role by concentrating more on what students believe than on what they know.

The result of these hearings is a law commonly known as the Hatch Amendment. The law protects students from federally

sponsored research and experimental programs that make inquiries into students' personal sexual, family, and religious lives. The law stipulates that all materials, including manuals, audio-visuals, and texts are to be made available to parents for review. And secondly, students shall not be required to submit to psychiatric testing, psychological examination, or treatments which delve into personal areas that might be considered sensitive family matters. But there is one big problem with the law, it only covers federally funded experimental or research-driven programs. What about abusive course-work which isn't funded directly by federal research?

In regards to day-to-day classwork, the courts have made a distinction between mere exposure to objectionable material and a school's attempt to coerce its students to adopt a particular political or religious viewpoint. Parents who can prove that coercion is taking place will have a much greater chance in court of forcing the school to accommodate to their beliefs by changing the school's practices. If coercion is not taking place, and a child is merely being exposed to objectionable material, being excused from the class is more likely.

On the positive side, Christian students do have the right to include religious topics and research in their school work when appropriate. In *Florey vs. Sioux Falls School District*, Circuit Judge McMillian clarified why students have the right to use religious materials in the classroom. He states that, "To allow students only to study and not to perform religious art, literature and music when such works have developed an independent secular and artistic significance would give students a truncated view of our culture." In another case titled the *Committee for Public Education vs. Nyquist*, the Supreme Court stated, "The First Amendment does not forbid all mention of religion in public schools. It is the advancement or inhibition of religion that is prohibited." When presented

objectively any religious topic is fair game for both student and teacher. Indeed, both could make good use of this freedom in covering such topics as the religious views of our Founding Fathers, what role Christian thought has played in important issues such as slavery and abortion, and how Christian thought has been in conflict with other worldviews.

Students can be an effective instrument for reaching other students with the Gospel, but only if they are living consistently with what they believe. This is possible given the rights granted them by the U. S. Constitution. It is our job as parents to see that our schools protect the rights of our children not only to believe, but to live Christianly, for what good is freedom of religion if it covers only our private lives?

Resources

Carter, Stephen L. *The Culture of Disbelief*. New York, N.Y.: Basic Books, 1993.

Staver, Mathew D. *Faith & Freedom*. Wheaton, Ill.: Crossway Books, 1995.

Whitehead, John W. *The Rights of Religious Persons In Public Education*. Wheaton, Ill.: Crossway Books, 1991.

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Congressional Reforms

The Flat Tax

“Our government is too big, and it spends, taxes and regulates too much. Of all the supposed crises we’re facing today, this is the one that really matters.” So said Representative Dick Armey when he introduced his proposal for a flat tax.

The American public sector is now larger than the entire economy of any other country except Japan. Government employment surpasses jobs in the manufacturing sector. “Today, the average family now pays more in taxes than it spends on food, clothing, and shelter combined. All told, nearly 40% of the nation’s income is now spent not by the workers who earned it, but by the political class that taxed it from them.”

Congressman Armey believes we need a change. He wants to freeze federal spending, erase stupid governmental regulations, and retire the current Rube Goldberg tax code with a simple, flat tax and a form that could fit on a postcard.

The proposal has tremendous merit, which is why its chances of passing in this session of Congress are slim and none. But Armey is not a Congressional Don Quixote tilting at bureaucratic windmills. He knows that taxpayers are fed up with waste, fraud, and tax confusion. They are eager to change the system and willing to change congressmen if they won’t take action.

In this essay we will be looking at the merits of this proposal. The center piece of the proposal is the flat tax. Seven decades of corporate lobbying and congressional tinkering have left the tax code in a mess. Rates are high, loopholes abound, and families must bear an unfair burden of the tax code. Armey’s bill would scrap the entire code and

replace it with a simple 17% flat tax for all.

All personal income would be taxed once at the single, low rate of 17%. There would be no special tax breaks of any kind except the following: (1) a child deduction of \$5300 (twice what it is today), and (2) a personal allowance – \$13,100 for an individual, \$17,200 for a single head of a household, and \$26,200 for married couples.

Businesses would pay the same 17% as individuals. A corporation would subtract expenses from revenues and pay the same, flat tax. The benefits should be obvious. Americans spend approximately 6 billion person-hours figuring their taxes each year. This lost time costs the economy \$600 billion annually, and people spend another \$200 billion in time and energy looking for legal ways to avoid taxation. Lawyers, accountants, and all taxpayers will be freed up to focus their time and energy on more productive aspects of the economy.

Economic growth will be another benefit of the plan. Arme y's bill not only lowers tax rates but eliminates double taxation of savings, thus creating a new incentive for investment. No more capital-gains tax, no estate tax, no tax on dividends. This bill will substantially stimulate the economy and create new jobs.

Perhaps the greatest benefit will be tax fairness. We say that in our society everybody should be treated the same, but we have a tax code that does anything but do that. Under the current code, politicians and lobbyists determine which groups should pay more and which groups should pay less. Under the Arme y bill everyone pays the same.

The bill does more than simplify the tax code. It has two other major features. First, it would address the issues of spending cuts and program sunsets. Arme y's bill uses a variation of the old Gramm-Rudman law to freeze total federal spending for one year and then allow it to grow only at the

rate of inflation after that.

This proposal will eliminate \$475 billion in currently projected spending increases. It will guarantee the government will become no larger in real terms than it is today.

Armev would cut budgets the old-fashioned way: he makes bureaucrats earn them. If a department or agency doesn't perform, it won't continue to exist unless it can justify its existence. Can you imagine the hearings for various agricultural subsidies, pork barrel projects, or for the Strategic Helium Reserve?

Under this proposal new programs will be especially unwelcome. Currently Congress writes new spending bills authorizing "such sums as may be necessary." Armev's bill would require that "such sums" come from existing programs. Congress will no longer be allowed to write a blank check.

A second feature of Armev's bill is to end indiscriminate regulations. The enormous number of government regulations are effectively a hidden tax on business and individual taxpayers. Armev estimates these regulations cost Americans \$580 billion a year. Thus, these regulations are an even greater burden than the income tax itself.

Armev's bill would force the President to produce a regulatory budget. This would expose, for the first time, the hidden cost of regulations. Congress would then be required to do a cost-benefit analysis and risk assessment on any bill with new regulatory authority.

The bill would also address the erosion of property rights. Any time government regulators write a rule that reduces the value of a person's property, the government must compensate that person just as if the government confiscated the land to build a park or highway. No longer would environmental extremists be able to take a person's land by regulatory fiat.

Finally, the bill ends the deceptive device that has made Big Government possible: income-tax withholding. If taxpayers paid their taxes the same way they pay for their houses or cars, government would not have grown so big. Withholding taxes before the taxpayers see it allows government to grow ever larger. This bill ends withholding and thereby puts one more check on the political class.

The flat tax has merit and is illustrative of the many Congressional reforms being put forward in this session of Congress.

Congressional Privilege

Thomas Jefferson wrote that “the framers of our Constitution... took care to provide that the laws should bind equally on all and especially that those who make them shall not exempt themselves from their operation.”

James Madison wrote in the *Federalist Papers* that Congress “can make no law which will not have its full operation on themselves and their friends, as well as on the great mass of the society. This has always been deemed one of the strongest bonds by which human policy can connect rulers and the people together.”

Unfortunately, Congress has exempted itself from many of the laws you and I must obey. Recent votes in the House and the Senate have been an attempt to put Congress under some of these laws. Look at this short list of major pieces of legislation Congress has been able to exempt itself from in the past.

The Civil Rights Act of 1964 – Protects against discrimination based on race, color, sex, national origin, religious affiliation.

Americans with Disabilities Act – Protects against discrimination based on disability. Has subjected employers to

burdensome architectural renovations and hiring.

Age Discrimination in Employment Act – Protects against age discrimination. Does not apply to House. Applies to Senate through internal rules.

Occupation Safety and Health Act – Sets minimum health and safety standards in the workplace.

Fair Labor Standards Act – Requires employers to pay minimum wage, time and a half, and overtime. Amendments in 1989 covered House employees. Senate is exempt.

Rehabilitation Act of 1973 – Requires federal agencies to submit affirmative action plans for the disabled to the Equal Employment Opportunity Commission.

National Labor Relations Act – Proscribes unfair labor practices, gives workers right to form unions, requires employers to bargain. Congress is exempt.

Freedom of Information Act – Provides public access to government documents. Congress is exempt, although it does publish floor and committee proceedings.

Privacy Act – Protects individual employees at agencies subject to the act. Congress is exempt.

You might wonder how Congress can justify exempting itself from the laws the rest of us must obey. You might think there would be some Constitutional justification due to the separation of powers. Well, not exactly. Though the argument does have some merit, listen to the justification given the last session of Congress.

Senator Wendell Ford (D-KY) spoke against extending a smoking ban to Senate rooms lacking separate ventilation. He said, "This is going to affect each and every member of this chamber, and the administrative confusion that this will cause for members will be enormous. One day we will have an EPA

administrator in our office ...telling us our separate ventilation system for tobacco is insufficient. Then the next day the OSHA inspector is going to arrive and tell us we do not have sufficient ventilation for fumes coming from the new carpeting, or the paint or the varnish. Next thing you know, we will have HHS coming in and telling us we cannot eat at our desks."

All I can say to Senator Ford is, "Yes, you will." You will be subjected to the same regulatory insanity most of us have had to live with for years! Perhaps the members of Congress will be more careful about the bills they pass in the future, when they have to live under the same laws we must obey. No one should be above the law, not even members of Congress.

Capital

Last November, the Republicans won a battle for Capitol Hill. Now they are waging another battle for America's financial capital. Nearly every day, Capitol Hill is abuzz with discussion of cuts in the capital gains tax, a middle class tax cut, and even a whole new tax code. We are going to look at a number of these proposals.

The first proposal is a cut in the capital gains tax. Proponents say that the economy will be strengthened by cutting the capital gain tax and indexing capital gains to inflation. Instead of the current tax rates ranging from 15% to 28%, the rates would be cut to rates ranging from 7.5% to 19.8%.

Opponents of a capital gains tax cut say it would merely be a "tax break for the rich." But statistics show that the middle class would be the primary beneficiary.

President Clinton recently defined the middle class as those making less than \$75,000 (his middle class tax cut is intended for those making less than \$75,000). Even using this \$75,000

cutoff point, we find that 74% of the people who earn capital gains come from the middle class or below. Since 26% of people making capital gains have incomes above that cutoff point, reducing the capital gains tax is **not** “giving a tax break to the rich.”

The benefit to the economy would be substantial. By lowering tax rates on capital, capital becomes more plentiful. Making capital more plentiful will make labor more scarce relative to capital and bid up the price of labor, resulting in more jobs and higher wages.

Another way to look at this is to recognize that more capital per worker makes workers more productive (better and more efficient equipment) making businesses willing to pay more for labor.

Another way to strengthen the economy is to replace the current tax system with a flat tax as we discussed earlier. The income tax would be 20% in the first two years and 17% thereafter.

Individuals would deduct \$13,100, and married couples would deduct \$26,200. Each dependent would add \$5300 to the tax-exempt portion of the family. In other words, a family of four would not pay any taxes on the first \$36,800 of family income!

If a flat tax is passed, there would be no tax on income from capital gains, interest, dividends, or estates. The current tax code actually discourages capital formation by taxing future financial gains. This plan would promote capital formation by eliminating tax on such investments.

Essentially people can spend their money as they earn it or defer gratification until the future. Currently, if they spend their money immediately, they do not increase their income-tax bills. But, if they invest their money and plan to consume it in the future, they risk paying income taxes on their interest, dividends, or capital gains.

This tax plan would allow businesses to pay the same flat rate on the difference between their gross revenues and their business deductions. It would also change the method of depreciation. Currently businesses must now depreciate their capital expenditures over the life of the equipment they buy. Armey's plan would allow them to fully expense those costs the year they incur.

In essence, the proposals are simple: if you want more of something, reduce the tax on it. If you want more capital, then reduce (or eliminate) the current taxes on capital. In the end, people and the economy will benefit.

Welfare Reform

Senator Daniel Patrick Moynihan (D-NY) has boldly stated, "We have no health care crisis in this country. We do have a *welfare* crisis." The social statistics bear out his conclusion. Since 1960 the welfare rolls have increased by 460 percent. Since 1965 Americans have spent more than \$5 trillion on welfare. Currently more than 14 million individuals (including 1 in 7 children) are on welfare.

The current welfare system rewards dependency and punishes initiative. In Maryland, a single parent with two children would need to earn a minimum of \$7.50 an hour to earn the same amount as provided by welfare grants and benefits. No wonder so many welfare mothers therefore conclude that staying on welfare is better than getting off.

Various welfare proposals submitted to Congress attempt to modify the welfare system by addressing the following issues:

The first is child support. Many fathers are not providing child support, and these bills would tighten the loopholes and make these dads pay up. Currently unwed fathers are not named on birth certificates. The omission frequently foils attempts to collect child support. But if dad pays, then mom's check

does not have to be so large. The proposed bills would require the mother to identify the father in order to receive a welfare check. States can threaten deadbeat dads with garnishing wages and suspending professional and driver's licenses.

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

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

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

A fourth issue is work. Often if a welfare mother gets a job, her check is reduced, and she is likely to lose such benefits like Medicare and free child care. The new proposals before Congress would drop benefits after two years, but allow welfare mothers to work during that period.

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

These bills would also freeze or change welfare payments. They would replace Food Stamps and AFDC with block grants to the

states. This money would come from savings from cutting cash payments to women having children out of wedlock. As states receive these block grants, they would be free to design their own system.

The Bible clearly admonishes us to help those less fortunate, but it instructs us to do it intelligently. In 2 Thessalonians 3:10 we read that if “a man will not work, he shall not eat.” We need to revamp the current welfare system to meet real needs and stop subsidizing those who will not work. Congressional proposals are designed to help the helpless but stop rewarding the lazy.

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Government Programs

Affirmative Action, Part One

Janice Camarena probably never heard of *Brown v. Board of Education* when she enrolled in San Bernardino Valley College in California. No doubt she knows about it now. Mrs. Camarena was thrown out of a class at the college because of her skin color. When she entered the class, the instructor immediately told her to leave. That section of English 101 was reserved for black students only. Mrs. Camarena is white.

Mrs. Camarena (who is currently suing the California Community Colleges) has come to personify what is wrong with affirmative action programs in the 1990s. Forty years after *Brown v. Board of Education*, the civil right movement has strayed from the color-blind principles articulated by Martin Luther King, Jr.

Government bureaucrats and liberal judges have set up quotas and turned the 1964 Civil Rights Act on its head.

Title VII, Section 703 (j) clearly bans preferences by race, gender, ethnicity, and religion in business and government. The Act was a model of fairness, openness, and equality. Unfortunately the interpretation of the law fell into the hands of bureaucrats and judges who swept away fairness and replaced it with color-based preferences.

No wonder momentum is growing in California for a 1996 initiative (modeled on the 1964 Civil Rights Act) that would amend the state's constitution to prohibit the use of quotas by state institutions. California is often the prairie upon which grassroots grass fires spread, and the California Civil Rights Initiative may be the start of a larger movement poised to spread from coast to coast.

As William Bennett has noted: "Affirmative action has not brought us what we want—a color-blind society. It has brought us an extremely color-conscious society. In our universities we have separate dorms, separate social centers." One might legitimately ask, What's next? Separate water fountains?

How bad has the problem become? Consider just a few examples of the impact of affirmative action quotas on government.

A Defense Department memo cited on the November 18, 1994, broadcast of ABC's "20/20" declared, "In the future, special permission will be required for the promotion of all white men without disabilities."

Senator Jesse Helms (R-NC) cites a U.S. Forest Service document that actually states, "Only unqualified applicants will be considered."

Now that affirmative action appears threatened, suggestions are being floated by proponents to modify affirmative action rather than abolish it. The growing drumbeat from liberal

proponents of affirmative action is that race-based affirmative action must be replaced by class-based affirmative action. After all, ask proponents, why should preferential treatment be given to an affluent, black Harvard law graduate over a poor, white West Virginia coal miner? Class-based affirmative action would supposedly be fairer and arouse less hostility because it was based upon economic need rather than race.

But the weaknesses of such a system should be quickly apparent. Race-based affirmative action has spawned an enormous governmental bureaucracy. A class-based system would no doubt be even larger and more byzantine. How would one qualify for class-based affirmative action? Would we use the income of the supposed "victim"? Would we use the income of the victim's family of origin? Would non-cash governmental support be counted? Who would decide? The questions are endless. At least in a race-based system, we can reach some consensus about what constitutes an ethnic minority.

Affirmative Action, Part Two

Affirmative action has been under review for some time, but it took a 1995 Supreme Court case to dramatically change the civil rights landscape. The case involved Randy Pech (owner of Adarand Constructors) who lost in the bidding for a guard-rail construction project in Colorado's San Juan National Forest because he had the wrong skin color. He had the lowest bid, but was passed over because he was not a minority. The prime contractor was eligible for a \$10,000 grant from the U.S. Department of Transportation for hiring minority-owned subcontractors. The grant was greater than the difference in the bids submitted by Pech and a Hispanic-owned firm.

Pech filed a discrimination lawsuit. When it reached the Supreme Court, the U.S. Solicitor General argued that Pech had no legal standing to sue, even though the U.S. Government paid the prime contractor \$10,000 to discriminate against him! And

this illustrates the double standard currently upheld in the law. Protected minorities have standing to sue even if they were never actually the subjects of discrimination. But victims of reverse discrimination have no such recourse and often do not even have legal standing to sue.

Nevertheless, the court ruled in a narrow 5-to-4 decision that Randy Pech had been discriminated against. Some of the justices even went so far as to argue against the very foundation of affirmative action.

Now that affirmative action appears threatened, suggestions are being floated by proponents to modify affirmative action rather than abolish it. The growing drumbeat from liberal proponents of affirmative action is that race-based affirmative action must be replaced by class-based affirmative action. But a class-based system would even go further in pitting one ethnic minority against another. This is already the case with race-based affirmative action. At the University of California at Berkeley, for example, thousands of qualified Asian-American students are turned away each year in order to increase the percentage of African-American and Hispanic-American students on campus. A class-based system of affirmative action would not only continue this practice but increase it.

The best solution is to abolish affirmative action quotas and move to a society that is truly color-blind. When an employer engages in discrimination, civil rights laws and judicial rulings provide a basis for legal remedy. But current interpretations of civil rights laws and affirmative action quotas do not provide equality before the law. They grant protected minorities racial privilege before the law.

In his famous dissent from the Supreme Court case of *Plessy v. Ferguson*, Justice John Marshall Harlan argued that the Constitution "is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all

citizens are equal before the law.”

In his famous 1963 speech, Martin Luther King Jr. dreamed of “a Nation where they [his children] will not be judged by the color of their skins, but by the conduct of their character.”

Affirmative action quotas violate the spirit of these dreams and turns the 1964 Civil Rights Act on its head. It’s time to return to a Constitutional foundation. It’s time to return to the true spirit of the civil rights movement. It’s time for affirmative action quotas to go.

Missile Defense

A four-star general calling the President on a hot-line red phone:

“Mr, President, we have a national emergency. Our satellites have detected a ballistic missile launched from a former Soviet republic at the United States.”

[Pause]

“No, sir. We cannot shoot it down. We have no ballistic missile defense. There is nothing we can do to stop it.”

While the scenario is fiction (similar to the plot in the movie “Crimson Tide”), the problem is fact. If a rogue Russian or a Islamic fundamentalist or a North Korean general decided to fire a missile at the United States, we would be unable to defend ourselves!

It is not that we cannot deploy the technology to defend ourselves. It is that we choose not to deploy that technology. The reason is simple: the 1972 Anti-Ballistic Missile Treaty. Twenty-three years ago, the U.S. made the mad promise that it would not defend itself from ballistic missile attack. The MAD (mutually assured destruction) doctrine was the basis of the 1972 ABM treaty. Incredibly, President Clinton wants to keep

this reckless pledge today even though the Soviet Union no longer exists and the world is no doubt more dangerous as nuclear proliferation continues.

Opponents of missile defense systems have argued that they are expensive and technologically impossible. Now a group of 16 eminent scientists formed under the auspices of the Heritage Foundation have put forward an affordable and doable plan.

They propose an upgrade of the Navy's Aegis air defense system to shoot down long-range and short-range ballistic missiles. The Aegis is a ship-board radar-tracking and interceptor system that directs surface-to-air missiles.

The Navy is already working on an upgrade that would allow it to intercept missiles outside the atmosphere, in what is called the "upper tier." If developed and deployed on ships scattered around the world, the U.S. would effectively have a protective shield against strategic missiles.

But there is the problem. By agreeing to abide by this obsolete treaty, the U.S. is prevented from deploying an "upper tier" defense. At his recent summit with Boris Yeltsin, President Clinton reaffirmed his support for the ABM treaty signed with the Soviet Union, a country that no longer exists.

As questionable at the ABM treaty was during the Cold War, it is even more absurd in our current political and military environment. Former Reagan official Frank Gaffney points out that a Navy Aegis commander in the Sea of Japan would be in the absurd position of being able to shoot down a missile in North Korea heading for Tokyo, but would be prevented from shooting down a missile heading for San Francisco! Is it really in the interests of the U.S. to dumb down the "upper tier" system so that we can protect our allies abroad but not our own homeland?

The Heritage Foundation scientists believe an upgraded system could be deployed in three years at a cost of only \$1 billion.

This is a a plan we need to pursue. The United States is vulnerable to missile attack, and yet has the means to defend itself. In this dangerous post-Cold War world, we need to be able to defend ourselves from missile attack.

Is the threat that great? Well, consider the number of countries already in the nuclear club. They include the U.S., Great Britain, France, China, Russia, India, Israel, North Korea, Pakistan, and South Africa (South Africa is currently dismantling its nuclear program).

But that's not all. Most intelligence experts also put Ukraine, Kazakhstan, and Belarus in that list because they control some Soviet missiles. Finally, four other powers Iran, Iraq, Libya, and Syria are working furiously to develop and deploy nuclear missiles. Thus, all of these countries make up what could be called "the doomsday club." They all have the capacity or will soon have the capacity to bring about a nuclear Armageddon!

Intelligence experts estimate is that there are as many as 25 countries that have or will have the technical capability to develop a nuclear weapon, and approximately 26 countries have access to long-range missiles. In many ways, the post-Cold War world is more dangerous now that the Soviet Union has fallen and nuclear proliferation has accelerated.

Soviet scientists are willing to sell their services abroad. Boris Yeltsin seems unwilling or unable to stop the spread of nuclear technology. Likewise President Clinton has been unable to stop nuclear proliferation. If there was ever a time we needed an anti- ballistic missile system, it is now.

The "Crimson Tide" scenario is great movie drama, but it's lousy foreign policy. A missile launched from Kiev or Baghdad or Pyongyang would devastate an American city, and the U.S. can do nothing to stop it. Although the movie does not mention it, the real reason this potential nightmare is so scary is

because the U.S. has no defense against ballistic missile attack.

You must do two things. First, educate yourself and your friends about the danger. America is vulnerable to nuclear attack, and yet most Americans do not know this. Second, call for Congress to deploy an “upper tier” defense to the Aegis system. The cost would be less than one percent of the entire Defense Department budget. Building such a system would protect the United States from rogue leaders and military dictators who might someday decide to launch ballistic missiles on this country.

Corporate Welfare

Cutting a \$200 billion deficit from a \$1.6 trillion budget is not as difficult as the media might make it sound, especially when politicians target the easier cuts first. One of the most obvious cuts is so-called “corporate welfare.” Both liberals (like Secretary Robert Reich) and conservatives (like Speaker Newt Gingrich) talk about cutting corporate welfare. When Congress reconvenes, politicians need to stop talking about cutting and begin cutting programs.

What should be placed on the cutting block? Here is a list of examples from the Cato Institute of corporate welfare that should be eliminated.

Department of Agriculture’s Market Promotion Program puts \$110 million a year into the advertising budgets of major U.S. corporations. In 1991, they spent \$2.5 million promoting Dole pineapple products; \$2.9 million selling Pillsbury muffins and pies; \$10 million advertising Sunkist oranges; \$465,000 boosting the sales of McDonald’s Chicken McNuggets; and \$1.2 million promoting American Legend mink coats.

Farm subsidies also should be cut. Consider the sugar price support program. A full 40 percent of its \$1.4 billion in

subsidies goes to the largest one percent of sugar producers. The 33 largest sugar cane plantations each receive more than \$1 million in federal funds.

The Rural Electrification Administration and the federal Power Marketing Administrations are funneling \$2 billion in annual subsidies to some of the wealthiest electric utility cooperatives in the country. One firm (ALLTEL) boasted of sales exceeding \$2.3 billion.

Taxpayer-subsidized REA loans have helped big electric utilities serve ski resorts in Aspen, Colorado, and beach resorts like Hilton Head, South Carolina. They have also helped serve gambling resorts communities in Las Vegas, Nevada.

The U.S. Forest Service dished out \$140 million for road building projects in national forests in 1994 to help harvest timber for firms like Georgia-Pacific and Weyerhaeuser. Last year the Clinton administration championed grants through the Advanced Technology Program. Some of the recipients last year were companies like Caterpillar, Dupont, Xerox, General Electric, and United Airlines.

The administrations also pushed over \$500 million through the Technology Reinvestment Project. Many of the recipients are some of the richest companies in America: Chrysler Corporation (\$6 million), Texas Instruments (\$13 million), Hewlett-Packard (\$10 million), Boeing (\$7 million), and Rockwell (\$7 million).

Recently the Congress considered a bill that proposed \$7.6 billion in cuts in corporate welfare. Here are a few highlights of that bill.

It would eliminate the Department of Commerce, beginning with the U.S. Travel and Tourism Administration and the National Oceanic and Atmospheric Administration. It would also eliminate federal support for expensive projects with dubious commercial potential, such as high speed rail and "smart"

cars.

The bill would also discard needless bureaucracy through the elimination of the Department of Energy, the Interstate Commerce Commission, the Federal Maritime Commission, the Maritime Administration, and U.S. Parole Commission. It would eliminate state and local tree-planting programs run by the Small Business Administration. It would also stop funding "transition expenses" from the Postal Service's reorganization that occurred 24 years ago.

There are more proposals, but you get the idea. There is a lot to cut. We can balance the federal budget, and a good place to start is with corporate welfare. We need to stop talking about it and do it.

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Evaluating Education Reform

Changes in Education

It's the end of your child's first semester of high school and you are expecting the usual report card. Instead, he brings home a portfolio of work which exemplifies his progress towards achieving a series of educational goals established by the district. What's a parent to think?

Or perhaps you have just found out that your first grader will be attending a multi-aged classroom next year which utilizes a cooperative education format and a whole language, interdisciplinary curriculum. What should a parent do?

How about finding out that your fifth-grade daughter attends a

school that endorses mastery learning, site-based management, and an effective schools administrative plan? Is it time to panic?

In such circumstances, what is the proper course of action? Should you pull your children out and home school them? Or, should you enroll them in a private school?

Educational reform, which seems to be never ending, often places Christians in a difficult position. Frequently it's hard to know which reforms are hostile to Christian truth, which are merely poorly conceived ideas, and which are actually worthwhile changes in the way we educate children? Many Americans, Christian or otherwise, are becoming cynical regarding educational reform. Every new innovation promises to revolutionize the classroom, and yet things seem to get progressively worse. The last decade has brought more sweeping reform to our schools than ever before, yet few seem to be convinced that our elementary and secondary schools are performing as we would like them to.

In this essay we will evaluate the notion of educational reform in America's public schools. First, we will consider how one might evaluate reforms in general and then look at specific reforms that are currently being debated. These debates often center on five concerns, or what some call crises, in our schools. They are the crisis of authority, the crisis of content, the crisis of methodology, the crisis of values, and the crisis of funding. The term *crisis* is used here to connote "a turning point" rather than "collapse or abandonment." Although your local school district may not be embroiled in all five of these concerns, each are widespread throughout the country.

Never have so many Americans been so unsure of their public schools, and many of these people are looking for answers, any answers that will solve the problems that they feel are destroying the effectiveness of education in America. This

time of crisis coincides with a split in our society over some very basic notions of what America should be and on what intellectual and moral foundations its institutions should rest. This makes our response to these crises as Christians even more significant. It is also a time of opportunity to have considerable impact on the way our schools operate.

Although the terminology surrounding these crises can be esoteric, they are anything but ivory tower issues. Not only is a great deal of money involved, literally billions of tax dollars, but how our children or perhaps our neighbor's children will be educated will be determined by the resolution of these issues.

Each crisis also represents an opportunity for the Christian community to be salt and light. In order to act as a preservative we must be a discerning people. Too often the Christian community responds to societal change with anger or passivity, when neither are appropriate. Once we gain an understanding of what is happening to our schools we need to respond in a biblically informed manner that seeks the best for both our children and those of our community.

How to Evaluate Reform

Your local school district has just announced that it is installing a new grade school curriculum based on the most recent innovations from brain research. The staff touts the program as widely implemented and research based. As a parent you have yet to take a position on the program, waiting until you have more information, but you feel at a loss as to what type of questions might be appropriate to ask in order to begin your evaluation.

The first step is to understand what is meant by a research-based innovation. For a school program to be truly research-based, an incredible amount of effort must be invested. Unfortunately, few educational reforms are based on such

foundations. Two professors of education, Arthur Ellis and Jeffrey Fouts at Seattle Pacific University, have written a book titled *Research on Educational Innovations* that offers some realistic guidelines for evaluation. The first step in evaluating any reform is to realize that "Theories of human behavior have real, lasting consequences when we try them out on human beings." For that reason alone we should be careful when applying theory to our classrooms.

There are actually three levels of research that need to be finished before proponents of a theory can claim that their curriculum or innovation is truly "research-based." The first level is what might be called "pure research." This often consists of medical or psychological discoveries from clinical experimentation. This kind of research is most effective when specific in focus and highly controlled in methodology, but it might be also be the result of philosophical inquiry. The thinking and writing of Jean Piaget on the development of the intellect is an example of a theoretical source for educational reform that was derived from both observation and philosophical speculation. Unfortunately, this is where the research support of many programs ends, but in order to be called research-based much more needs to be done.

The second level of research involves testing and measuring a theory's implications for actual learning. Here, the theory discovered in the laboratory or minds of philosophers must be implemented in a classroom setting. With the help of carefully controlled groups, researchers can determine whether or not the innovation actually aids in achieving stated educational goals— that kids really do learn more. A third level of research requires educators to discern if this innovation can be applied successfully school-wide and in diverse settings.

To complete research on an innovation at these three levels takes time, money, and tenacity, three things that are often found lacking in our schools. With the incredible political and social pressures to fix our system, educators often turn

to programs that make dramatic promises yet lack the necessary testing and trial periods to substantiate the claims of their promoters.

For the Christian parent, establishing whether or not an educational reform is adequately researched is just the beginning of the evaluation process. Even if a program works in the sense that it achieves its stated goals, not all goals are equally desirable. Every reform must be weighed against biblical truth, because they often make assumptions about human nature, about morality, and the way we should answer some of the other big questions of life. Christian parents can never sit idly on the sidelines regarding their children's educational experiences, because education, in all its many facets, helps to shape our children's view of what is real and important in life.

Current Reforms

Outcome-based educational reform is causing some very heated debates throughout the country. At its core OBE is a fairly simple framework around which a curriculum may be organized. It shifts schools away from the current focus on inputs to outcomes, from time units to measured abilities. It assumes all kids can learn, but not at the same speed. Instead of having all students take U.S. history for two semesters of sixteen weeks each, students would be given credit when they master a list of expected behavioral and cognitive outcomes. Not all students will complete the objectives at the same time. The focus is on the tasks to be accomplished, not the time it takes to accomplish them.

OBE would not qualify as a research-based innovation. It claims little or no research at the basic or primary level. At the classroom level, much of the associated research has been done on the concept of mastery learning. There has been considerable amount of work done on this teaching method, and many think that it is a good thing. Others, like Robert

Slavin, argue that mastery learning produces short-term or limited results. This still leaves much of the OBE system without a research base. Level three research which seeks to determine if a reform innovation actually works at the district or school level is mostly anecdotal. Stories of how districts have been turned around by OBE are rarely published in journals for critical review.

This doesn't mean that OBE is without merit; the point is, we really don't know. What most people get upset about is how many in the educational bureaucracy have used OBE to establish a somewhat politically correct agenda as educational outcomes, often dealing more with feelings and attitudes than with knowledge and skills.

Another reform which creates conflict is the implementation of thinking skills programs. The idea is to formulate content neutral classroom exercises that will enhance thinking skills across the curriculum. This assumes that there are skills that can be isolated from content and be taught to students. Unfortunately, there isn't an agreed upon list of skills that should be included. Brain research, cognitive science, and information processing theories are possible sources for such a list, but according to Ellis and Fouts in their book *Research on Educational Innovations*, these have not been tied to basic research programs yet. Since there are ambiguities at the basic level, little level two research has been done to decide if learning can indeed be effected. One study done in 1985 (Norris) concluded that we don't know much about critical thinking and that what we do know suggests that it tends to be context sensitive which strongly argues against the entire notion of thinking skills courses.

School or district wide analysis of these programs tends to consist of "success stories" with little analysis. Again, at this point there is very little evidence that thinking skills can be taught independently of content.

Both outcome-based reform and higher reasoning skills programs are examples of ideas that have found great favor among educators, but little support among Christian parents. This often reflects the imposition of naturalistic or pantheistic assumptions via these reforms by some educators, rather than a critical evaluation of the reforms methods themselves. Unfortunately, some Christians have resorted to personal attacks on the reformers motives, rather than a careful study of the innovation or methodology itself.

Some school reforms are questionable from the beginning—comprehensive sex education being one that comes to mind. But others may contain helpful attributes and yet be poorly implemented or grow into a dogma that drives out other good or necessary parts of the curriculum. Cooperative education and whole language programs can often fit this description.

The two methodologies are different in that cooperative education has a well established research base supporting it, while whole language lacks much beyond the level one or basic research. Christians have generally been against both concepts, but for different reasons. Let's first describe the innovations themselves.

Cooperative education grew out of Kurt Lewin's research in the 1930s on group dynamics and social interaction. One description, offered by an advocate states, "cooperative learning methods share the idea that students work together to learn and are responsible for one another's learning as well as their own." The idea is to use group motivation to get individuals to excel and grow. Most models of cooperative learning programs stress:

- *interdependence of learners*
- *student interaction and communication*
- *individual accountability*
- *instruction on social skills*

- *group processing of goal achievement.*

Advocates of cooperative learning have been charged by some Christians with wanting to do away with personal excellence and using group pressure to get children to conform to secular moral norms. I am sure that both of these complaints have justification, but this doesn't have to be the case. In fact, many advocates of cooperative learning don't want to do away with the competitive aspect of schooling, they just want to moderate it and to help students to develop the skill of working in groups. Working in groups does not conflict with Christian thinking. In fact, Christian schools and seminaries make use of similar techniques all the time.

A problem occurs when over-zealous promoters of cooperative learning declare all competitive learning to be dangerous, or offer cooperative learning as a schooling panacea equivalent to a cure for cancer. Some teachers fail to hold students accountable for their work which can lead to unequal effort and unjust rewards for individuals. This lesson damages student motivation and the integrity of the teacher.

Whole language has much less research to support its claims, most of which is at the theoretical or basic level. Whole language theorists argue that language is acquired by actually using it rather than by learning its parts. It rejects a technical approach to language which encouraged learning phonics and grammar rules rather than the simple joy of reading and writing. Unfortunately, there is little evidence that this approach teaches students to read and write well. A large study done in 1989 by Stahl and Miller concluded (1) that there is no evidence whole language instruction produces positive effects, and (2) that it may well produce negative ones.

This is not to say that some whole language ideas might not be implemented beneficially with the more traditional phonics,

spelling, and grammar instruction. Its emphasis on reading actual literature, not basal readers, is a positive step, as is encouraging students to write often on diverse topics.

There are a number of problems from a theoretical viewpoint that I have with what is promoted as whole language theory, but my response as a Christian should be to work with the teacher and school my child attends, or to find a setting that teaches in a manner that satisfies my expectations. In any case, a Christlike humility should pervade my contact with the teacher and school.

Educators vs. The Public

In spite of the fact that most Americans see the need for improving our public schools, there has been tremendous resistance to reform, both from parents and many teachers. Information found in a recent study titled *First Things First: What Americans Expect From the Public Schools*, published by the Public Agenda Foundation might give us some reasons why.

Focusing on parents of public school children, and particularly on Christian and African-American families, the report found that these groups support most of the same solutions to our school's problems. Both groups want higher educational standards and clear guidelines for what students should know and what teachers should teach. They reject social promotions and overwhelmingly feel that high school students should not graduate without writing and speaking English well. African-American parents were even more dissatisfied with their schools than others, and more concerned with low expectations on the part of educators.

A second finding was that school reform was viewed in fundamentally different ways by educators and the public. Most educators believe that schools are doing relatively well while the public feels that much improvement is needed. In Connecticut, 68% of educators felt the schools are better now

than when they were in school. Only 16% of the public agreed. Educators and parents differ radically in their explanations for our school's problems. Educators blame public complacency, taxpayer selfishness and racism. Although the public supports integration and equal opportunity, it rejects the notion that more money will automatically fix our schools.

Parents' chief concerns are safe, orderly, and focused schools. Nine of ten Americans believe that dependability and discipline will help our students learn better than reforms in test taking or assessments in general. Three out of four parents support permanently removing students caught with guns or drugs from our schools and temporarily removing those who misbehave. Unfortunately, educators rarely make these issues the center of reform proposals. Other findings include the belief that stable families are a more decisive factor for determining student success than a particular school setting is and a perception that educators are often pushing untested experimental methods at the expense of the basics.

Educators and parents were far apart on a number of classroom methods as well. Parents find nothing wrong with having kids memorize the 50 state capitals and where they are located, or to learn to perform math functions without the aid of a calculator. Educators are much more likely to stress higher-order reasoning skills and early use of calculators. Parents in general are less preoccupied with the need for sex ed, AIDS education, multicultural experiences, and even school prayer. They tend to want schools to be safe, orderly, and academically sound.

There seems to be much common ground that the vast majority of parents, and other taxpayers, agree on. As Christians, we probably would be much happier with our schools if they were safe, orderly, and academically sound. Most Christian parents understand and accept the fact that their public schools will not be overtly Christian. On the other hand, they feel that the Christian faith and its presuppositions should receive

fair treatment when reforms are instituted. In recent years many Christian parents have seen their schools initiate programs that both challenge and ridicule their beliefs. This isn't necessary, and it has alienated the very people who must fund and support the schools if they are to be successful.

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Education and New Age Humanism

The Humanistic Charade

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

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

The second *Humanist Manifesto*, published in 1973 states; "As in 1933, humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to love

and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith.

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

The manifesto goes on to say, “We find insufficient evidence for belief in the existence of a supernatural; it is either meaningless or irrelevant to the question of the survival and fulfillment of the human race. As nontheists, we begin with humans not God, nature not deity.”(3)

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

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

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

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

occasions: *Abington v. Schempp* and *Torcaso v. Watkins*.

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

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

The Great Brain Robbery

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

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

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

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

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

wrong, not to lie under certain circumstances.”(9)

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

Educational Philosophy

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

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

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

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

Teaching is now being viewed as a form of therapy, the classroom as a clinic, and the teacher as a therapist whose

job it is to apply psychological techniques in the shaping of the child's personality and values.

Teacher as Therapist

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

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

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

The February 1968 issue of the National Education Journal states:

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

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

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

We will need to recognize that the so-called basic skills, which represent nearly the total effort in elementary

schools, will be taught in 1/4 of the present school day. The remaining time will be devoted to what is truly fundamental and basic.(14)

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

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

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

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

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

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

and wrong. The only wrong is having or holding an absolute.

Relativism is the Key

The only basis for developing morals is what the child himself wants or thinks, and /or what the peer group decides is right. Strong convictions of right and wrong are looked upon as evidence of poor social adjustment and of need for the teachers' therapy. The bottom line is this the major consensus determines what is right or wrong at any point in our culture, there are no absolutes.

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

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

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

Sidney Simon is one of the educational elite in the U.S. He is a humanist, teaches at the Center for Humanistic Education in Amherst, Massachusetts, and is one of the main architects of values clarification theory, which is widely used in public

schools. Mr. Simon is a professor. He teaches those who will later teach your children and mine in the public school. While Mr. Simon was teaching at Temple University in Philadelphia, he commented on his experience teaching high school students:

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

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

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

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

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

The New Age Seduction

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

During the decade of the eighties and now in the nineties we have a new threat. Those who have bought into the New Age

movement have a goal to influence the young as well. The January/February 1983 issue of *The Humanist* carried this article titled "A Religion for a New Age." The author stated:

I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers who correctly perceive their role as the proselytizers of a new faith: a religion of humanity that recognizes and respects the spark of what theologians call divinity in every human being. These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers, for they will be ministers of another sort, utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach, regardless of the educational level preschool day care or large state university.(20)

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

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

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

Among Dr. Galyean's premises are:

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

Because each person is part of the universal consciousness which is love, each contains all the wisdom and love of the universe. This wisdom and love is the 'higher self.' The child can tap into this universal mind and receive advice, information and help from it. This is usually done through meditation and contact with spirit guides.

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

Dr. Galyean sums up her beliefs by saying that

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

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

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

Second, we must discern the particular bias of the textbooks used in the classroom. Whether they are humanistic in their

approach or eastern and whether they properly treat the Judeo-Christian world view.

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

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

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

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

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

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Welfare Reform

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

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

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

AFDC is not the only program of concern. In the early 1960s, the Kennedy administration proposed several other welfare programs. Their stated purposes were the admirable goals of eliminating dependency, delinquency, illegitimacy, and disability. And the modern welfare state was born during the flood of Lyndon Johnson's Great Society programs aimed at the war on poverty.

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

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

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

Good Intentions Gone Awry

The dramatic increases in the number of welfare recipients and the length of their dependency on welfare have alarmed both liberals and conservatives. But liberals and conservatives differ in their prescriptions. Liberals argue for more effective programs and for additional job training. Conservatives, on the other hand, argue that the intractable pathologies of the welfare system (the destruction of the family unit and the fostering of dependency) are due to large-scale governmental intervention. Their argument has been strengthened by the earlier research of Charles Murray in his book *Losing Ground*.

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

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

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

An irresponsible man can father a child without worrying about how to provide for the child. And a dedicated father with a

low-paying job may feel forced to leave home so his children can qualify for more benefits. Eventually the welfare system eliminated the need for families to take any economic initiative by rewarding single parents and penalizing married couples. The result has been an illegitimate birth rate for black women of 88 percent.

A second reason for the breakdown of the family is the "adulthoodification" of children. Various judicial rulings have undercut the role parents can have in helping their children with difficult decisions. Courts have ruled that parental notification for dispensing birth control drugs and devices violates the minors' rights. Courts have ruled that children need not obtain their parents' permission before they obtain an abortion. The natural progression of this continued trend toward children's rights is the breakdown of the family.

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

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

Can Welfare Be Changed?

Now I would like to focus on the various congressional proposals that seek to end welfare as we know it. Although

there has been much talk of welfare reform, there have been very few substantive changes in the welfare system in the last three decades. Since 1960, Congress has passed at least six major welfare revisions so welfare recipients can find work. But the rolls increased by 460 percent in the same period.

A report issued by the Department of Health and Human Services revealed the cost of administering welfare programs grows twice as fast as the number of recipients. According to the Congressional Budget Office, welfare as a percent of the Gross Domestic Product has increased by 230 percent, and its cost will exceed \$500 billion by the end of this decade.

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

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

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

Creating a family cap is another significant change. Welfare mothers can increase the size of their welfare check by having more children. Congressional bills being considered would

allow states to cap payments. If a welfare mother has another child, her check remains the same.

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

Another change is to emphasize work. Often if a welfare mother gets a job, her check is reduced, and she is likely to lose such benefits like Medicare and free child care. The new proposals before Congress would drop benefits after two years. If an able-bodied welfare recipient does not find a private-sector job then she would be assigned a minimum-wage government job.

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

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

Congressional Proposals

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

One bill by Congressman James Talent would no longer provide welfare checks, food stamps, and public housing to women under 21 with children born out of wedlock. The justification for

such actions stems from the original work by Charles Murray who believes that only this radical solution will cause teenage mothers to change their behavior.

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

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

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

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

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

These proposals also emphasize work by providing a transition for able-bodied welfare recipients into the workplace. The

federal government would double welfare payments during the transition period, but would send the check to the employer rather than directly to the welfare recipient. This would no doubt provide greater incentive to work hard and stay on the job.

Many in Congress are skeptical of proposals to provide jobs through job training programs. In the past job training has been relatively ineffective. One 1990 study of New York welfare recipients found that 63 percent of black recipients and 54 percent of whites have received training while on welfare, but few left the rolls for employment. Even with the training, less than 8 percent of blacks and 5 percent of white recipients were working.

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

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

Biblical Principles

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

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

First, who should help the poor? The Bible clearly states that

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

Poverty is much more than an economic problem. It results from psychological, social, and spiritual problems. Government agencies, by their very nature, cannot meet these needs. The church must take a much greater role in helping the poor and not be content to allow the government to be the primary agency for welfare.

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

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

Second, they must be diligent. Some people are poor because of laziness, neglect, or gluttony. Christians are instructed to admonish laziness and poor habits like drinking, drugs, or even laziness that lead to poverty. Proverbs says, "Go to the ant, you sluggard, and observe her ways and be wise." The Apostle Paul more pointedly says, "If a man will not work, neither let him eat." Lazy people should not be rewarded by welfare, but rather encouraged to change their ways. Third, the church must provide for those thrown into poverty because

of the death of the family provider. The Bible commands us to provide for widows and orphans who are in need. Paul wrote to Timothy that a widow who was 60 years or older whose only husband has died was qualified to be supported by the church.

I believe the needs of the poor can and should be met by the church. Churches and individual Christians need to do their part in fighting poverty in their area. Homemakers can provide meals. Educators can provide tutoring and counseling. Businessmen can provide employment training. The church as a whole can provide everything from a full-time ministry to the poor to an occasional collection for the benevolence fund to be distributed to those facing temporary needs brought about by illness or unemployment. The key is for the church to obey God's command to feed the hungry and clothe the naked. Helping the poor is not an option. We have a biblical responsibility which we cannot simply pass off to the government.

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National Health Care

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

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

same government-approved menu at government approved prices.

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

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

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

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

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

Many are saying that this is the model we should use for health care. Don't socialize health care and turn over the

decision-making to a few federal bureaucrats and national health boards. Put the power and responsibility into the hands of 100 million individuals who would effectively organize and regulate the health care market.

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

How Many Americans Are Uninsured?

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

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

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

So how many Americans are chronically uninsured? It turns out that half the uninsured used in President Clinton's statistic

have insurance again within six months. Only 15 percent stay that way for more than 2 years. This produces a figure of about 5.5 million chronically uninsured.

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

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

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

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

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

socialized medicine.

What About the Costs?

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

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

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

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

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

If these calculations by Mr. Cain are accurate (and no one has

challenged them so far), then how did President Clinton arrive at his figures of a 2 percent increase in price of pizza? President Clinton stated that restaurants with approximately 30 percent labor need only increase prices by 2.5 percent. Apparently he multiplied 30 percent by the employer mandate of 7.9 percent.

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

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

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

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

Other Issues

Other key issues being discussed along with health care reform

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

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

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

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

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

In essence, health insurance is merely a substitute for wages. In a sense, it is an accident of history. Health insurance was provided as a benefit after World War II. Health insurance should be personal and portable. After all, employers don't own their employees' auto insurance or homeowner's insurance. Health insurance should be no different.

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

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

The Moral Costs

I would like to conclude by examining the social and moral implications of health care reform? Critics of health care reform warn that it will inevitably lead to rationing. Most of the government health care plans proposed will be forced to ration care and no doubt put a squeeze on the aged and on high tech medicine. This would be the only way to save money. For

example, when Hillary Clinton testified before the Senate Finance Committee, she explained to the Senators their justification for health care services. She said their proposal creates “the kind of health security we are talking about, then people will know they are not being denied treatment for any reason other than it is not appropriate—will not enhance or save the quality of life.” Medical services will be curtailed for those whose quality of life is not deemed necessary to treat. This has been the inevitable result in other industrialized countries that have socialized medicine. If you increase demand (by providing universal coverage), you will have to decrease supply (health care benefits provided to citizens). Those patients whose quality of life is not deemed satisfactory will be denied treatment.

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

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

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

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

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

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Preparing Students for College

In Colossians 2:8 Paul states that a Christian should

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

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

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

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

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

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

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

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

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

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

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

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

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

Develop a Christian Worldview

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

College campuses are "hotbeds" for a multitude of worldviews. This does not necessarily mean there is an "openness" to the variety of ideas. Academic and religious prejudice are very much alive. But it does mean that students should be prepared for the reality of this diversity. For example, they need to realize that the majority of their professors will be naturalists who leave God out of everything and have contempt

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

1. Why is there something rather than nothing?

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

2. How do you explain human nature?

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

3. What happens to us at death?

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

4. How does one determine right and wrong?

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

5. How do you know that you know?

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

6. What is the meaning of history?

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

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

The Mind is Important

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

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

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

Make Christian Beliefs Their Own

Third, help your student make Christian beliefs their own. Too often Christian young people spend their pre-college years repeating phrases and doctrines without intellectual

conviction. They need to go beyond cliches. It will be much better for them to do this with you rather than a professor or another student who may be antagonistic toward Christianity.

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

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

From the "What" to the "Why"

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

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

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

threatening if they have been allowed to ask their own questions and receive answers within the home and church.

Breaking the Sacred-Secular Barrier

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

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

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

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

Expose Them to Christian Scholarship

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

Admittedly, this is probably the most difficult of the

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

Ask First, "Is it True?"

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

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

How Do We Teach These Things?

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

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

For example, if you are working with a group, find someone from outside your church or school that the students do not know. This person should have a working knowledge of the ways in which non-Christians think. Introduce him to the group as

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

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

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

Fourth, send your student to a Probe Mind Games College Prep Conference. Or, better yet, organize one in your own

community. We at Probe have begun to travel around the country to help older youth, their parents, and college students prepare for contemporary college life. If you are interested in this possibility, simply call us at 1-800-899-7762. God has been blessing this wing of our ministry, and we would be honored to share it with you and help in any way we can.

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

Notes

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

Globalism and Foreign Policy

A small but powerful group of internationalists is bent on bringing every aspect of our world society under one, universal political system. The philosophy behind this movement is known as globalism. In this article we will be looking at the subject and describing how it has been promoted by the Bush and Clinton administrations. First, I would like to begin by looking at the goals of globalists. Though they are a diverse and eclectic group of international bankers, politicians, futurists, religious leaders, and economic planners, they are unified in their desire to unite the planet under a one-world government, a single economic system, and a one-world religion. Through various governmental programs, international conferences, and religious meetings, they desire to unite the various governments of this globe into one single network.

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

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

Three Institutions Under Attack

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

The traditional family poses a threat to globalism for two reasons. First, it is still the primary socializing unit in our society. Parents pass on social, cultural, and spiritual values to their children. Many of these values such as faith, hard work, and independence collide with the designs of globalists. Instead, they envision a world where the norm is (1) tolerance for religion, (2) dependence on a one-world global community, and (3) international cooperation. Because these values are not generally taught in traditional American families, the globalists seek to change the family.

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

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

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

they are at breaking the influence of the family.

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

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

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

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

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

By contrast, the United States remains independent in its national fervor and general unwillingness to cooperate with international standards. Until recently, Americans rejected

nearly everything international; be it an international system of measurements (metric system) or an international agency (such as the United Nations or the World Court).

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

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

New World Order

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

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

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

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

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

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

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

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

Other signs of a change in thinking came when former President Bush delivered his September 1990 speech to a joint session of Congress when he referred four times to a "new world order." Supposedly the reason for all of this talk of a new world order is a changing world situation. Lessening tensions in Eastern Europe and increasing tensions in the Middle East are the supposed reason for President Bush talking about a new world order. But, as we have already noted, this term precedes any of the recent world events.

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

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

When President Bush addressed the joint houses of Congress, this is how he expressed his vision: "The crisis in the Persian Gulf, as grave as it is, also offers a rare opportunity to move toward an historic period of cooperation. Out of these troubled times, our fifth objective—a new world order—can emerge; a new era, freer from the threat of terror,

stronger in the pursuit of justice, and more secure in the quest for peace. An era in which the nations of the world, east and west, north and south, can prosper and live in harmony.”

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

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

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

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

Practical Suggestions

We must challenge the goals and vision of globalists. In an

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

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

Second, find out if globalism is already being taught in your school system. Materials from groups like the Center for Teaching International Relations at the University of Denver are already being used in many school districts. Look for key words and names that may indicate that global education is being used in your district.

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

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

Fourth, Christians should be in prayer for those in government. We are admonished in 1 Timothy 2 to pray for

leaders and others in authority. Pray that they will have discernment and not be lead astray by the designs of globalists.

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

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

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

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

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Self-Esteem Curricula

Controversy Over Self-Esteem Curricula

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

Opponents of the programs argue that the current focus on self-esteem is a direct result of a change in the way we view human nature. This change has been towards a relativistic view of morality, which discourages belief in transcendent moral values. Students are prompted to seek truth within and to see moral values, or ethics, as emanating from that process. Truth is seen as tied to a particular person; it becomes biographical. What is true for you may not be true for me.

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

Although the philosophical foundation for these programs goes back a number of decades, a turning point occurred in 1986 when California sponsored a study on self-esteem called the "California Task Force to Promote Self-Esteem and Personal and Social Responsibility. The driving force behind the legislation was California State Assembly member John Vasconcellos. His personal search for self-esteem sheds light on the nature of this movement. Vasconcellos was raised in a strict Catholic home. He writes, "I had been conditioned to

know myself basically as a sinner, guilt-ridden and ashamed, constantly beating my breast and professing my unworthiness.”[\(1\)](#) But in the 1960s he went through a period of Rogerian person-centered therapy with a priest-psychologist and claims that he became more fully integrated and more whole. Thus he turned his life work toward this issue of self-esteem.

Vasconcellos sees two possible models for defining human nature. The first he labels a constrained vision, supported by the writings of Adam Smith, Thomas Hobbes, and Frederick Hayek. The second is an unconstrained vision, associated with Jean-Jacques Rousseau and John Locke. The constrained vision sees man as basically evil, needing to be governed and controlled. The unconstrained vision sees man as “basically good, even perfectible.” Vasconcellos chose the second view after hearing Carl Rogers speak on the subject. Vasconcellos argues that the self-esteem movement is built upon the “faith that people are basically good and that a relationship exists between self-esteem and healthy human behavior. He adds that self-esteem is a “deeply felt appreciation of ‘oneself and one’s natural being,’ a trust of one’s instincts and abilities.”[\(2\)](#) This information about Vasconcellos is important for understanding why this controversy is so heated and significant. It is not just about what curricula will be used to teach our children, but about how we view human nature itself. Our view of human nature will determine the kind of education we design for our children and the goals towards which that education will aspire.

Visualization and Self-Esteem

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

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

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

It adds that

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

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

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

A monistic, Eastern worldview believes that all is one. Distinctions in the physical realm are mere illusions. When we get in touch with this oneness, we will have inner powers similar to Christ and other so-called risen masters. In a

sense, humans are gods, limited gods who suffer from amnesia. A consciousness-raising experience is necessary to reconnect with this oneness. Various meditative states, visualization techniques and Yoga are used to experience oneness with the universe.

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

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

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

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

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

Pumsy

A very popular theme of modern culture is the concept of

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

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

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

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

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

feelings can be overcome merely by choosing to ignore them, by positing a clear mind.

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

This curricula prompts some important questions. Are all negative feelings bad? Is it necessarily a good thing to be able to shut off mourning for a lost loved one? Can a person really alter his or her situation merely by thinking positively? We all recognize the importance of self-confidence, but how closely does the self-esteem taught by this program match reality? Does it really benefit our students? When we read that American students perform poorly on international math tests, yet feel good about their ability to do math, something is wrong. Could we be causing students to develop a false security based on feelings that may not match reality? From a Christian viewpoint, our children need to know that they bear God's image, which bestows great dignity and purpose to life. They must be aware that they are fallen creatures in need of redemption and transformation and a renewal of their minds in order to be more like Christ.

Quest

Quest is one of the most used drug-education programs in America. It includes high-school, junior-high, and some grade-school components. What makes discussion of this curriculum difficult is that its founder, Rick Little, is a Christian who used input from other Christians in its development. In its original form, the program used values clarification and other

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

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

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

Dr. James Dobson, a contributor to the original Quest textbook, has recently voiced his concerns about parts of the program. Although he notes that the curriculum has positive aspects, he adds that the authors have incorporated the work

of secular humanists into the curriculum and have prescribed group exercises and techniques closely resembling those employed in psychotherapy. This, he argues, is a “risky practice in the absence of professionally trained leadership.”[\(6\)](#) According to William Kilpatrick,

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

In spite of the fact that non-directive, values-clarification-based curricula have been used for decades, there is little evidence that they actually reduce the use of drugs or other harmful behaviors. In 1976, researcher Richard Blum found that an “affective drug program” called “Decide” had little positive effect on drug use. Those who sat in the class actually used more drugs than a control group. He found similar results in a repeat of the study in 1978. Research was done on other affective programs in the 1980s. “Smart,” “Here’s Looking at You,” and Quest all were found to increase drug use rather than reduce it.[\(8\)](#) Some states have removed Quest from their approved drug education list because it fails to comply with federal mandates that these programs clearly state that drugs are harmful and against the law.

Criticism and an Alternative

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

...self actualization does not occur in young people . . . they have not learned how to be patient; nor have they learned enough about evil in themselves and others . . . nor have

they generally become knowledgeable and educated enough to open the possibility of becoming wise. They have not acquired enough courage to be unpopular, to be unashamed about being openly virtuous.” (9)

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

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

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

Many wonder whether schools can deal with values in a manner that isn’t offensive to Christians and still be constitutional. Dr. William Kilpatrick, an education professor

at the University of Boston, thinks they can. He advocates "character education, an approach that fell out of favor in the 1960s.

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

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

The apostle Paul wrote to the church at Philippi,

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

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

Notes

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

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