Are We Significant in This Vast Universe? – The Evidence Supports Belief in God

Steve Cable considers the question of why we could possibly be important in such a vast universe. Current research shows that there are reasons why God needed such a vast universe to house life on this planet. Understanding this idea can make it an apologetic for our faith rather than a fact which detracts from our faith. Science is the study of God's creation and the more we delve into it the clearer the hand of God becomes.

Why Is the Universe So Vast? Are We Truly Insignificant?

What do you feel when you look at the night sky? Awe? Insignificance? Adoration? Recently, my wife and I took three Ph.D. students from China for an overnight outing at a lake in West Texas. One of the things that impressed them most was the opportunity to view the night sky on a moonless night. Due to "light pollution," people in most cities can only make out a few hundred stars with the naked eye. These young women had never seen the night sky as King David did when he declared, "The heavens declare the glory of God!" (Psalm 19:1, NASU). They were so taken by the stars and the Milky Way that they spent several hours lying on the dock, looking up at the night sky.



These students were not Christians, and I was glad to have an opportunity to use what we know about the stars to talk to them about the overwhelming evidence for a Creator who is intensely interested in humans. However, another host may have used the same night sky to argue that if there is a God, we must not be

very significant to God. Which view is correct? In this article, we will look into the Bible *and* into current scientific theories to better equip us to answer this important question.

According to the Bible, the transcendent Creator of this universe made humans in His own image as the focal point of His creation. Skeptics of a biblical worldview often point to the vastness of the universe as evidence that humans cannot be the focal point of a theistic creation. The famous astronomer, author, and television personality Carl Sagan put it this way:

> Our posturings, our imagined self-importance, the delusion that we have some privileged position in the Universe, are challenged by this point of pale light. Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity, in all this vastness, there is no hint that help will come from elsewhere to save us from ourselves.{1}

Famous physicist Stephen Hawking wrote, "Our Solar System is certainly a prerequisite for our existence . . . . but there does not seem to be a need for all these other galaxies."{2}

In other words, why would God create this huge universe, if He was primarily interested in His relationship with one species occupying a tiny planet?

I think this is a reasonable question. After all, based on observations from the Hubble Telescope, the current best estimate for the number of stars in the observable universe is

5 times 10 to the 22nd power; that is a 5 with 22 zeros after it. How many stars is that? Well, if you were to count one star every second, it would take you only fifteen hundred trillion years to count them. These stars are spread over billions of light years. Amazingly, all of these stars account for only about 1% of the total mass of the universe. Why did God create such a vast universe, placing us on a single small planet with no reasonable hope of ever traveling beyond our

solar system? Does the size of our universe run counter to a biblical worldview?

A Biblical Perspective of Humankind and the Vast Heavens

If God is the Creator of the universe, and the Bible is revelation directly from God, then accurate observation of the universe will ultimately prove to be consistent with His revelation. By combining the general revelation of science with the special revelation of the Bible, we should be rewarded with a greater understanding of the nature of our Creator and His intentions for mankind. Let's see if this is true in addressing the vastness of the universe.

First let's consider what God's special revelation for us, the Bible, has to say about the vastness of the universe. The Bible often refers to God's creative work in "stretching out the heavens" and filling it with stars (e.g. Job 9:8, Zechariah 12:1). A review of Bible passages on the stars and the heavens reveals a number of reasons why a vast universe is consistent with humans being the most significant part of creation.

We need to realize that creating a vast universe is not harder for God than creating a smaller universe. God brought the universe into existence out of nothing. He had no limits on the amount of matter and energy created. Consequently, it is meaningless to say that it would be a tremendous waste for God to create so many lifeless galaxies. The concept of waste only applies when there is a limited supply. When there is an unlimited supply, you can use all you desire; there is plenty more where that came from.

Within this vast universe, God placed earth in potentially the only place in the universe capable of supporting advanced life. There are many aspects of the universe that are hidden

from the casual observer, but the vastness of the heavens is not one of them. God created the earth and positioned it in an ideal place so that humans could observe the vastness of the heavens and the enormous number of stars. The Bible points out at least five purposes for humans observing this vast universe:

1. *To reveal His majesty and power.* Job refers to this understanding as he reflected on his sufferings stating,

> Who commands the sun not to shine,
> And sets a seal upon the stars;
> Who alone stretches out the heavens
> And tramples down the waves of the sea;
> Who makes the Bear, Orion and the Pleiades,
> And the chambers of the south;
> Who does great things, unfathomable,
> And wondrous works without number.
> Were He to pass by me, I would not see Him;
> Were He to move past me, I would not perceive Him.
> Were He to snatch away, who could restrain Him?
> Who could say to Him, "What are You doing?" (Job 9:7-12).

Later, God confronts Job with His lack of understanding the full power and majesty of His Creator:

> Where were you when I laid the foundation of the earth?
> Tell Me, if you have understanding, ...
> Can you bind the chains of the Pleiades,
> Or loose the cords of Orion?
> Can you lead forth a constellation in its season,
> And guide the Bear with her satellites?
> Do you know the ordinances of the heavens,
> Or fix their rule over the earth? (Job 38:4, 31-33).

As we see in this passage, God intentionally did creative, wondrous works without number so that we could glimpse His greatness.

2. *To emphasize our insignificance without God.* The vastness of the heavens highlights how insignificant humans are apart from God's concern for us. The primary lesson that Job learned through his experience was that we are in no position to critique God's actions over His creation. God's creation is so vast that any significance we have comes solely from God's choice to be concerned with us. Job stated it this way: "Behold, I am insignificant; what can I reply to You?" (Job 40:4)

King David was the most significant person in Israel during his reign, but when he considered the vastness of God's creation he acknowledged our insignificance:

> When I consider Your heavens, the work of Your fingers,
> The moon and the stars, which You have ordained;
> What is man that You take thought of him,
> And the son of man that You care for him (Psalm 8:3-4)?

3. *As a measure of His loving kindness toward us.* God uses the vastness of the heavens to help us understand the magnitude of His love for us, stating, "For as high as the heavens are above the earth, So great is His loving kindness toward those who fear Him" (Psalm 103:11).

God's love for us is greater than the billions of light years which separate us from the most distant galaxies.

4. *As a picture of His faithfulness and forgiveness.* In a similar way, God uses our inability to completely grasp the breadth and depth of the universe to emphasize spiritual truths. Through Jeremiah, God promised a new covenant where He will remember our sins no more. God used the vastness of the heavens to convey His promise to never cast those in the new covenant away from Him with these words,

> Thus says the LORD, "If the heavens above can be measured
> And the foundations of the earth searched out below,
> Then I will also cast off all the offspring of Israel

> For all that they have done," declares the LORD (Jeremiah 31:37).

Even today astronomers recognize that the universe we can observe is much smaller than the state of the universe as it exists today. Due to the finite speed of light, it is impossible to directly observe the current size of the universe or count the exact number of stars. Just as the heavens can never be measured, God will never cast us off from His presence.

5. *As a reminder that our understanding is limited.* Our Creator understands the universe from one end to the other and from the beginning of time to its end. As humans, we are just beginning to probe its mysteries. So, God reminds us, "For as the heavens are higher than the earth, So are My ways higher than your ways And My thoughts than your thoughts" (Isaiah 55:9).

It is clear that God intended us to observe and study the stars and the heavens. As a part of God's general revelation, the magnitude of the universe speaks to His greatness. Through God's special revelation, we see God using the vastness of His creation to teach us lessons about who we are and how we relate to Him. For a Creator who was willing to sacrifice His only Son on the cross for our redemption, it would be child's play to create a vast universe solely for our instruction. With this understanding, the vastness of the universe becomes a testament to our importance to God rather than evidence of our insignificance.

A Scientific Perspective of Humankind and the Vast Universe

If God is the Creator of the universe and the author of the Bible, accurate observation of the universe will ultimately prove to be consistent with His revelation. By combining the

general revelation of science with the special revelation of the Bible, we should be rewarded with a greater understanding of the nature of our Creator and His intentions for mankind.

In his book *Why the Universe is the Way It Is*{3}, Hugh Ross points out a number of areas where combining the latest observations of astronomy and physics with biblical theology provides us with fuller answers for some of the tough questions of life. One area he focuses on is the question we have been examining: "Does the vastness of this universe mean that we are insignificant and/or accidental?"

If we assume, as most skeptics and seekers would, that the physical laws of this universe have remained constant from the beginning of the universe until now, then the current state of scientific knowledge points to three reasons why the universe must occupy the mass and volume that it does in order for advanced carbon based life to exist on this planet.

1. *The exact mass of the universe was necessary for life supporting elements to exist*. Life requires heavier elements such as oxygen, carbon, and nitrogen. These elements are produced in the nuclear furnaces of stars. If there were less mass in the universe, only lighter elements such as helium would be produced. If there were more mass, only heavier elements, such as iron, would be produced. In fact, the amount of mass and dark energy in the universe must be fine tuned to less than one part in 10 to the 60^{th} power, or one part in one trillion trillion trillion trillion trillion, to have a universe that can create a life supporting solar system and planet.

2. *The exact mass of the universe was required to regulate the expansion of the universe to allow the formation of the sun and the solar system.* Amazingly, it turns out that the same total mass that results in the right mix of life supporting elements also results in the right amount of gravity to dampen the expansion of matter across the surface of the space-time

continuum to allow the formation of stars like the sun which are capable of supporting a planet like earth. If the universe were expanding faster, stars and solar systems would not form. If the universe were expanding slower, giant stars and black holes would dominate the universe. Once again the total matter in the universe is fine tuned to support life. And what an amazing coincidence: the number that creates the right mix of elements also creates the right expansion rate. This dual fine tuning is much less likely than achieving the financial returns guaranteed by Bernie Madoff!

3. *The vast volume of the universe is required to give the earth just the right amount of light and other electromagnetic radiation to support life and not destroy it.* Life not only requires a planet with the right mix of elements orbiting the right kind of sun in just the right solar system; it also requires a "just right" galactic environment. Astronomers has discovered what they call "the galactic habitable zone" for our Milky Way galaxy at a distance of about 26,000 light years from the center of the galaxy. Any planet closer to the center will experience deadly radiation levels. Any planet further away from the center would lack the mix of heavy elements necessary for advanced life. But the vast majority of this habitable zone is inside one of the uninhabitable spiral arms of the galaxy. Since stars revolve around the galactic center at a rate different than the spiral arm structure based on their distance from the center of the galaxy, most solar systems pass through deadly spiral arms over the course of time. Our solar system occupies a very special place as Hugh Ross points out: "The solar system holds a special position in the Milky Way . . . the one distance from the core where stars orbit the galaxy at the same rate as its spiral arm structure does."{4}

Once again we are faced with a divine "coincidence": the same fine-tuned distance required to safely place a habitable planet is also the exact distance required to keep that planet

out of the deadly spiral arms.

Not only must the earth be located far from the center of the Milky Way, the Milky Way must be located far enough away from other galaxies to maintain the stability of its spiral structure. Many aspects of the Milky Way appear to be very rare or unique in the universe.

As you can see, a logical application of current scientific orthodoxy based on the Big Bang and constant natural laws overwhelmingly supports the view that the vastness of the universe does not imply that human life is unremarkable and insignificant. On the contrary, the most reasonable conclusion from the evidence is that life on this planet is the primary purpose behind the vastness of our universe. Both the Bible and the results of scientific observation agree: our vast universe is the work of a Creator who considers life on earth as very significant.

Consequently, we don't have to convince a seeker that the world is much younger than it appears in order to answer the question, "Are we significant to our Creator?" We can say, "Whether you look to the teaching of the Bible or you look at the current prevailing models from the scientific community, the answer is definitely yes!" The important question is, "Is it possible to know more about my Creator and have a relationship with Him?" Beginning with the death and resurrection of Jesus, we can explain how to have an eternal relationship with God and why we believe the Bible is the reliable source of information about our Creator and our universe.

• Check out our article "The Answer is the Resurrection" at Probe.org for more information on using the resurrection to respond to key questions from seekers.
• For more information on topics related to the origins of our universe and other science topics, check out our Faith and Science section.

• For further discussion on the age of the universe see "Christian Views of Science and Earth History" in our Faith and Science section.
• For further discussion of how the age of the universe debate relates to this discussion see Appendix A: Theology vs. Science or Theology plus Science? and Appendix B: Apologetics and the Age of the Universe.

Notes

1. Carl Sagan, *Pale Blue Dot: A Vision of the Human Future in Space* (New York: Random House, 1994).
2. Stephen Hawking, *A Brief History of Time: From the Big Bang to Black Holes* (New York: Bantam, 1988).
3. Hugh Ross, *Why The Universe Is The Way It Is* (Grand Rapids, MI: Baker Books, 2008).
4. Ross, *Why The Universe Is The Way It Is*, 66.

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Why Study Church History?

James Detrich provides five reasons to study church history and allow our knowledge to build our confidence in our faith.

When I was in college, we had to do what was called "evangelism night." It was a night in which a group of us would pile into someone's old, broken-down car (we were all poor back then) and skirt downtown to the city's walking bridge, a large half-mile overpass extending over the Chattanooga River. We were always sure that plenty of people would be there that needed our message. One night I began talking to a man about Christ and he quickly cut me off, "I am a Christian," he exclaimed. "Great," I replied. As we continue

talking, though, I soon discovered that he was a “different” Christian than me. He said he believed in an expansive New Testament that contained many more books than the twenty-seven I was accustomed to, and he had six or seven Gospels, where I only had four. When I told him that I didn’t think he was right, that the New Testament only contained twenty-seven books and four Gospels, he asked me an important question, “How do you know that there are only four Gospels? Maybe there are more books to the Bible than you think!” I stood there, knowing that he was wrong. But I didn’t know *why* he was wrong. I had no idea of how to combat him—I didn’t know church history well enough in order to provide, as 1 Peter 3:15 says, an account of the assurance that lies within me.



This is one of the great reasons why we as Christians need to study church history. In this article I am going to make a passionate plea for the study of church history and give five reasons why I believe it is essential for every follower of Christ. Alister McGrath said that “Studying church history . . . is like being at a Bible study with a great company of people who thought about those questions that were bothering you and others.”{1} These bothering questions, much like the one I could not answer on the walking bridge, oftentimes can be answered through learning the stories and lessons of history. It was Martin Luther, the great reformer, who cried out: “History is the mother of truth.” This is the first reason why Christians need to study history, so that we can become better skilled to answer the nagging questions that either critics ask or that we ourselves are wrestling with. It would have been a tremendous help that day on the bridge to know that in the second and third centuries, the time right after Jesus and the apostles, that church pastors and theologians were exclaiming

and defending the truth that we only possess four Gospels: Matthew, Mark, Luke, and John. If I had only known of this rich tradition, if I had only known my church history, I would have been able to give a reasonable account of that hope that lies within me.

Church History Provides Comfort

The first reason why Christians should study church history is that it helps Christians provide a more reasonable account of what we believe. The second reason is that Christians, just like any other people, go through many times of loneliness and despair. The book of Psalms reveals multiple times where various psalmists reveal that they feel as though God has left them, that their enemies are closing in, and that no one, including God, really cares. Suffice it to say that this often leads to a crisis of faith. Many of us suffer that same crisis from time to time, and the one thing that usually helps to be encouraged is to get around God's people. When we are with others who believe as we do, it helps to stabilize, and to build, our faith. There is a sense in those moments of being with other Christians that our faith is bigger and more expansive—that it is communal, not merely individual.

Studying church history is about being with the community of faith. Reading the stories, learning the truths, examining the insights of these faithful men and women down through the centuries gives to us the sense that our faith is not shallow, but as the song used to say, it is "deep and wide." Church historian John Hannah claims that studying Christian heritage "dispels the sense of loneliness and isolation in an era that stresses the peripheral and sensational."{2} It breaks us away from this modern culture that emphasizes the glitz and the glamour of the here and now, and helps us to establish confidence in the faith by examining the beliefs central to our faith that have been developed over a long period of time. Christian theology does not invent beliefs; it finds beliefs

already among Christians and critically examines them. The excavation site for Christian theology is not merely in the pages of Scripture, though that is the starting point, but it expands from there into the many centuries as we find the Holy Spirit leading His church. For us today, it gives us the ability to live each day absolutely sure that what we are believing in actually is true; to know and understand that for over 2000 years men and women have been worshipping, praising, and glorifying the same God that we do today.

It's similar to those grand, majestic churches, the cathedrals that overwhelm you with the sense of transcendence. The expansive ceilings, high walls, and stained glass leaves the impression that our faith, our Christian heritage, is not small but large. Entering into a contemplation of our faith's history is like going into one of those churches. It takes away the loneliness, the isolation, and reminds us of the greatness of our faith.

Church History Solidifies Our Faith

The third reason for studying church history takes us to the task of theology. Have you ever wondered if something you heard being preached in church was essential? Maybe you've asked, Is this really so important to my faith? Understanding and articulating what is most important to Christianity is one of the crucial tasks that theology performs. This task is developed from a historical viewpoint. It asks the question, What has always been crucially important to Christians in each stage of church history? Over the centuries, Christian theologians have developed three main categories for Christian beliefs: dogma, doctrine, and opinion.{3} A belief considered as dogma is deemed to be essential to the gospel; rejecting it would entail apostasy and heresy. Doctrines are developed within a particular church or denomination that help to guide that group in belief. What a church believes is found in its doctrine. Lastly, beliefs relegated to opinion are always

interesting, but they are not important in the overall faith of the church. But dogma is important and history tells the story of how the church receives these important truths. It tells the story of how the church came to understand that God is three and one, the received truth of the Trinity; or how they came to understand that Jesus was both human and divine, the received truth of the Person of Christ. In examining these things, you begin to understand what is most essential and what is less important.

This is the same question that was being asked in the early fourth century. Some folks calling themselves Christians were going around proclaiming that Jesus Christ was different from God the Father, that even though He was deserving of worship, there was a time when He was created by the Father. Other Christians rose up and declared that to be heretical. They claimed that the words and actions of Christ as recorded in the Scripture clearly affirms Him to be equal with the Father. The Council of Nicaea in A.D. 325 sided with the latter group, claiming that Jesus was indeed equal with His Father. The exact wording of the council's conclusion is that Jesus is "of the same substance" with His Father. That dogmatic decision is reflected in the church's doctrinal beliefs and it demonstrates its crucial importance for Christianity.

History is indeed the treasure chest of truth. Open it up. Discover the riches within it. Find out what is there and what is not—what is important and what is not!

Church History Helps Us Interpret the Bible

Why should we study church history? The answers already given are that it provides perspective in answering tough questions, gives a sense that our faith has gravitas, delineates that which is important; the fourth reason is that the study of church history helps us to interpret the Bible. You might been

inclined to say, “We don’t need church history, all we need is the Bible.” But we must remember that people interpret the Bible in many and various ways. For instance, do you know that the largest meeting in North America that discusses the Bible is called the Society of Biblical Literature. It meets every year and boasts of having thousands of members. Among those within the society, only an astonishing 30% of them are evangelicals, or people who would have a more conservative interpretation of Scripture. People all over are reading the Bible, but they are reading it in different ways.

So, how do we know how to interpret the Bible? We believe that a certain interpretation or tradition of the text goes all the way back to Jesus and His apostles. Thus, Scripture must be interpreted in light of this tradition—the way that the early community of believers read the various texts of Scripture as they recognized its authority in matters of faith and practice. They recognized that these texts supported, explained, and gave evidence to the belief system that they held dear. For us, going back and reading the early church fathers is profitable for our understanding of the broader cultural and theological framework so that we can better understand what Scripture is saying. For instance, as we discovered above, the Trinity is a crucial dogma of the church. Therefore, any interpretation of the Bible that contradicts that basic belief would be inadequate. History helps to paint the lines that we must stay within and it helps to construct the boundaries for a faithful reading of the text. Examining what was important to the apostles, and the generation that followed, and then the next generation, gives a basic tradition, a framework, of values and beliefs, that must guide our faith today. The study of church history helps us to develop that basic framework.

It was a second-century pastor that complained that the heretics of his day read the same Bible as he did, yet they twist it into something else. He equated it someone taking a

beautiful picture of a king constructed with precious jewels and rearranging those jewels so that the picture now resembles a dog.{4} We would contest ruining such a beautiful piece of art! This is exactly what happens when the beauty of the Bible is misinterpreted. To keep that from happening, we must study church history and find out what the precious jewels actually are that construct the beauty of the Bible.

Church History Demonstrates the Working of God

We have listed four reasons to study church history: it helps answering questions, it presents a faith that is deep and wide, it delineates what is important, and it helps us to interpret the Bible. The fifth reason why we should study church history is that it demonstrates the working of God. More specifically, it gives evidence that the Holy Spirit is working through and among His people, the church of God. It is the same Spirit that was working in that early Christian community that is still at work today in the community of faith. In other words, history provides a further resource for understanding the movement of God in the entire community of faith. We affirm that there is continuity between the early Christian community and the community today, because we serve one God and are the one people of that God. Hence, every sector of church history is valuable, because it is the same Spirit moving through every stage of history. Church history is His story and it tells of God's faithfulness to the community of believers as they have carried forth His truth and have given animation to His character. Just as Christ is the image of the invisible God, the church, through the Son and by the Spirit, is also the image of the invisible God. Church history is the story of how the community reflects that invisible God.

This is the concept that brings all the others into a

connected whole. The reason why studying church history can provide answers to crucial questions of faith is due to the fact that the Spirit has been moving in the hearts of men and women down throughout history, aiding them in their questions of faith and the fruit of that work has been preserved for us today. The reason why studying church history can show us what is important to the faith is because the Spirit has been at work guiding the church into truth. The reason why studying church history can help us interpret the Bible is because the Spirit has illuminated the path for understanding the Bible for centuries. This is what is fascinating about church history: it is a study of His Story. He is there, just as Jesus said He would be. Remember it was Jesus who said that He was going away, but that He would send a Comforter. And this One would guide us in all truth. Church history is the story of that illuminated path where the God of the church guides His people into all truth. History is where He is.

Notes

1. Alister McGrath, "The State of the Church Before the Reformation" in *Modern Reformation* [January/February 1994]: 11.
2. John D. Hannah, "Notes on the Church to the Modern Era" (Dallas: Dallas Theological Seminary), 2.
3. Stanley Grenz and Roger Olson, *Who Needs Theology* (Downers Grove, IL: InterVarsity Press, 1996), 73.
4. This is a metaphor presented by Irenaeus in *Against Heresies*, 1.8.1.

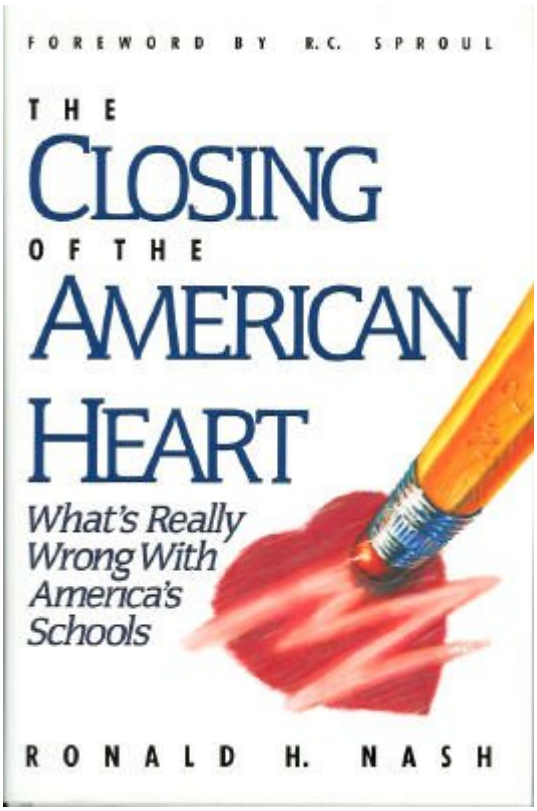
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The Closing of the American Heart

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

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

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



Both books are an attempt to uncover the root causes of the

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

Nash argues that this decision—about what it means to be educated—will be based on an educator's worldview. One's worldview is built on answers to life's big questions, answers that might be informed by traditional religious beliefs or by modern secularism. However, since everyone has a worldview, education can never be neutral regarding the "deep" things of life or life's ultimate concerns. Nash goes one step further by asserting that all public policy is shaped by the ultimate concerns of those holding power in our culture. In other words, worldviews shape institutions and policies, which directly affect how children are educated.

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

Education's Ills

Allen Bloom's highly influential book *The Closing of the*

American Mind begins with the dramatic observation that "There is one thing a professor can be absolutely certain of: almost every student entering the university believes, or says he believes, that truth is relative."{2}

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

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

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

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

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

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

Education's Ills cont.

In addition to students who can't read, or functional illiteracy, there are those who can read but are unable to interpret the meaning of the material because they lack the necessary background information. E. D. Hirsch is the best known author on what has become known as *cultural illiteracy*.

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

Nash agrees with Hirsch and charges that modern educational theory deserves much of the blame for causing cultural

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

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

John Silber, past president of Boston University writes,

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

Three Philosophies

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

The first of these ideas is *relativism,* which we mentioned

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

The second idea is *positivism,* an arrogant, quasi-religious devotion to the scientific method. A positivist argues that any belief that cannot be tested by science is irrational. Positivism relegates all of theology and most of ethics to mere opinion or personal preference. However, as philosopher J. P. Moreland has argued, faith in science itself must be defended on a metaphysical basis and cannot be proven scientifically. "The aims, methodologies, and presuppositions of science cannot be validated by science. One cannot turn to science to justify science any more than one can pull oneself up by his own bootstraps."{11}

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

state sensitivities.

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

Two Solutions

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

> *[T]he only serious solution is the one that is almost universally rejected: the good old Great Books approach, in which a liberal education means reading certain generally recognized classic texts, just reading them, letting them dictate what the questions are and the method of approaching them—not forcing them into categories we make up, not treating them as historical products, but trying to read them as their authors wished them to be read.{12}*

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

Nash agrees that the Great Books are valuable and contribute to a complete education, but he argues that the array of ideas contained in them will baffle students unless they have an over-arching philosophy to guide them through the maze. Although Bloom acknowledges the necessity for individuals and schools to make the hard choices about the big questions in life, he himself fails to do this in regards to a curriculum. Should teachers treat all of the Great Books equally? Since

the authors disagree intensely on basic issues regarding the nature of reality and humanity, are we not promoting a new relativism in place of the old? For instance, do we accept Augustine's *Confessions* and his views on the sinfulness of mankind, or Rousseau's *Confessions,* which assumes that humans are naturally good?

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

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

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

Notes

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

2. Ibid., 25.

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

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

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

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

7. Ibid, 21.

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

9. Ibid., 53.

10. Ibid., 63.

11. Ibid., 66.

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

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