

# How to Talk to Your Kids About Evolution and Creation – What Kids Should Know About Evolution

*Sue and Dr. Ray Bohlin bring decades of Christian worldview thinking and a PhD in science to the important topic of communicating a balanced rational position to our children and teenagers on questions that they will encounter in our society.*

*This article is the transcript of a Probe radio program the Bohlins recorded. Sue's questions and comments are in italics, followed by Ray's answers.*

## Problems with Evolutionary Theory

*Why is there a problem with evolution in the first place? Someone once asked you, "What should I believe?" Remember what you told them?*

Basically I said you should only believe what there is evidence for. After spending years studying evolution in bachelor's, master's, and doctoral programs, I can tell you that, first of all, there **is** evidence for small changes in organisms as they adapt to small environmental fluctuations.

Second, there **is** evidence that new species do arise. We see new species of fruit flies, rodents, and even birds. But when the original species is a fruit fly, the new species is still a fruit fly. These processes do not tell us how we get horses and wasps and woodpeckers.

Third, in the fossil record, there are only a few transitions between major groups of organisms, like between reptiles and

birds, and these are controversial, even among evolutionists. If evolutionary theory is correct, the fossil record should be full of them.

Fourth, there are no real evolutionary answers for the origin of complex adaptations like the tongue of the woodpecker; or flight in birds, mammals, insects, and reptiles; or the swimming adaptations in fish, mammals, reptiles, and the marine invertebrates. These adaptations appear in the fossil record with no transitions. And fifth, there is no genetic mechanism for these large-scale evolutionary changes. The theory of evolution from amoeba to man is an extrapolation from very meager data.

*So the problem with evolution is that it is a mechanistic theory without a mechanism, and there is no evidence for the big changes from amoeba to man.*

## **The Evolution of the Horse**

*I have our son's eighth-grade biology textbook here. Every textbook, including this one, has a story about the evolution of the horse. It is always offered as proof of evolution. What do you say?*

It does not prove much about evolution at all. David Raup, with the Field Museum of Natural History in Chicago, says:

*"Well, we are now about 120 years after Darwin and the knowledge of the fossil record has been greatly expanded. We now have a quarter of a million fossil species but the situation hasn't changed much. The record of evolution is still surprisingly jerky and, ironically, we have even fewer examples of evolutionary transitions than we had in Darwin's time. By this I mean that some of the classic cases of darwinian change in the fossil record, such as the evolution of the horse in North America, have had to be discarded or modified as a result of more detailed information—what*

*appeared to be a nice simple progression when relatively few data were available now appear to be much more complex and much less gradualistic. So Darwin's problem has not been alleviated in the last 120 years and we still have a record which does show change but one that can hardly be looked upon as the most reasonable consequence of natural selection."*[\[1\]](#)

There is no chronological sequence of horse-like fossils. The story of the gradual reduction from the four-toed horse of 60 million years ago to the one-toed horse of today has been called pure fiction. All that can be shown is the transition from a little horse to a big one. This is not significant evolutionary change, and it still took some 60 million years. It does not say anything about how the horse evolved from a shrew-like mammal.

## **Homologous and Vestigial Organs**

*Homologous organs: What are they?*

Homologous organs are organs or structures from different organisms that have the same or similar function. Evolutionists say this similarity is due to common ancestry. The important question is, Do these organs look and function the same because of common ancestry or because of a simple common design? In other words, do they look this way because they are related to one another, or were they designed to perform a similar function? Homology is not a problem for creationists; we have a different but reasonable explanation. It is the result of common design, not common ancestry.

*What about vestigial organs, the ones that are supposedly left over from the evolutionary past? I remember being taught that the coccyx, the tailbone, is left over from when we were monkeys. And the appendix, same thing—we needed it when we were evolving, but we do not need it now. Vestigial organs are unused leftovers from our evolutionary past. Since we do not*

*use them, they have diminished; they have become vestiges of their past function—according to evolutionary theory.*

Yes, according to evolution. But we have discovered that these structures do have a function. The prime example is the one you mentioned, the tailbone. The coccyx serves as a point of attachment for several pelvic muscles. You would not be able to sit very well or comfortably without a tailbone.

The appendix was also long thought to be a vestigial organ, having absolutely no function within our bodies, but now we find it is involved in the immune system. It does have a function. It is true that you can live without it. However, as we learn more about the appendix, we realize that if it remains uninfected, it may be serving a very useful purpose.

*So in other words, “vestigial organs” are not necessarily useless; we just may not have discovered what their role is.*

Yes, very often we have called these things “vestigial” because we never bothered to investigate their function because of their reduced stature. Now we find that things like the coccyx and the appendix really do have a function. And if they have a function, then we cannot call them vestigial; they are not leftovers from our evolutionary past.

*I am looking at pictures of embryos in this textbook that are very similar. The explanation given in the book is that they are similar because they have a common evolutionary ancestor. Obviously, this is being advanced as evidence of evolution. Is that what it is?*

Definitely not. Embryological development does not follow the history of our evolutionary past. [That idea was proven wrong 50 or 60 years ago.](#) It is unfortunate that this error is still in the textbooks. Obviously, there are some similarities among species very early in embryological development; for instance, among mammals, reptiles, amphibians, and birds. That is because they all start from a single cell. As development

progresses, they become less similar. That is exactly what you would expect from an evolutionist **or** creationist perspective.

## The Early Atmosphere of the Earth

*You know, I was pretty happy with how this particular textbook treated evolution. It does not even use the word evolution, and it treats it strictly as a matter of theory, not fact. But you came across another, newer high-school textbook that is stridently pro-evolution. I am concerned about some things I see in this chapter on the origin of life. It is talking about the earth's early atmosphere, and this statement is in bold print (so the students know it's going to be on the test, don't you know!) <smile>*

*"The earth's first atmosphere most likely contained water vapor, carbon monoxide and carbon dioxide, nitrogen, hydrogen sulfide, and hydrogen cyanide."*

*Then in the very next section it talks about Stanley Miller's famous experiments in 1953. It says the atmosphere he was trying to recreate was made of ammonia, water, hydrogen, and methane. What is going on here?*

This particular section is confusing at best and misleading at worst. Clearly they have described [Miller's classic experiment](#), but researchers today agree that the atmosphere used for that simulation did not exist. But yet Miller's experiment produced results. If you use the atmosphere that the textbook describes as the real one, the results are much less significant. The textbook gives the impression that chemical evolution is easy to simulate. But this is far from the truth. One experimenter says:

*At present, all discussions on principles and theories in the field [meaning the origin of life] either end in stalemate or in a confession of ignorance.[{2}](#)*

But you would definitely not get that impression from reading this section of the book.

## Phylogenetic Trees

*I have another question. Here is this beautiful, tidy chart that shows how neatly different animals evolved from one common ancestor. This evolutionary tree has a crocodile-like animal at the bottom, and all these branches coming out from him, and we end up with turtles and snakes and reptiles and birds and mammals all descended from this one animal. Are we talking science fantasy here, or is there a problem with this evolutionary tree?*

Evolutionary trees, or phylogenetic trees, are regularly misrepresented in high-school textbooks. The nice solid lines give the impression that there is plenty of evidence, plenty of fossils to document these transitions—but the transitions are not there. If we were to look at this same type of diagram in a college textbook, all those connecting lines—the transitions—would be dotted lines, indicating that we do not have the evidence to prove that these organisms are related. The transition is an assumption. They assume these organisms are related to each other, but the evidence is lacking. Stephen Gould, a paleontologist and evolutionist from Harvard, says,

*“The extreme rarity of transitional forms in the fossil record persists as the trade secret of paleontology. The evolutionary trees that adorn our textbooks have data only at the tips and nodes of their branches. The rest is inference, however reasonable: not the evidence of fossils.”[\[3\]](#)*

*In other words, these charts make pretty pictures, but they’re not pictures of reality.*

That’s correct.

# Natural Selection and Speciation

*In this same high-school biology text, I am looking at the chapter on evolution called "How Change Occurs." The big heading for this section is "Evolution by Natural Selection." Natural selection always seems to be linked inseparably to evolution. What is it?*

Natural selection is a process where the organisms that are fit to survive and reproduce, do so at a greater rate than those that are less fit. It sounds circular, but it is a simple process, something you can easily observe in nature.

*There are some pictures here of England's famous peppered moths. Why do they keep showing up in science textbooks?*

They keep showing up because the [peppered moth](#) was the first documented example of Darwin's natural selection at work. There were two different color varieties of the same moth: a peppered variety and a dark black variety. The peppered variety was camouflaged on the bark of trees, but the black variety was conspicuous. As a result, the birds ate a lot of black moths. The most common variety, therefore, was the peppered variety. But then the bark of the trees turned dark or black because of pollution. Now the dark form was hidden, but the peppered variety stood out, so the birds ate up the peppered variety. The proportion of peppered moths to black moths shifted in response to the change in the environment.

So here was a change of frequency. At one time we had more peppered moths, and now we have more dark ones. A clear example of natural selection taking place. But the question is, Is this really evolution? I don't think so. It just shows variety within a form. This does not tell me anything as a biologist and a geneticist about how we have come to have horses and wasps and woodpeckers.

*When we are looking at peppered moths, we are dealing with*

*natural selection within the same species. What about a whole new species; for example, Darwin's [Galapagos finches](#) off the coast of Ecuador. Isn't that an evidence of evolution?*

Here is another area where we need to be careful. Speciation is indeed a real process, but speciation only means that two populations of a particular species can no longer interbreed. The two populations get separated by a geographical barrier such as a mountain range, and after a time they are no longer able to interbreed or to reproduce between themselves.

But all we have really done is split up the gene pool into two different, separate populations; if you want to call them different species, that's fine. But even Darwin's finches, although there are some changes in the shape and size of the bill, are clearly related to one another. Drosophila fruit flies on the Hawaiian Islands—there are over 300 species—probably originated from one initial species. But they look very much the same. The primary way to distinguish them is by their mating behavior.

There is a lot of variety within the organisms God created, and species can adapt to small changes in the environment. But there is [a limit to how far that change can go](#). And the examples we have, like peppered moths and Darwin's finches, show that very clearly.

## **Responding to Evolutionary Theory**

*You have given a creationist's response to evolution in textbooks, but apart from the books there is a personal issue to deal with. How do you think Christian students ought to react when they get to evolution in a science curriculum in school?*

First, don't panic. This should not be a surprise; you knew it was going to come eventually. Second, understand that evolution is a very important idea in society today. It is



important to know about it and to understand it. Try to explain it to your kids in that way. You do not have to believe it or accept it, but you need to understand it, know what people mean when they talk about evolution.

*What about answering a question on a test?*

Here it can get a little sticky. You may feel that you have to lie in order to give the answer the teacher wants. But I do not think that is the case at all. What you are doing is simply addressing the issue of evolution; you are showing that you understand it. You do not have to phrase your answer in such a way that says, "I believe this is the way it is." It may come down to how you state your answer. But you are simply demonstrating your knowledge about evolution, not your acceptance of it.

*It seems to me that when you show you understand the concept of evolution, you are demonstrating respect for the teacher and really for the theory too, as the prevalent theory of our day, without having to make a statement of, "Yes, I believe this!"*

Sure. The concept of respect, I think, is extremely important, because you have to realize that as a middle-school or high-school student, you are dealing with teachers who have studied or taught evolutionary theory for many years. Their level of understanding is much deeper than yours. You cannot simply go in there and try to convince the class that the teacher is wrong, or that evolution is wrong; you need to play the role of a student. And the role of a student is to learn, to try to understand and comprehend the ideas being discussed. But you do not have to communicate in such a way that you appear to believe evolutionary theory.

*I found this page in the textbook we have been looking at, right after the chapters on evolution. It is a message from the authors to the students. It says,*

*“Evolutionary theory unites all living things into one enormous family—from the tallest redwoods to the tiniest bacteria to each and every human on Earth. And, most importantly, the evolutionary history of life makes it clear that all living things—all of us—share a common destiny on this planet. If you remember nothing else from this course ten years from now, remember this, and your year will have been well spent.”{4}*

*I have never seen a message like this before, from the authors to the student. This textbook obviously has a very strong evolution bias.*

Here we have to realize that what is being taught is not science anymore; this is a worldview. This is a statement of naturalism. Obviously, evolution is extremely important to the naturalistic worldview, and the authors are trying to communicate its significance. We are going to see [more and more of this bias in textbooks.](#)

Before Christian parents can talk to our kids about evolution, we first must have an understanding of evolution itself, as well as an understanding of the problems with it. We don't need to be afraid of this powerful theory; we do, however, need discernment, in sifting through the rhetoric and distinguishing it from the truth about God's world.

## **Genesis 1**

*Typically, if a child spends any time at all in Sunday school, he gets to the point where he realizes, “Hey, this doesn't relate at all to what I'm learning in school!” Our hope is that we can help parents integrate the truth of Scripture with what is known about origins in the world. As Christians, our starting point for thinking about origins is Genesis 1: “In the beginning God created the heavens and the earth.” From that point on, though, there are a lot of different*

*perspectives explaining the rest of the chapter.*

That is true, and unfortunately it not only gets confusing for many of us, but it gets very confusing for many of the academics and the scholars as well. There are a number of different ways to interpret Genesis 1. Let me just run through [three of the most prominent views](#) among evangelicals today.

The first is the **literal** or the **very recent** creation account. Some people would call the proponents of this view “young earth creationists.” They believe that each of the six days of creation was a twenty-four hour period similar to our days today. These days were consecutive and in the recent past, probably ten to thirty thousand years ago. They hold that the flood was a world-wide and catastrophic event and that all the sedimentary layers were a result of Noah’s flood. All the fossils, therefore, are a result of the flood of Noah.

The second way of looking at Genesis 1 is the **Day Age Theory**, sometimes called **Progressive Creation**. Here, each of the six days of creation is a very long period of time, perhaps hundreds of millions of years. God would have created progressively through time, not all at once. The flood was a local event in Mesopotamia or perhaps even a world-wide, but tranquil flood. Therefore, the flood did not leave any great scars or sediments across the earth.

The third view understands Genesis 1 as a **Literary Framework**. This view suggests that Genesis 1 was not meant to communicate history. Peoples of the Ancient Near East used a similar literary device to describe a complete or perfect work; in this case, a perfect creation. God could have created using evolution or progressive creation; the point is that there is really no concordance between earth history and the days of Genesis 1.

We need to explain to our children the view that makes the most sense to us, but at the same time let them know that

there is some disagreement between evangelicals. You may even be confused yourself, and it is okay to communicate to your children that you do not know, either, and that not knowing is all right. We need to give direction but leave the doors open for other options.

*Can we know which one is the correct interpretation?*

Creation is a mystery. We need to show respect, not only for the mystery, but also for those people holding different views. Evangelicals with backgrounds in Hebrew and Greek differ on their understanding of Genesis 1. So how can we expect a ten-year-old to grasp the problem and make an actual decision?

When we explain the creation account in Genesis 1, we need to communicate to our children that different scholars, all committed to the Bible as God's Word, interpret Scripture differently. The important thing is that we stress that God created the earth, the universe, and every living thing, especially humans.

## **Early Human History**

*Now we are going to look at some specific issues that arise from Genesis in terms of early human history. Let's start with Adam and Eve. Were they real people?*

This is a very important question, and I think it is one that most evangelical scholars can agree on. Adam and Eve were real people, and almost all evangelical scholars agree that they were created by God. The reason is that this is the one creation event where God gives us details as to how He went about it. When He created the other mammals and the sea creatures and the birds, He *made* them or He *created* them or He *formed* them, but we are given details about Adam and Eve's creation. We are told how God did it. Adam was formed from dust, and Eve was created from a rib taken out of Adam's side.

It is clear that humans do not have an evolutionary origin.

*What about australopithecines, those supposed ape-like human ancestors?*

Australopithecines most likely are simply extinct apes. Some quibble as to whether they walked upright and therefore may have been on their way to developing into human beings, but even if they did walk upright, that is not a real problem. They are still extinct apes, and they really had no human qualities whatsoever. There is a very good book that you may want to look at called *Bones of Contention*. There are a couple of books called *Bones of Contention*, but this is a recent one by Marvin Lubenow. Lubenow goes into great detail about the actual fossil finds—what they mean, where they fit—all from a creationist's perspective, and he does a very good job. He talks about the fact that human remains seem to span the whole era of supposed human evolution from four million years ago to the present, and that even the one particular type of fossil called *homo erectus* covers a very broad range. *Homo erectus* does not really fit where he is supposed to, and the fossils seem to contradict evolutionary theory rather than support it.

*There is one more question that keeps coming up again and again. Where did Cain's wife come from?*

In some ways it is surprising that this question seems to be so perplexing to people, but in another way I really understand it. Clearly, Cain married a sister. We react against that idea today because of the many laws we have today concerning incestuous relationships. We have laws against incest because the children that result from that type of relationship are often afflicted with a genetic disease. This is because all of us carry detrimental recessive genes within our chromosomes. Closely related family members may carry similar if not the same set of recessive genes. When we marry within the family, those recessives can pair up and result in a child who is genetically handicapped. But in the original

creation, there was no such problem. These were the originally created beings, there were no genetic mutations to worry about.

When it comes to human origins, the Bible gives no room for anything other than God's personal fashioning of Adam and Eve. It is the fact that God personally created mankind that gives us such intrinsic value.

## Noah's Flood

*The flood of Noah is extremely important because several New Testament teachings depend on it. The Lord Jesus told us that the time right before He returns will be just like it was in the days before the flood. Peter reminds us that God's judgment fell once on the earth and He has promised to do it again. If the first judgment was not real, what are we to think of the second one?*

*But all too often what comes to mind when we think of Noah's flood is the image of a cute little round boat with the heads of fluffy sheep and tall giraffes and friendly elephants sticking out of it. We think of it as a harmless bedtime story like Cinderella or Scuffy the Tugboat, a remnant of childhood Bible lessons and storybook times. Did the flood of Noah really happen?*

We are talking about an historical event and one that is very serious. It is spoken of in Genesis in a historical narrative. But evangelicals do disagree as to just how it happened. There are basically three different views.

One is the universal catastrophic flood account, where the flood was a world-wide event. It did indeed cover all the high mountains at that time, and it was catastrophic—lots of tidal waves and breaking up of the fountains of the great deep.

The other view is that the flood was universal—it covered the whole earth—but it was a tranquil event and probably did not

leave any scars or sediments on the earth.

And the third view is that the flood was just in the Mesopotamian area. Since its intent was to destroy mankind, and mankind had not spread very far, the flood only had to cover the Mesopotamian area. Again, as with the creation account, we need to tell our kids what our conviction is. What do we think about it? And again, if you are not certain, if you are not sure about your view, go ahead and communicate your uncertainty as well. It is okay to be uncertain about some of these things; scholars do not really know everything about them, either. And we have to be ready to realize that the kids might not even like our particular interpretation, or they may have heard things in school, Sunday school, or church that may differ with our view. But it is okay to give our kids a little bit of room on these kinds of issues.

*With all of these different interpretations of the flood, what can we feel safe telling our children? What is the point of the flood? What is the bottom line of this event?*

The purpose of the flood of Noah was to destroy mankind as it existed at that time. Where scholars differ is just how far mankind had spread. Some suggest that the human population may only have been a couple hundred thousand, so they may have been contained in the Mesopotamian area. But if humans had been around for four or five thousand years, and they had a chance to multiply and grow, there may have been several millions or tens of millions of people spread across the earth. That may be why some suggest that, in order to destroy mankind, the flood had to be universal. But we still do not know whether the flood was a catastrophic or a tranquil event, and so there is some room for discussion. I think all these different theories are helpful because they allow us to investigate God's Word to the best of our ability and try to determine what it really means.

*There is one view of the flood—the universal catastrophic*

*flood model—that has really captured the attention of much of the Christian community. Several organizations propose this model. In fact, you spent a couple of weeks in the [Grand Canyon](#) with one of these organizations investigating the flood model for the formation of the canyon. We want to address a few specifics about this catastrophic model of the flood of Noah. Would you give just a brief outline of this model?*

This catastrophic model definitely suggests a very different scenario than the cute animals or the little round boat. We are talking about the breaking up of the fountains of the great deep and huge amounts of water rocking back and forth across the earth. The young earth creationists suggest that most of the sedimentary layers were formed during the flood. Most of the fossils that we find in those sedimentary layers, therefore, would have been laid down as a result of the flood of Noah. There should also be evidence around the earth of the catastrophic formation of all these sedimentary layers.

*How close to the truth is this model? Does it explain everything?*

There are a lot of things that it does explain. There is evidence for catastrophic origin for most, if not all, sedimentary layers. Organisms seem to require a very rapid burial in order for them to be formed as fossils. But there are problems with this model as well, and I think it is important that we recognize what those are. For instance, all the different types of sediment would have to be the result of just one event, a catastrophic flood. When we look at these sedimentary layers, we have sandstone, limestone, mudstone, shale—all different types of rocks—but they all would have had to come from the same event, and that is a bit of a problem. The majority of Christian geologists believe that the strata are due to other events like river floods, deposits from big storms or hurricanes that occurred periodically or, in some cases regarding the sandstones, even desert sand dunes. While the catastrophic model is a captivating idea, I do not see a



need to force ourselves to accept it or reject it at this time.

There is a lot of work to be done concerning this model. If you have a curious, science-oriented child, why not encourage him or her to pursue a career in science and become a part of the group that tries to investigate it?

## **Cavemen**

*Another question the kids are often curious about: Where do cavemen fit into the Bible?*

Most creationists believe cavemen were the early survivors of the flood. Remember, if the purpose of the flood was to destroy mankind, then most of these fossils would be individuals who survived the flood or lived soon afterwards. Cro-Magnon man and Neanderthal man, and probably even fossils described as *homo erectus*, are all post-flood humans, descendants of Noah's three sons. The so-called primitive characteristics could be due to genetic in-breeding, faulty diets, and life in a harsh environment.

## **Racial Differences**

*Where do the different races come from? If we are all descended from one couple, Adam and Eve, why are there different colors of skin?*

Races would have originated with Noah's three sons and their wives. Several sets of genes produce the wide variety of skin color present in the current population. It is not difficult at all to envision genetically-similar populations becoming isolated after the flood and being the progenitors of the different races. Much of this genetic variability may have been contained in Noah's sons' wives, arising from genetic segregation that took place since the creation of Adam and Eve. Adam and Eve were probably people of intermediate skin

color with most, if not all, of the genetic variability present in their genes.

## Dinosaurs

*We cannot talk about explaining creation to our kids without addressing the inevitable question of the dinosaurs. Where do dinosaurs fit into the Bible?*

There is no question that kids today, particularly boys, are really enamored of dinosaurs. The answer depends on what your approach is.

If you are approaching creation from an old earth perspective, then the dinosaurs have been extinct for seventy or so million years and there is no reason to expect them to be mentioned in the Bible at all. Men and dinosaurs never existed together.

If, however, you are approaching creation from a young earth model, where everything was created in the fairly recent past, then dinosaurs must have existed at the same time as man because they were created on the same day, only ten to thirty thousand years ago. And that raises the question as to whether Noah took dinosaurs on the ark.

It is difficult to imagine a brontosaurus getting on the ark, and most creationists answer that by suggesting he probably did not take adult dinosaurs on the ark, just juveniles or small babies. The extinction of the dinosaurs then was probably due to the flood. Even if Noah did take some on the ark, apparently the climate and ecology of the earth had changed dramatically as the result of the flood and they were not able to survive following the flood.

But it also raises the very distinct possibility that some dinosaurs may still exist in small, isolated pockets around the world. I do not want to add too much credence to this, but there are very intriguing stories—and I just want to call them stories for right now, not fact—from the Congo of different

kinds of dinosaurs being reported by villagers and even some missionaries seeing very large reptile-like creatures out in the swamps. We have cave paintings from South America of dinosaur-like creatures. We have legends from all over the world about dragons, in China and the East and in Europe during the Middle Ages. We seem to have it in our heads that big reptiles are out there somewhere. It is a lot easier to think of them as being left-overs from the flood rather than having existed in small pockets for sixty or so million years since they became extinct in an evolutionary perspective. It is also feasible that dinosaurs could be mentioned in the Bible.

*You mean under a different name?*

Yes. For instance, Job 40 talks of a creature called "behemoth" in verses 15 to 24. He feeds on grass, he has strength in his loins,

What we have tried to do in this discussion is help parents understand the biblical accounts of creation in the early earth so that they can explain it to their children. Although we have presented a few options instead of absolutes, we can still tell our kids that God is the Creator and Sustainer of all things, and that the flood was a real event, although some of the details of how these things happened may escape us at this time. This approach allows us to communicate clear biblical truth while at the same time encouraging a child's curiosity and desire to investigate God's world. This is our Father's world, and it delights Him when His children want to discover it and search out the mysteries of the past, of history, of His story.

## **Notes**

1. David Raup, "Conflicts Between Darwin and Palentology," *Field Museum of Natural History Bulletin*, vol. 30, no. 1 (1979): 25.

2. Kraus Dose, "The Origin of Life: More Questions Than Answers," *Interdisciplinary Science Review* 13 (1988): 348-56.
3. Stephen J. Gould, *The Panda's Thumb* (New York: Norton, 1980), 181.
4. Kenneth Miller and Joseph Levine, *Biology* (Englewood Cliffs, N.J.: Prentice-Hall, 1991), 335.

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**See Also:**

- [Pictures and Account of Ray and Sue Bohlin's Visit to the Galapagos Islands](#)
- [All the Probe articles on Origins](#)

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## Lessons from Camp Quest

In August of this year, the North Texas Church of Freethought (NTCOF) hosted Camp Quest Texas on a farm outside of Dallas. This eight-hour event for children of atheists, agnostics and other "free thinkers" included nearly 40 children between the ages of five and 15. According to a published report<sup>{1}</sup>, the day began with an exercise in making up creation myths based on the Apache story of fire before leading into activities with exotic animals, fossils and staged UFO sightings. The primary purposes of the event were twofold:

- *Encourage the children to have open minds and embrace scientific skepticism*
- *Provide a fun experience for the children where they could make friends among the community of non-believers. This objective was partially motivated by a desire to counter negative experiences some of the children had experienced*

*with schoolmates who believed in God.*

Let me begin by stating that I applaud the organizers and parents for taking positive steps to encourage their children to ask good questions and look for good answers. Even though I suspect that the event was slanted towards promoting an atheistic worldview, I believe all parents should assume an obligation to steer their children toward the truth as they see it. At the very least, they should equip their children to see through the illogical arguments of some enthusiastic proponent of a cultic religion (even if they think that I am just such a proponent!).

The newspaper account of this event and an accompanying interview with the executive director of NTCOF can teach us several lessons as we evangelicals take on the task of raising younger generations.

## **Background**

Before looking for takeaway lessons, let's investigate a little more background. Zachary Moore, the executive director for NTCOF, described their church this way:

"We're a church of freethinkers, which means that we try to understand the natural world by relying on reason and evidence. Like most people, we enjoy spending time with others who share our values and have similar interests. Forming a church just seemed like the natural thing to do, since many of us thought the only thing wrong with churches were the strange things they told you to believe in."[\[2\]](#)

At one time, Zachary considered himself a believer in Christianity. At some point, he came to the conclusion that the evidence did not support his belief in God. As he said,

"If Christianity were true, then I would want at least what Doubting Thomas got. If another theistic worldview were true,

then I'd need something equivalent. I don't think it's too much to ask to be able to talk to a deity personally before I'm asked to worship it."

This question, "If God wants me to believe in Him, why doesn't He present me personally with overwhelming evidence?" is one of the classic hard questions raised against our faith. The purpose of this article is not to answer this question, but if you want more information you can find it at [Probe.org](#) (see related articles).

Zachary and the NTCOF represent a point of view that is heavily in the minority among Americans, but is growing more vocal as it grows numerically. Recent Pew Institute surveys indicate that the number of atheists, agnostics and others who claim no faith is less than 10% of the population. However, a 2007 Barna survey provides a revealing look inside that statistic.

The table below shows the number of people with "no faith" in each age demographic based on surveys taken in 1992 and 2007. The data reveals two important trends. First, the number of people claiming no faith in God in 2007 grows markedly higher with each younger generation, more than tripling from the 6% for those over 61 to 19% for those from 18–22. Second, the percentages for each generation have not changed significantly in the last fifteen years. We don't see more people turning to faith as they grow older. It appears that the skeptics remain skeptics as each generation ages.

Percent of Americans who are atheist or agnostic:

<u>Generation</u>	<u>Ages in 2007</u>	<u>1992 Survey</u>	<u>2007 Survey</u>
Adult Mosaics	18-22	–	19%
Boomers	23-41	16%	14%
Busters	42-60	8%	9%

Elders	61+	4%	6%
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Could it be that our secular schools, culture and public square are creating their expected result—generations that are becoming more and more secular? It also appears that on average, once people reach the age of 18, their belief in God is pretty much set for life.

How should we respond to this trend of succeeding generations turning away from God? I believe the report on Camp Quest reveals some lessons we can take away and apply to this question. I want to consider three possible lessons:

- *Respect those who express doubts*
- *Understand that the Truth is not afraid of skepticism (or scientific inquiry)*
- *Don't be intimidated by an unfriendly world.*

## Respect Those Who Express Doubts

Many of the children attending Camp Quest felt like they are living in a culture where it is taboo to ask the question, “Why should I believe in God?”

One fourteen year old boy “was at camp hoping to meet some nonbelievers his age. All his friends in Allen believe in God, he said, and he tries to keep his atheism a secret from them. ‘They’d probably avoid me if they knew,’ he said.”[\[5\]](#)

“Another boy, 14, whose stepfather requested his anonymity, started home-schooling this year after enduring years of bullying for his open atheism.”[\[6\]](#)

In my opinion, looking at the experience of the Quest campers gives startling insight into the issue of teenagers from Christian homes turning away from the church in their college

years.

Consider a teenager from a Christian family who has questions about the God they learned about in Sunday school. Where can they get some answers to the tough questions? They look around and see how their peers and parents react to other children who question the party line. They realize they may risk status with their peers if they ask these questions. So, at a time when they are around Christian adults on a regular basis who could help them deal with the tough questions and the evidence for God, they are intimidated into keeping silent. Once they leave the home for college or other vocations, they enter an environment where the primary people that claim to have answers to these questions are belittling Christianity as a crutch for people who believe in myths.

In other words, if the children of atheists are afraid to bring up their doubts in public, how much more do many children from Christian families feel forced to go through the motions while hiding their major doubts and concerns?

If we teach our children to respect those with genuine questions about God, we receive a double benefit:

- *Our children will be more willing to bring up questions that cause them to struggle.*
- *Our children will have opportunities to hear the questions of others who need to know Christ. If we model for our children a gentle and respectful response to peoples' questions/beliefs, their friends are more likely to be willing to share their questions with them.*

## **Understand That the Truth Is Not Afraid of Skepticism (or Scientific Inquiry)**

Most parents at Camp Quest indicated that they did not want to dictate their children's beliefs, but clearly they wanted to



impact the thought process. As one mother stated:

“Our job isn’t to tell children what to think,” she said. “It’s about opening up their minds and learning how to ask good questions.”[\[7\]](#)

Just as we hope that the children at Camp Quest will ultimately ask the right questions about the purpose of life and their eternal destinies, we should encourage our children to examine the truth claims of Christianity. After all, Jesus told Pilate:

‘For this I have been born, and for this I have come into the world, to testify to the truth. Everyone who is of the truth hears My voice.” John 18:37-38 (*NASU or New American Standard Updated.*)

Lies and hoaxes are afraid of skeptics. The Truth welcomes skeptics because it shines in the light of examination. If we are willing to examine the truth with our children, it will build their confidence in their faith.

Many teenagers in Sunday School and youth meetings learn the things that Christians do (and don’t do) and some things that Christians believe, but never learn about why we believe that the evidence for Christianity is strong and a biblical worldview answers the hard questions better than any other worldview. I suspect that many teenagers get the impression that their pastors and teachers are afraid of hard questions and want to avoid them. Perhaps in too many cases this suspicion is reality.

This reinforces what we have stated in prior articles on the subject of youth retention (see *The Last Christian Generation*, related articles). We need to:

- *Encourage students to ask tough questions and respect them for doing so.*

- Equip parents and student leaders with solid answers for the tough questions.
- Take the initiative and address these topics in Sunday school and youth meetings even before the students ask the questions.
- Point them to resources like Probe for those that want to go deeper into these topics.
- Expose them to Christian adults who are living out a mature biblical worldview

## **Don't Be Intimidated By An Unfriendly World.**

How many of us can identify with the following statement:

*Just as evangelical adults need social support from their church, our children need it even more. Many of our kids are ostracized at school because their parents are evangelicals, or because they're sharing their own faith at school. It can also be challenging to be an evangelical parent when most people assume that you're intolerant and ignorant if you teach your children to believe in hell and in Jesus as the only way to heaven. Christian camps provide a valuable resource for parents, plus they are full of fun activities for kids that reinforce our values—faith in Christ, love for God and our neighbors, good morals, and a desire for others to receive eternal life.*

It rings true, doesn't it? It is interesting to consider that the statement above is a slight modification of a statement made by Zachary Moore:

*Just as freethinking adults need social support from groups like the NTCOF, our children need it even more. Many of our*

*kids are ostracized at school or in their neighborhoods because their parents are freethinkers, or because they're developing their own freethinking perspective. It can also be challenging to be a freethinking parent when most people assume that you're immoral if you don't teach your children to believe in a god. Camp Quest Texas provides a valuable resource for parents, plus it's full of fun activities for kids that reinforce our freethinking values – science, critical thinking, ethics and religious tolerance.*[\*{8}\*](#)

American society as a whole does not have a high regard for atheism. However, in many ways, our public sector and public schools are more supportive of the NTCOF than they are of evangelicals. This is the reality our children will become adults within. We need to encourage them through a community of like-minded believers while at the same time preparing them to stand up in an unsympathetic and sometimes hostile public square.

Youth groups and Christian camps are not refugee camps to protect our children from the world. They need to focus on equipping them and encouraging them to stand for the Truth in whatever cultural setting they encounter.

You may not be excited about the prospect of a Church of Freethought. However, their experience and reactions may help expose some of our inadequacies in preparing our children to stand firm in their faith in this world. Let's make sure that our children know that we are open to their hard questions and are prepared with real answers.

“For he who comes to God must believe that He is and that He is a rewarder of those who seek Him” Heb 11:6-7 (NASU).

## **Notes**

1. Avi Selk, “Secular kids’ camp in Collin County aims to provide questions, not answers,” *Dallas Morning News*, August

31, 2009.

2. Rod Dreher, "A church for skeptics," *Dallas Morning News*, August 31, 2009.

3. Ibid.

4. Barna Group, "Atheists and Agnostics Take Aim at Christians", June 11, 2007, [www.barna.org/barna-update/article/12-faithspirituality/102-at-heists-and-agnostics-take-aim-at-christians](http://www.barna.org/barna-update/article/12-faithspirituality/102-at-heists-and-agnostics-take-aim-at-christians).

5. Selk.

6. Ibid.

7. Ibid.

8. Dreher.

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**Related Articles:**

- [The Answer is the Resurrection](#)
- [The Last Christian Generation](#)

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# The Golden Compass: Pointing

# in the Wrong Direction

*The Golden Compass* is the opening gambit in Phillip Pullman's all out-attack on the religious faith of his readers. The film version is scheduled for wide release in theaters on December 7th following a massive marketing campaign. The movie may be more subtle than the book, but it is still opening the door to the full anti-God message of Pullman's *His Dark Materials* trilogy. Since the intended audience for these books is children and young adults, Christian parents need to be prepared to respond to the advertising hype and peer group pressure associated with the upcoming movie release. You want to be able to explain why a PG-13 movie is not appropriate for adolescents.

Just in case you don't have time to read this entire article, I am going to summarize my recommendations:

1. **Don't be put on the defensive.** Pullman is not the first to try to glamorize atheism and, although his fantasy is intriguing and well written, it does not introduce any new arguments into the discussion. If a friend has read it, consider this a great opportunity to make a defense for the hope that is within you. Since his books are allegorical fantasy, you don't need to rebut the books. Simply explain why you have placed your faith in Jesus Christ as your Savior and Lord.

2. **Don't reward evangelistic atheists financially for their efforts.** Unless you need to answer specific questions for someone who needs help dealing with *The Golden Compass*, you don't need to read the books or see the movie. Let's send the message that freedom of expression is accompanied by the freedom to choose *not* to pay to read or see it. If you do need to read it, check it out of the library or purchase a used copy.

**3. Don't allow your children to enter this world without a chaperone (i.e. you as their parent).** It is not only anti-Christian; it is also contains elements which should be deeply disturbing to children (e.g. a father murdering his daughter's best friend; a prison camp for torturing children). Even though I think their time would be better spent reading other things, some parents may want to go over Pullman's key themes with their older children to prepare them for their classmates who have seen the movie or read the book. If you have older teenagers, you could check these books out of the library and use them to dissect Pullman's worldview, helping them understand that it does nothing to undermine the historic truths of Christianity.

## **The Message of *His Dark Materials***

I have read the complete trilogy, *His Dark Materials*, of which *The Golden Compass* is the first volume. In my opinion, this trilogy is both well written and well crafted. Well-written in that the primary characters have some depth and I found myself caring about them. Well-crafted in that the fantasy world (actually an infinite number of parallel worlds) and plot are reasonably self-consistent and continue to be fleshed out as the trilogy unfolds. However, even if this were simply a classic allegory of good vs. evil, some of the events and imagery are too dark for anyone younger than late teens. So the problem is not that it is poorly written pulp, but that it is well written with a clear intention on the part of the author to promote a worldview that considers Christianity a bane rather than a benefit.

*The Chronicles of Narnia* by C. S. Lewis and *His Dark Materials* are both allegorical fantasy series written by British authors. However, while *The Chronicles of Narnia* overtly promotes the message of Christianity, *His Dark Materials*, promotes the message that the God of Christianity is a fraud and the organized church is an evil blight preventing mankind

from reaching our fullest potential. This contrast is no accident considering Pullman's criticism of *The Chronicles of Narnia* and of monotheism:

*Morally loathsome, he called it. One of the most ugly and poisonous things I've ever read. He described his own series as Narnia's moral opposite. That's the Christian one, he told me. And mine is the non-Christian.*

*Every single religion that has a monotheistic god ends up by persecuting other people and killing them because they don't accept him, he once said.*[\[1\]](#)

Pullman sets out to counter the impact of C. S. Lewis and J.R.R. Tolkien by creating his own fantasy world in which God is ultimately unmasked as a fraud. The trilogy includes an alternate garden of Eden story, ushering in the Republic of Heaven where people are free to reach their full potential without the oppressive effects of God or organized religion. With over 15 million copies of his books in print, Pullman has had some success with his objective to influence others with his atheist worldview. *His Dark Materials* has been the recipient of numerous literary awards, most of them for children's literature.[\[2\]](#) (This categorization of his work is unfortunate since his books are definitely not suitable for children.) However, prior to the movie release, he had not achieved the notoriety he had hoped for:

*Four years ago Pullman wondered why his books hadn't attracted as much controversy as the Harry Potter series(since) he was saying things that are far more subversive than anything poor old Harry has said. My books are about killing God.*[\[3\]](#)

One interesting feature of the trilogy is the progressive unmasking of Pullman's worldview. After reading *The Golden Compass*, one may be equally disturbed with the actions of

those representing the Church and those rebelling against it. The intended meaning of the allegorical elements is still fuzzy. However, by the time the reader reaches the climax of the trilogy where the Ancient of Days and his minions are defeated in their battle with the fallen angels, Pullman's objective becomes abundantly clear. He invites the readers to embrace his vision of a Republic of Heaven; a Republic where individual self-awareness and self-fulfillment replace the need for truth and a relationship with our creator.

## How Does the Movie Compare to the Books?

Of course, we have not seen the movie yet. However, anyone who has ever gone to see a movie version of one of their favorite books knows that Hollywood does not feel bound to stick to the original plot, much less the message. As the release date for the movie nears, many reports are surfacing that New Line Cinema has chosen to obscure the anti-religion message of the books.

*In the end, the religious meaning of the book was obscured so thoroughly as to be essentially indecipherable... The movie's main theme became, in one producer's summary, One small child can save the world. With \$180 million at stake, the studio opted to kidnap the book's body and leave behind its soul.*

[{4}](#)

Even if this is true, I recommend that Christians avoid this movie for several reasons:

*1. An adolescent who enjoys the movie may well be interested in reading the books where the message is very clear and compelling.*

*2. If this movie is a success, the studio will begin production on the next book in the trilogy. It will be much harder to obscure the anti-God message of the second and third volumes of the trilogy. In fact Pullman is attempting*



*to rein in his vitriol against Christians because he wants to make sure that all three books are made into movies.*

*3. If Christians patronize this film, we are financially rewarding Phillip Pullman for his attack on Christianity and encouraging the studios to produce more anti-Christian propaganda than they already do.*

## Conclusions

Please go back to the opening of this article for a summary of my conclusions. Join me in praying that while the movie is a financial disaster, many Christians will be motivated to share their faith with people who want to discuss the movie and the underlying books.

## Addendum: Post-Viewing Assessment of Film's Departure from the Book

Now that I have viewed the movie, I wanted to add a short update addressing the differences between the book and the movie. There are three primary differences that are worth noting.

**Theology-Lite Version**As reported above, theology and any mention of God are almost completely removed from the movie version. Clearly, the Magesterium represents a powerful church that is condoning horrific experiments on children for the greater good of mankind, but in this parallel universe the movie does not indicate that the Magesteriums beliefs relate directly to any actual religions. One could argue that the historic Catholic Church is presented in a much more unfavorable light in the film *Luther* than in *The Golden Compass*. As a stand-alone movie, *The Golden Compass* would not be much different than many movies that promote a humanist message of individual dignity and choice versus an

*authoritarian system. Even with theology-lite, this movie has a strong worldview message that should be discussed with any young people who view the movie.*

***Chilling Ending Truncated****The movie ends before the corresponding end of the book. The last three chapters of the book are not covered at all. This definitely leaves the door open to use the last three chapters as the opening for a sequel based on the next book in the trilogy. I suspect these chapters were left out because they contain the most disturbing images in the book (e.g., Lyra's father murders her best friend in front of her to further his scientific work) and an explanation of the relationship between dust and Adam and Eve. Even without those chapters, this movie earns its PG-13 rating and is not suitable for children.*

***Significant Modifications for the Silver Screen****The screenplay plays fast and loose with the order of events in the books and creates new storylines to shorten the build-up to key transitions in the plot. All of the major events of the book (excluding the last three chapters) are retained, but the order in which they occur and the details of how they play out are significantly modified.*

None of the differences noted above cause me to change the recommendations above. I still would encourage you not to reward Phillip Pullman or the movie producers financially. Pullman is very candid that his objective is to influence people to view belief in Christianity as misguided and damaging. Financial success will encourage them to make movies of the other books in the trilogy which entail much more direct attacks on God and religion. It will also provide Pullman with resources to support his crusade. We should keep in mind that most young people who read these books will identify strongly with the protagonists and their mission to free people from God's authority *and* will not have parents who will sit down with them and discuss the worldview implications

of these books.

Involved Christian parents could certainly review this material with their children as a way to better equip them to deal with contrary worldviews. However, I would encourage you to do it in ways that do not financially reward the cause of atheism.

2007 Probe Ministries

## Notes

1. Hana Rosin, "How Hollywood Saved God," *The Atlantic*, Volume 300 No. 5, December 2007
2. The awards include but are not limited to: Whitbread Award-Best Children's Book and Best Book 2001, Carnegie Medal (England), American Library Association Top Ten Best Book for Young Adults, A Bulletin of the Center for Children's Books Blue Ribbon book, A Publishers Weekly Best Book of the Year, Children's ABBY Honor
3. Hana Rosin, "How Hollywood Saved God"
4. Ibid

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# Divorce and You

*How can you cope with divorce if it comes your way? How can you help a friend who is going through it? What about divorce and the ministry? Practical—and personal—thoughts on this important issue.*



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

## It's Over

Divorce. What thoughts and feelings does that word kindle in you?

Are you happily married and feel that divorce is not an option? Maybe the concept scares you. The fear of loss seems overwhelming.

Are you in a struggling marriage and the end is near? Perhaps you are confused, angry, depressed, or grieving. Or maybe you are happy and envision this as the necessary end of an unpleasant relationship.

Perhaps your parents are divorced. Maybe you recall their angry disputes during your childhood, fear over your family's future, anguish over deciding with whom you would live.

Got any friends whose marriage is on the rocks? You might care for both of them, but how should you relate to them now? Take sides? Remain neutral? Intervene? Keep out of it?

In 1975 I married a wonderful woman. She was kind, sensitive, beautiful, loving, intelligent, fun, talented . . . my best friend. We traveled the globe together speaking in universities, on television and radio, writing books and articles about love, sex and marriage. She taught me much about love, kindness, sensitivity, communication. Much of the modest success I've seen in speaking and writing I owe in part to her excellent coaching.

Twenty years later, in 1995, she told me she wanted out. I felt devastated. The love of my life didn't love me any more. The pain of rejection ran deep. I had not committed adultery or desertion. I felt helpless. Legally, I was helpless. California's "no-fault" divorce laws mean that in our state it takes two to get married but only one to get divorced. One

partner can simply claim “irreconcilable differences” – no proof is needed – and a judge will dissolve the union after a six-month waiting period. The unwilling partner is legally powerless to stop it.

Imagine the worst spat you’ve ever had with your spouse, partner, or friend. Multiply the pain of that by a jillion and you have a glimpse of the hurt. It felt as if I were being reamed out by an emotional Roto Rooter. I cried buckets. It was really, really awful. Are you getting the idea that I did not like this experience?

What does the Bible say about divorce? How can you cope with divorce if it comes your way? How can you help a friend who is going through it? And what about divorce in the ministry? This article offers you some practical thoughts on this controversial topic.

## **Biblical Issues**

Is divorce a solution or a cop-out?

I appreciate it when speakers or writers make clear their way of looking at the world. My worldview is a biblical one. You may agree or disagree, and I certainly respect that, but may I encourage you to consider what the biblical documents say on this issue?

Moses, the famous Jewish liberator, explained that God made the first man and woman for a close bond. “For this reason,” Moses wrote, “a man shall leave his father and his mother, and be joined to his wife; and they shall become one flesh.”[\[1\]](#)

Hundreds of years later, some religious leaders asked Jesus of Nazareth about divorce. He quoted Moses’ statement, then added, “Since they are no longer two but one, let no one separate them, for God has joined them together.”[\[2\]](#) Jesus held marriage in high esteem: “God has joined them together,” He declared, “. . . let no one separate them.”

But if divorce is wrong, these male religious leaders responded, why did Moses discuss how to handle certain complicated divorce situations? Jesus explained: “Moses permitted you to divorce your wives because your hearts were hard. But it was not this way from the beginning. I tell you,” Jesus continued, “that anyone who divorces his wife, except for marital unfaithfulness, and marries another woman commits adultery.”[\[3\]](#)

Strong words. What do they mean? Even dedicated followers of God differ about whether He allows divorce and under what circumstances. A thorough study exceeds the scope of this short series. I recommend Jay Adams’ book, *Marriage, Divorce, and Remarriage in the Bible*,[\[4\]](#) for more detail.

Years before my own marriage began to crumble, I carefully studied a biblical perspective on divorce and remarriage. Here is what made the most sense to me. Partners should enter marriage for life, “until death do us part.” If splits arise, reconciliation should always be the first aim. If reconciliation fails, I see two biblical bases for divorce and remarriage: adultery of one spouse[\[5\]](#), and desertion[\[6\]](#). Adultery or desertion do not mandate divorce, but they make it allowable.

As difficult as this subject may seem, remember that God loves you and wants the very best for you.[\[7\]](#) If you are hurting right now, He understands. He wants to wrap His arms around you, be your friend, and help you handle your deepest disappointment.

## Coping With Divorce

What are some ways to cope with a shipwrecked marriage?

Divorce can teach you a lot. I’m a sinful person who made plenty of mistakes in marriage. I could have been more thoughtful, sensitive, and kind. Though I tried hard to be a

good husband, I realized I could not be responsible for another's decision.

About a year after the divorce, at some friends' encouragement, I began to speak publicly about what I had learned. I was determined not to speak ill of my ex wife, but I wanted to encourage others. My story got several reactions, which I began reflecting to audiences to help them process it. Maybe you can relate.

"Some of you feel uncomfortable with this topic," I would tell listeners. "You wish I would change the subject. I've felt that way. Others of you think, I wish the person I love would be as open with his heart as you're being.' Some of you are skeptical," I'd continue. "You'd like to hear *her* side of the story! I can appreciate that. Maybe you're angry. Perhaps I remind you of your ex-spouse. You think, He talks so sweet. But I bet he's a tyrant in private!' I realized that I cannot assume responsibility for all the people who have hurt you. But I can offer hope. Maybe people will reason, He's hurt; I've hurt. He says Jesus helped him with his hurt. Maybe Jesus can help me with my hurt.'"

Jesus can help you with your hurt. He said, "Come to me, all of you who are weary and carry heavy burdens, and I will give you rest. Take my yoke upon you. Let me teach you, because I am humble and gentle, and you will find rest for your souls."[\[8\]](#)

Often divorcees experience the classic stages of loss: denial, anger, bargaining, depression, and acceptance.[\[9\]](#) You may not believe you're experiencing this. You may be mad at your mate or God. You may promise God you'll follow Him if He restores your marriage. You may become depressed when the end seems certain. Eventually you may accept reality.

What helped my journey through grief? I had to believe that God really did cause "all things to work together for good to

those who love” Him.[{10}](#) I sought to walk closely with Him. I asked forgiveness of my ex-wife for my many shortcomings. I forgave her and forgave myself.

I saw a skilled counselor. A wonderful divorce recovery group helped me understand what I was experiencing and feeling. I did not date for about two years after the divorce was final, to allow time to sort things out. And some fine friends helped me to land on my feet.

## **Responding to a Friend’s Divorce**

How might you be a friend to someone in the midst of divorce?

The couple next door is splitting up. One partner is bailing on the marriage. You and your family have known them for years. You’ve babysat each other’s kids, carpooled to work, vacationed together, laughed and cried together. You are members of the same church.

How should you relate to them now? Take sides? Remain neutral? Intervene? Keep out of it?

If you are a follower of Jesus, you likely will want to seek divine wisdom. Every situation is different, and marital strife can be explosive. Jesus’ mother Mary once had some wise advice that relates well to these situations. She said, “Whatever He [Jesus] says to you, do it.”[{11}](#)

I was quite fortunate to have a circle of good friends who reached out in loving care. Perhaps their examples can give you some ideas of what you might do.

My friends did not abandon me in my darkest hour. They stuck with me, let me know that they cared, asked how they could help, arranged opportunities for us to spend time together. One couple had me over to dinner every Friday night during the fall. Then we would watch their son play high school football. It helped take my mind off of my problems, relax, and enjoy



being around other people.

Some recommended books, [{12}](#) met me for lunch, and invited me to a concert. One couple listened as I poured my heart out and helped me plan my future. Some organized a prayer meeting among close friends, helped me move, sat with me in court. They would call to ask how I was doing, especially when I felt particularly lonely or burdened.

Two friends tried to contact my estranged wife to encourage her to drop the divorce action.

After the divorce, many gracious folks welcomed me into their circles and encouraged me to serve others. Some pastors and theologians who knew me well told me they thought it was appropriate biblically for me to remarry. I was reluctant. I wondered if I could ever open my heart to another woman.

Then, at a conference, I met Meg Korpi, a beautiful, sensitive, kind, wise, caring, brilliant, fun woman. She was as dedicated to God as she was wise and gorgeous. (I get points for saying all this in writing, you understand!) I knew what I liked and I liked what I saw! We began to date almost three years after the divorce ended and were married about a year-and-a-half later. We are very happy together. We thank God often.

## **Divorcees and the Ministry**

What about divorce and the ministry? If a ministry leader divorces, should he or she remain in ministry?

If a leader initiates an unbiblical divorce – or commits adultery or otherwise acts inappropriately – one should confront him or her as described in Matthew 18. In my view (not all will agree), with a change of mind and heart – and after appropriate time – it may be possible to restore a fallen leader to effective service. Paul wrote, “If someone is caught in a sin, you who are spiritual should restore him

gently. But watch yourself, or you also may be tempted.”[\[13\]](#)

What about the victim of an unbiblical divorce? There are both wise and unwise ways to deal with such tragedies. Ministry boards and executives should take special care to act biblically. They may be tempted to value public image and donations above biblical principles.

Perhaps my case will be instructive. My first wife and I were international speakers with a prominent evangelical movement with thousands of wonderful staff. We traveled the world together, wrote books, appeared on television. In my twenty-fifth year with this organization, my wife filed for divorce without – in my opinion – biblical grounds. This caused quite a stir.

Though initially expressing concern and care, corporate leaders claimed they had a policy requiring me to leave if my spouse divorced me. I was told I was a PR risk and would need to go. At one point they wanted me to agree never to speak or write about marriage, divorce, or remarriage (mine in particular or these themes in general). Things got “curiouser and curiouser.”

Again, this movement has done much good around the globe. It helped me come to faith when I was a student. Please understand that I am seeking here the proper blend of grace and truth, not an easy task in these matters.

My employer owned a seminary, a separate corporation that had no automatic divorce restriction. The seminary president hired me. He took some heat for acting biblically, but those like him who refused to convict me of a sin – divorce – that I did not commit were God’s instruments of grace in my life. After a time of healing, I returned to the lecture circuit. Today, I am privileged to enjoy an even larger global influence via speaking and writing.

Divorce does not have to end ministry. Has any sin been dealt

with in a biblical fashion? If so, then the divorced servant of Christ can, with God's direction and power – and with appropriate accountability – continue to touch lives for Him. Jesus welcomed the denying Peter into fellowship and service.

The wounded servant may become even more effective, able to connect with people on a deep level and to point them to the One who can heal their broken hearts.

## Notes

1. Genesis 2:24 NASB.
2. Matthew 19:6 NLT.
3. Matthew 19:8-9 NIV.
4. Jay E. Adams, *Marriage, Divorce, and Remarriage in the Bible* (Grand Rapids: Zondervan, 1980).
5. Matthew 19:9.
6. 1 Corinthians 7:12-15, taken with Matthew 18:15-17. An outline of this argument regarding desertion is as follows: 1 Corinthians 7:12-15 can be understood to mean that when a spouse who does not believe in Christ deserts a spouse who does have faith in Christ, the deserted believer is not bound from remarriage. Regarding a marriage between two believers, a deserted spouse should first seek reconciliation. If the deserter will not reconcile, the deserted spouse should follow the biblical "progressive correction" prescription in Matthew 18:15-17. That is, s/he should confront the deserter with his/her sin individually, then (if the deserter continues to resist) with one or two others, then involving the church. If the deserting spouse still resists, then the Lord's admonition to the church (which includes the deserted spouse) is "let him be to you as a Gentile and a tax collector." In other words, relate to that person just as you would to someone outside the church, as to an unbeliever. How does the church relate to unbelievers? One of the many biblical teachings regarding relationships between believers and unbelievers is that an unbelieving spouse who deserts a believer does not bind that believer from remarriage (1

Corinthians 7:12-15). See Adams, op. cit., for a more complete discussion of desertion as allowable grounds for remarriage.

7. Romans 8:35-39; Psalm 23.

8. Matthew 11:28-29 NLT.

9. Elisabeth Kübler-Ross, M.D., *On Death and Dying*, reprint edition (New York: Simon and Schuster, reprint, 1997).

10. Romans 8:28, NASB.

11. John 2:5 NASB.

12. Especially helpful are Joseph Warren Kniskern, *When the Vow*

*Breaks* (Nashville: Broadman & Holman, 1993); and many of the Fresh Start resources

at [www.freshstartseminars.org](http://www.freshstartseminars.org).

13. Galatians 6:1 NIV.

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## **“God is a Child-Killer!”**

This is about your mentioning that the bible says abortion is a sin. Then I would say that God should also not abort the unborn. But when he drowned the world, he aborted thousands of sinless unborn children.

So!!!! don't talk about abortion. (That is if you believe in the ark nonsense!)

We have over 5 billion people in this world, and when there will be more, there will be famine, and those people that listened to you will come after you, and demand an explanation. And then your home made GOD will not be there to help you. He never was there anyway. He is a figment of your imagination. Those people have been black mailed by your teachers and the teachers before them, but the time of

reckoning is not that far off. You have leached enough monetarily of them. Your Churches are becoming emptier.

PS. In 2 Kings 2:23,24– he kills 42 Children by sending 2 she-bears to rip them apart, because they called an old man a baldhead. This has not a thing to do with abortion: But it shows that if there was a God like the Bible describes, He does not like children at all. I could give you many more text to this effect, but I had my say.

I can tell you are very angry. I don't know what caused your anger, but whatever it was, I'm sorry.

Since you have arrived at the point of decided that there is no God, then it seems to be inappropriate and pointless to be angry at people who believe in Him. Because if there truly is no God, then the Bible is a man-made book of myths, and all the stories in it are meaningless. And if there is no God, then you have no basis for outrage at anything that anyone says about anything at all because there is no ultimate meaning or purpose in life. And if there is no meaning or purpose in life, why waste your time getting angry at other people's false beliefs? You may as well rage at the fact that the sky is blue or that there are 24 hours in the day. None of it matters in the end anyway.

But I think underneath your insistence that there is no God, you probably know better, and He may have allowed something painful to happen for which you are angry at Him. I'm sorry for that.

And if nothing happened, you've lived a great and charmed life but you're angry anyway, then I'm sorry for that too, because it's sad to be angry for no reason. Uses lots of energy that could be used for other things.

Concerning the 2 Kings passage you mention, "children" is an unfortunate translation. It should really be translated "young men" like the majority of the other times this word appears in

scripture. Their disrespectful taunt of God's prophet incurred the discipline of God because He is holy and His prophet is holy, and treating God and His prophet with contempt is a very serious sin. God loves children, but He is also holier than we can really imagine with our puny little minds. I don't know the answers to all the questions that bother you about God's actions in the Bible, but I do know that He is bigger than our questions, and we don't have all the facts that would allow us to fully understand why an immense and powerful and holy God would do things that make us shake our heads and wonder about.

But I do know He loves us. Even when doing hurtful things, like drowning the world. Just like a cancer surgeon can be loving even when he's cutting into people's bodies to take out cancerous growths.

Thank you for writing.

Sue Bohlin

Probe Ministries

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# Love Myths

## Soul Mates

In this article we are going to focus on a few of the myths surrounding love and romance that can have a negative effect on dating and marriage. Some of these ideas have become so pervasive in our society that it may seem heretical to label them as myths. But as we will see, they can have a devastating impact if they are accepted uncritically.

The first myth is the belief that you will know when you meet

“the one.” Of course, this assumes that there is only one person who is right for you—a soul mate you must find and marry. Garry Friesen in his book *Decision Making & the Will of God* (along with many other Christian writers) question whether there is *only* one right person for you to marry. But I will set aside this theological question to focus on some relevant practical issues.

First, is the problem of a false positive. We have all heard stories about couples who met and immediately one or both of them knew they were going to marry the other person. Often we call this “love at first sight.” But we don’t hear as much about the many other people who met, thought they had met “the one,” but later decided not to get married or ended up getting married and then divorced.

Certain people come into our lives and we immediately “click” with them. Why? We carry around in our minds a template of what that certain ideal person may be. It is influenced by our family background, our own expectations, books, movies, and personal experiences. When that template comes into our lives sparks fly. We may not even know much about that person’s social, family, and religious background, but we are immediately attracted to him or her. We may feel that he or she is “the one,” but over time our relationship may surface concerns that might be detrimental to a successful marriage. Unfortunately, many people can be blinded by a belief that they have met “the one” and thus ignore important warning signs.

Second is the problem of the false negative. We also no doubt have heard stories of couples who weren’t attracted to each other when they first met. Many didn’t even like the other person. Only over time did they get to know each other and began to see admirable qualities in what became their marriage partner.

Pepper Schwartz in her book *Everything You Know About Love and*

*Sex Is Wrong* (New York: Pedigree, 2000) says we are a romance-addicted society. We love movies with Tom Hanks and Meg Ryan, but life is more complicated than what is portrayed in movies with skillfully written plots, blended music, beautiful actors, and exotic locations.

Choosing a marriage partner requires more than romance and emotion. For every story someone tells of finding “the one” and experiencing “love at first sight,” there are many more where those initial emotions turned out to be wrong.

## **Two Peas in a Pod**

The second love myth is the belief that you should be similar to your partner. This myth is quite pervasive in part because there is some truth to it. Obviously, there should be some common basis of belief within a marriage. The Bible warns Christians not to be “unequally yoked together with unbelievers.” (2 Cor. 6:14) And there should be some common areas of social and cultural similarity.

But I believe we should question the prevailing belief that your life partner should be the same age, height, and race while having the same interests, gifts, and abilities. As some marriage counselors have said, “If your mate is exactly like you, then one of you is redundant.” Strong marriages celebrate the differences and work to have each person’s gifts and abilities complement the other. One partner may be good with the finances. The other partner may be good in the kitchen. One partner may be good at details. The other partner may be able to look at the bigger picture and plan for the future. Each partner’s gifts complement the other partner’s gifts.

In many cases, having a similar partner can actually be a source of conflict. Kevin Leman has found that two “first-borns” bring their perfectionist tendencies into a marriage. They will often “pick” at each other leading to increased marital conflict. Does that mean that two first-born children



should never marry? Of course not. But they might want to reconsider whether they want to marry someone who is so similar to them.

What about differences in age? Couples should obviously consider the implications of vast differences in age in terms of energy level, hobbies, activities, and friendships. But there is also good reason to begin to rethink the prevailing assumption that compatibility must be based upon similar ages. Once again different ages and life experiences might be a significant way to bring complementarity into a marriage.

The same could be said about difference in ethnicity. Not so long ago, society frowned upon so-called mixed marriages. Today, more and more marriage partners come from different ethnic and racial backgrounds. While we still tend to marry people who come from the same social and cultural background, this trend seems to be changing.

The key point is this: you don't have to be similar to your partner to have a good marriage. In fact, your differences might actually help you to complement each other in marriage.

## **Annoying Habits**

Now I would like to focus on the question of whether little annoying habits are unimportant in a long-term relationship.

When we are in love, little things like bad manners or chronic lateness may seem insignificant. Besides, we reason, we can always change our partner later on so that this is no longer a problem. We may even convince ourselves that these little annoying habits are kind of cute.

Well, they may seem cute in the courtship phase of a relationship, but they usually don't stay cute once you are married and have to deal with them every day. In fact, small habits often grow into bigger habits once they are indulged.

The book *Everything You Know About Love and Sex Is Wrong* describes a study done by Professor Diane Felmly at the University of California-Davis. The researcher asked people why they married and then why they divorced. The reasons for both were often quite similar. The only difference is that what was once sweet had now turned sour.

For example, a person might say: "I married him for his incredible sense of humor." When asked why they broke up, she might say: "He was always silly, he was a lightweight." Another person might cite her partner's creativity and spontaneity as a big attraction, but later said of her spouse that he was "a dreamer" who "couldn't stick with any one thing, couldn't plan anything ahead of time."

So it wasn't that these people didn't know who they married. Their spouse hadn't changed, but their tolerance of their habits had changed. What was a minor annoyance before they married, became a major reason for their breakup later on.

Frankly, I believe one of the real tests in a marriage are the minor annoyances of everyday life because they accumulate day after day. A quirky habit might be even attractive when you first encounter it, but with daily repetition can become annoying and irksome.

A related issue is the iceberg problem. Most of the mass of an iceberg is below the surface. Likewise, most of the really difficult problems a person may have will stay below the surface during the dating and courtship phase of a relationship. Many couples, in fact, awake on their honeymoons to an entirely different person than the one they thought they married.

Here are a few issues to consider:

- *Cleanliness: what might at first seem like an admirable lack of vanity may indicate a general lack of personal hygiene.*

- *Neatness: although keeping things in order may seem like a small thing, it can develop into a major problem in marriage reminiscent of scenes from "The Odd Couple."*

The bottom line is this: consider the long-term impact these little annoying habits will have in your marriage, *before* you get married.

## **Living Together**

Next I would like to look at the question of living together before marriage.

In our society today, cohabitation has become an extension of dating and courtship. Couples see living together as an audition for marriage, reasoning that you want to get to know someone intimately before you marry them. Although the logic seems sound, it not only goes against biblical injunctions but against sound sociological research.

A 1999 study by sociologists David Popenoe and Barbara Dafoe Whitehead released through the National Marriage Project at Rutgers University confirms earlier studies about the danger of cohabiting and added additional detail. They found that cohabiting appears to be so counterproductive to long-lasting marriage that unmarried couples should avoid living together, especially if it involves children. Whitehead says that living together is "a fragile family form that poses increased risk to women and children."

Part of the reason for the danger is the difference in perception. "Women tend to see [living together] as a step toward eventual marriage, while men regard it more as a sexual opportunity without the ties of long-term commitment." And people who live together in uncommitted relationships may be unwilling to work out problems, and instead will seek less fractious relationships with a new partner.

The National Institute for Healthcare Research has found that couples who live together and then marry report less satisfaction in their marriages than other couples. Scott Stanley at the University of Denver has found that cohabiting couples who get married have a significantly higher rate of divorce than those who did not live together. (*A Lasting Promise: A Christian Guide to Fighting for Your Marriage*. Josey-Bass, 1998)

Couples argue that living together will provide important information about how a partner will behave and interact once married. But a cohabiting person may be quite different from a person within marriage. Marriage is a commitment for life, while cohabitation is usually a commitment for a season. That makes a big difference in a relationship. It's like the difference between being in a play and auditioning for the play. In the first example, you are in the stage production and working to make the play the best it can be. In the second example, you are trying out for the play and have much less invested.

Couples may also argue that they can live together and eventually get married when they are ready for children. But will that day ever come? The living together arrangement actually erodes a foundation of commitment rather than strengthening it. And if the woman becomes pregnant during cohabitation rather than marriage, it is less likely that the children will have a legal (and committed) father.

Living together before marriage may sound like a good idea, until you look at the facts.

## **Got Problems? Have Kids**

Finally I would like to conclude by focusing on the idea that children bring a couple closer.

To begin, let's acknowledge that Psalm 127:3 says that

children are a gift from the Lord. Children are wonderful. A Christian family with children is delightful.

The issue here is the prevailing belief that bringing a child into a relationship that has problems will improve the situation. There is good evidence to believe that is not the case. If anything, a child can increase the tensions that are already present. Pepper Schwartz in her book *Everything You Know About Love and Sex Is Wrong* believes this may be the most damaging myth of the 25 myths she addresses in her book.

The fantasy that children will increase love and intimacy needs to be balanced by the reality that child-rearing also involves time and energy that can increase stress, fatigue, and worry. It will also decrease privacy and communication between partners. Unfortunately, many young couples may underestimate the impact of children on their marriage and be unprepared for the constant daily attention necessary to be a successful parent.

While having a child may be one of the most intimate things a man and a woman can do, the erosion of intimacy after the child arrives often surprises many couples. Even before the child arrives, a pregnant mother often begins to feel fat and unattractive. Once the baby arrives, she must give most of her time and attention to the child. On the positive side, she is madly in love with the child but may tend to squeeze her husband out of the picture. On the negative side, she may be so exhausted from caring for a child all day that she has little energy left for her husband.

Even good marriages must work hard not to allow their marriage to be pulled into two parallel worlds. It is natural to begin to divide tasks and focus on those, but couples need to schedule "date nights" and "talk times" to make sure their two worlds intersect. Isolation is a natural drift in any marriage. Children and children's activities can increase isolation if marriage partners don't attempt to counter-

program against the pressures that naturally will push a couple apart.

Couples should also plan ahead for a time when children are not a constant focus of the marriage. In my article on [\*The Second Half of Marriage\*](#), I talk about the time when children begin to leave the nest. No longer does the marriage have to be child-focused. It should return to a partner-focused marriage. Even while a couple is traveling through “the valley of the diapers,” they should keep a clear focus on the need to invest time, energy, and emotions in their partner.

Children are a gift from the Lord, but couples should understand their impact on a marriage. If a marriage has problems, having children will not bring that couple closer.

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## **Cherishing Our Children's Gender**

A wise friend of mine recently took her little boy for a walk down to the lake. Along the way she said, “Parker, let’s look for frogs and toads. Mommy is so glad God made you a little boy so you could like yucky things like frogs and toads.” When they got back to the house, his grandmother asked, “So how was your walk?” and Parker said, “Mommy’s glad that I’m a boy because I like yucky things like frogs and toads.”

Parker’s mommy is a wise lady because she is supporting and cherishing her child’s gender. That little guy is proud to be a boy and glad that he’s a different gender from his mother. And you know what? As he grows up, he most probably won’t

struggle with homosexuality. One of the best-kept secrets in our culture is the good news that homosexuality can often be prevented through healthy relationships.

Homosexuality is really about gender identity confusion. Boys aren't comfortable being boys, and girls aren't comfortable being girls, and they grow up not fitting in because they have trouble accepting the way God made them. One of a child's basic needs is to feel loved and accepted and, well, CELEBRATED for who they are! This includes the fact that God chose little girls to be female and He decided that little boys would be male. As parents, we need to support God's wise choice of gender for our kids. They need to hear us say, "I'm so glad you're a boy! Boys are so neat." Little girls need to be celebrated for their femininity because girls are so special. Every child deserves to know that the gender that they are is a good, good thing, and we're so glad God made them that way.

One of the best ways we as parents can celebrate our child's gender is to understand and support the differences between boys and girls. Affirm your kids in their maleness and their femaleness. Boys' tendency to be active and physical isn't a pathological problem; we need to channel it with grace, not shame it! Yes, girls are soooooo verbal and emotional—but those aren't design flaws, they're designed!

It's important for dads to support their son's masculinity even if he's not the stereotypical jock. God makes some boys to be artistic and sensitive because we need them! Can you imagine what King David must have been like as a young boy, out in the field playing instruments and composing songs and poetry? Boys like David need their dads to say, "I'm so proud of who you are, son." And girls really need their daddies to love and accept them and celebrate their femaleness. It's one thing for your mother to say you're a pretty princess, but a girl believes it when her father tells her.

One of the greatest gifts we can give our children is the security of knowing that when God made them, He “did good”—even if they like yucky things like toads and frogs.

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# National Child Care

## National Child Care Debate

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

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

Fortunately, the bill went nowhere.

But has the time come again for a national discussion of day care? Hillary Clinton proposes that the United States adopt the French model of institutionalized day care: “More than 90 percent of French children between ages three and five attend free or inexpensive preschools called *écoles maternelles*. Even before they reach the age of three, many of them are in full-



day programs.” The First Lady then goes on to present the French experience in glowing terms and provides additional examples to bolster her push for a national day care system.

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

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

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

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

This essay looks at the important issues concerning the subject of day care. What are the implications of a

nationally-subsidized day care system? How does day care affect early childhood development? What are the psychological costs? What are the social costs? What are the medical costs? These are just a few of the questions we will try to answer in these pages. Psalm 127 reminds us the children are “a gift of God.” Before we develop national programs that may harm our children, we need to count the costs and make an informed decision.

## **Use and Misuse of Statistics**

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

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

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

What about the number of women in the work force? Again, we need to check the definition used to define working women. The Department of Labor figure counts mothers who work part time (as little as one hour per week) as well as women who have flexible hours. The figure also counts mothers who work seasonally. Furthermore, it counts mothers who work from their homes. Again, you can see that this number is artificially inflated.

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

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

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

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

is as acute as portrayed.

## Psychological Costs

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

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

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

placed in a day care center too early are deprived of a primary care giver and will manifest psychological problems.

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

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

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

## **Additional Psychological Costs**

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

J. C. Schwartz and his colleagues have shown that children who

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

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

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

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

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

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

E. F. Ziglar (Yale University) has said that "When parents

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

## Financial and Medical Costs

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

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

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

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

maintenance person, seamstress, dietician, and practical nurse.

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

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

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

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

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# It Takes a Village

## Does It Take a Village to Raise a Child?

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

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

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

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

thinking.

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

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

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

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

## Areas of Agreement

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

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

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

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

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

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

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

## **Is This a "Campaign Book"?**

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

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

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

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

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

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

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

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

## Nostalgia Merchants

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

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

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

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

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

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

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

## **Mrs. Clinton's Government Solutions to Social Problems**

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

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

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

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

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

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

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



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

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

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