“What’s the Difference Between God’s Will and Man’s Will in Salvation?”

What is the difference between God’s will and man’s will in salvation? When someone chooses to believe in the Lord, do they believe by their own will or by God’s will? The Bible says, “For he chose us in him before the creation of the world to be holy and blameless in his sight…” (Ephesians 1:4).

I think that (in a sense) both wills are involved when someone trusts Christ for salvation. God’s will is primary and the human will is secondary. God desires all men to be saved (1 Tim. 2:4) and He provides sufficient grace for each person to be saved. Hence, when someone trusts Christ for salvation, they are not doing this on their own initiative or in their own will-power. Rather, they simply quit resisting God’s grace and allow Him to save them. Those who persist in resisting God’s grace will ultimately perish.

Thus, as one Christian theologian has observed, the difference between believers and unbelievers is NOT to be found in the believers; it is to be found in the unbelievers. The believer is one who simply allows God to save him (which is God’s will and desire); the unbeliever is one who continues to resist God’s grace.

Shalom in Christ,

Michael Gleghorn

© 2011 Probe Ministries

“If Those Who Can’t Choose God Go to Heaven, Why Give Us a Choice?”

I read at Probe.org some of the answers to the question of whether babies are in heaven, and they still did not answer my question—IF the mentally retarded and infants are in heaven because of God’s grace (before I go on, please don’t think I am being disrespectful, because I love the Lord), then why did He create US with choice? Will the babies be grown up in Heaven and the formerly mentally retarded be complete? If so, how can God have a perfect relationship with them, if they have never been given a choice to choose against Him, like we were? Why didn’t He just make us all that way?

Thanks for the question. Sorry to hear that the other articles didn’t cover it for you, but your question is one that has no easy “one-size-fits-all” answer.

As earlier established, it is by God’s grace that babies, and those too mentally handicapped to make a choice for or against Christ, go to heaven. One of the rationales for that belief is Jesus’ descriptions of the kingdom of heaven. Jesus used illustrations of children to highlight the kind of character that would be present in heaven. In Matthew 18:1-4, Jesus tells about the humility found in children that serves as a guiding principle for all who wish to enter eternal paradise of God. In Mark 10:13-16, Jesus described the sincere faith and genuine trust necessary for those who are in heaven. He asserted that children have a recognized place in the kingdom (Matthew 18:10) for they (and by extension, the mentally challenged who cannot progress beyond a child-like mentality) illustrate the kind of spirit an adult must have to experience a place in God’s kingdom{1}.

Granted, deceased children and the mentally challenged do not have the option of belief; their development ended before the age of accountability where they could make a mature decision of trust{2}. However, Christ died for all (Romans 6:10); the debt of sin was paid in full once and for all (1 Peter 3:18). Unless someone deliberately rejects that offer of grace, the offer still stands. Children and the mentally challenged cannot believe nor disbelieve, therefore they have not rejected Christ's atonement. The cancelled debt of sin is still valid on their account.

But, I think I understand the core of your question. It seems that you are asking this: why do babies, children, and the mentally challenged get a "free pass" to heaven without having to go through the angst and struggle that comes from the life of faith? Why do they get to go to heaven scot–free while adults have to struggle with the issue of choice and the resulting dilemma of eternal damnation?

Every human being is born with the potential of choice. It's in our DNA. It's a part of being human. Babies, children, the mentally challenged–all of us were born with the capacity for choice and free will. When those who cannot believe die, the full potentiality of their choice is cut short and they cannot fully exercise that capacity. They do not have any accountable works to speak against their character, therefore God ushers them into His presence. It may seem that it would be preferable to simply die as a child to assure one's place in heaven. But we must remember two things: First, as humans in the image of God, we were created for more than just heaven. If we were created simply for heaven, we would not have physical bodies, nor would we be resurrected in bodily form. Our created purpose was to be a physical representation of God's presence on the earth. Second, there is a trade–off in the premature death of a baby versus the full life of an adult. Babies and the mentally challenged do not have to experience the angst of choice and the struggles of faith but

they also miss out on earthly life itself. A full earthly life can include the joy of a family and the shared happiness that comes from strong lifelong friendships. Adults have the opportunity to find and experience love on many different levels: platonic, fraternal, casual, romantic, and spiritual. Those who are Christians share in the fellowship of their spiritual family and are indwelled with the filling of the Holy Spirit.

People past the age of accountability do have the eternally crucial decision of choosing rightly of whether to follow Christ or not. They have supernatural assistance from God in the power of the Holy Spirit. In deliberation with our free will, God is there to assist us in our choice and interacts with our spirits to help us make an informed decision (John 16:8-11). Though the choice can be difficult for some, God illuminates the truth and testifies to our spirit that Jesus is Lord (Philippians 2:9-11).

Finally, we simply cannot argue with how God decides to give his grace. The classic example is the parable of the Workers in the Vineyard (Matthew 20:1-16), where some of the workers were angry with the justice of the landowner . A landowner decided to hire workers to work in his vineyard, so he hired help throughout the day. The workers who were hired at the end of the day did not work that long, yet they were paid a denarius (a full day’s salary). The workers hired in the early morning sweated and toiled in the heat, yet they too were paid a denarius. Those who bore the brunt of the labor grumbled against the landowner and asked why those who performed less labor received the same payment as those who worked all day.

The analogy holds for babies and the mentally challenged. Babies and the mentally challenged have not made a profession of faith or lived a life of struggle against sin and temptation. Nor have they had to face the real possibility of hell, yet they are ushered through the gates of heaven. Adult believers have the task of coming to trust in Jesus and

obeying the will of the Father, or face the possibility of eternal condemnation.

The landowner's response to the hired men is the same response that our Father gives us. This is not an occasion for anger or jealousy but an opportunity for grace. God wants to extend his mercy to all and we should be happy with the reward set before us. We should not be envious that those who cannot believe get to experience the same honor as those who have borne the scars of struggles and difficulties. We should celebrate because we know that those individuals – the babies, the children, and the mentally challenged- are in a better place and are safe in the arms of our Lord when they die.

You asked why God created us with choice. You may find this answer to email helpful: "Why Did God Create a Flawed World Where Eve Could Eat the Forbidden Fruit?"

I hope that answers your question.

Nathan Townsie

Notes

1. Lightner, Robert P. *Safe in the Arms of Jesus: God's Provision for Death for Those Who Cannot Believe*. Grand Rapids: Kregel Publications, 2000.

2. The age of accountability was the age that God considered a person to be morally responsible for his/her own behavior. In Jewish culture, age thirteen was the age that a person was considered to be a full member of the community and thus responsible for his/her sins. In Christendom, there is no definitive age; it is left to the discretion of the Lord.

© 2010 Probe Ministries

Athlete Ranks New Life Greater Than Olympic Gold

Suppose you had a chance to win a medal at the Athens Olympics. Could anything make you turn it down?

Olympic success can bring fame, lifetime honor and lucrative endorsement contracts. Olympic games usually bring many inspiring stories of victory through determination and achievement despite adversity. Stars are born and careers receive quantum boosts.

Consider British hurdler Tasha Danvers-Smith. She has been ranked sixth in the world in her event. Her Olympic prospects looked bright.

But her ticket to the Athens track was never punched. It wasn't injury or defeat that kept her from competing in the games. It was her personal choice.

Tasha Danvers married her coach, Darrell Smith, in November 2003. In early 2004, she was in excellent physical shape and keenly focused on her training. Then, as she told the Telegraph newspaper, she felt tired all the time, feeling flat for no reason.

In the spring, a home pregnancy test showed positive and she learned she was nine weeks pregnant. "I was in shock, reports Danvers-Smith. I only took the test because I wanted to stop myself worrying about it. Not for one minute did I think it would be positive. The couple had not planned to start a family until after the Olympics.

Having a baby in December would eliminate her chances of competing in Athens in August. It would increase their

expenses and mean lean times. They did not own a home and were living with her husband's parents. She – through her athletic competition – was the main source of income.

As she put it, When my body is my business, then if my body is not functioning, there is no business.

Feeling devastated, the couple considered an abortion. It would seem a simple solution to an inconvenient problem, a comparatively easy way to eliminate an obstacle to the success and recognition she sought.

The thought [of an abortion] did cross our minds as an option," recalls Danvers-Smith. But this line from the Scriptures kept coming into my head: 'For what shall it profit a man, if he shall gain the whole world and lose his own soul?

She tried to convince herself that she should terminate her pregnancy but struggled through her tears with an alternative she could not accept: "For me, the whole wide world was the Olympics. At the same time, I felt I would be losing my soul. It just wouldn't fit well. It would be a forced decision . . . something that wasn't going to make me happy at all.

Aiming now for the 2008 games, she seems happy with her choice and philosophical about her mixed metaphor situation: Life throws you curve balls and you just have to roll with the punches."

Abortion is, of course, one of today's most controversial issues. But regardless of one's views on this emotionally explosive topic, it seems appropriate to admire the dedication of a woman who wrestled with an agonizing decision and made her choice to bear her child and postpone possible future glory and fortune.

Regardless of what success eventually comes her way, might that choice become Danvers-Smith's lifetime golden moment?

© 2004 Rusty Wright. Used by permission. All rights reserved.

"Real Answers™" furnished courtesy of The Amy Foundation Internet Syndicate. To contact the author or The Amy Foundation, write or E-mail to: P. O. Box 16091, Lansing, MI 48901-6091; amyfoundtn@aol.com. Visit the website at www.amyfound.org.

Six Months in Paris that Changed the World

Decisions have consequences. Our own lives and world history confirm that. The 1919 post-World War 1 Paris Peace Conference made decisions that echo in today's headlines. Fascinating stories about Iraq, Israel, Palestine and China prompt us to consider the impact of our own daily choices.

 *This article is also available in Spanish.*

Carving Up the World

Think about the really important decisions you have made in your life: choices concerning your education, vocation, spouse, or friends; your spiritual beliefs and commitments. Are you happy with the outcomes? Have you made any bad choices in life that still haunt you?

Choices have consequences and how we make decisions can be critical. In this article, we'll look back more than eighty years ago at a fascinating gathering of world leaders who made significant decisions that touch our lives today.

In 1919, leaders from around the globe gathered in Paris to

decide how to divide up the earth after the end of World War 1. Presidents and prime ministers debated, argued, dined, and attended the theater together as they created new nations and carved up old ones. Margaret MacMillan, an Oxford Ph.D. and University of Toronto history professor, tells their captivating story in her critically acclaimed bestseller, *Paris 1919: Six Months that Changed the World*.{1} *The Sunday Times* of London says, "Most of the problems treated in this book are still with us today indeed, some of the most horrific things that have been taking place in Europe and the Middle East in the past decade stem directly from decisions made in Paris in 1919."{2}

The cast of characters in this drama was diverse. The Big Three were leaders of the principal Allied nations: U.S. president Woodrow Wilson and the prime ministers of France and England, Georges Clemenceau and David Lloyd George. Joining them was a vast array of "statesmen, diplomats, bankers, soldiers, professors, economists and lawyers . . . from all corners of the world." Media reporters, businesspersons and spokespersons for a multitude of causes showed up.{3}

Lawrence of Arabia was there, the mysterious English scholar and soldier wrapped in Arab robes and promoting the Arab cause.{4} Franklin Delano Roosevelt and Winston Churchill, not yet leaders of their governments, played supporting roles. A young Asian man who worked in the kitchen at the Paris Ritz asked the peacemakers to grant independence from France for his tiny nation. Ho Chi Minh – and Vietnam – got no reply.{5}

This article highlights three of the many decisions from the 1919 Paris Peace Conference that still influence headlines today. They concern Iraq, Israel, and China. Fasten your seatbelt for a ride into the past and then "Back to the Future." First, consider the birth of Iraq.

Creating Iraq

During the first six months of 1919, U.S. president Woodrow Wilson along with French and British prime ministers Clemenceau and Lloyd George considered exhausting appeals for land and power from people around the globe. At times, they found themselves crawling across a large map spread out on the floor to investigate and determine boundaries.{6} The challenges were immense. Clemenceau told a colleague, "It is much easier to make war than peace."{7}

Eminent British historian Arnold Toynbee, who advised the British delegation in Paris, told of delivering some papers to his prime minister one day. To Toynbee's delight, Lloyd George forgot Toynbee was present and began to think out loud. "Mesopotamia," mused Lloyd George, ". . . yes . . . oil . . . irrigation . . . we must have Mesopotamia."{8}

"Mesopotamia" referred to three Middle Eastern provinces that had been part of the collapsed Ottoman empire: Mosul in the north, Basra in the south, and Baghdad in the middle. (Is this beginning to sound familiar?) Oil was a major concern. For a while back then, no one was sure if Mesopotamia had much oil. Clues emerged when the ground around Baghdad seeped pools of black sludge.{9}

Mesopotamia's British governor argued that the British, largely for strategic security reasons, should control Mosul, Basra, and Baghdad as a single administrative unit. But the three provinces had little in common. MacMillan notes, "In 1919 there was no Iraqi people; history, religion, geography pulled the people apart, not together."{10} Kurds and Persians chafed under Arabs. Shia Muslims resented Sunni Muslims.{11} (*Now* is this sounding familiar?)

Eventually geopolitical realities prompted a deal. In 1920, the Brits claimed a mandate for Mesopotamia and the French one for Syria. Rebellion broke out in Mesopotamia. Rebels cut

train lines, attacked towns and murdered British officers. In 1921, England agreed to a king for Mesopotamia. Iraq was born. In 1932, it became independent.{12} Today . . . well, read your morning paper. Decisions have consequences.

Creating A Jewish Homeland

Another major decision made at the Paris Peace Conference affected the Jewish world and, eventually, the entire Middle East.

In February 1919, a British chemist appeared before the peacemakers to argue that Jews of the world needed a safe place to live. Jews were trying to leave Russia and Austria by the millions. Where could they go? Chaim Weizmann and his Zionist colleagues thought they had the perfect answer: Palestine.{13}

Zionism had a powerful ally in British foreign secretary, Arthur Balfour. Balfour was a wealthy politician with a strange habit of staying in bed all morning. “If you wanted nothing done,” reflected Winston Churchill, Balfour “was undoubtedly the best man for the task.”{14} Son of a deeply religious mother, he was fascinated with the Jews and Weizmann’s vision.{15}

Prime Minister Lloyd George was another fan. Raised with the Bible, he claimed to have learned more Jewish history than English history. During the war, Weizmann, the Jewish chemist, provided without charge his process for making acetone, which the British desperately needed for making explosives. In return, Lloyd George offered Weizmann support for Zionism. Lloyd George later hailed that offer as the origin of the declaration supporting a Jewish homeland. The French posed an alternate theory: Lloyd George’s mistress was married to a well-known Jewish businessman.{16}

In October 1917, the British issued the famous Balfour

Declaration, pledging to help establish a Jewish homeland in Palestine. In 1919, Weizmann and other Zionist leaders made their pitch to the Paris peacemakers. But there was a problem. The Brits had made conflicting promises. During the war, they had supported a Jewish homeland in Palestine. They had also encouraged the Arabs to revolt against Ottoman rule, promising them independence over land that included Palestine.{17}

President Wilson, the son of a Presbyterian minister, was sympathetic to Zionism. "To think," he told a prominent American rabbi, "that I the son of the manse should be able to help restore the Holy Land to its people."{18} But the peacemakers postponed a decision. In 1920, at a separate conference, the British got the Palestinian mandate (a form of trusteeship) to carry out the Balfour Declaration. Palestinian Arabs were already rioting against the Jews.{19} And today? Well, check your radio news.

Decisions have consequences. Next, how Paris 1919 influenced the great Asian dragon.

China Betrayed

U.S. president Woodrow Wilson once described a negotiating technique he used on an associate. "When you have hooked him," explained Wilson, "first you draw in a little, then give liberty to the line, then draw him back, finally wear him out, break him down, and land him."{20}

A Chinese-Japanese conflict would challenge Wilson's negotiating skills.{21} The Chinese had joined the Allies and hoped for fair treatment in Paris. Many Chinese admired Western democracy and Wilson's idealistic vision.

Shantung was a strategic peninsula below Beijing. Confucius, the great philosopher, was born there. His ideas permeated Chinese society. Shantung had thirty million people, cheap labor, plentiful minerals and a natural harbor. Shantung silk

is still fashionable today. In the late 1890s, Germany seized Shantung. In 1914, Japan took it from the Germans.{22}

In Paris, Japan wanted Shantung. Japan sported a collection of secret agreements that remind one of a *Survivor* TV series. China placed hope in Wilson's famous Fourteen Points, which rejected secret treaties and included self-determination.{23}

The Chinese ambassador to Washington called Shantung "a Holy Land for the Chinese" and said that under foreign control it would be a "dagger pointed at the heart of China."{24} Wilson seemed sympathetic at first, but the decision on Shantung had to wait until late April as the Allies finalized the German treaty. By then, an avalanche of decisions was overwhelming the peacemakers. When the Japanese forced their hand, Wilson, Clemenceau and Lloyd George conceded Shantung to Japan in exchange for Japan's concession on another significant treaty matter.{25}

Chinese blamed Wilson for betraying them. On May 4, thousands of demonstrators rallied in Tiananmen Square. The dean of humanities from Beijing University distributed leaflets. May 4 marked the rejection of the West by many Chinese intellectuals. New Russian communism looked attractive to some. In 1921, radicals founded the Chinese Communist Party. That dean of humanities who had distributed leaflets became its first chairman, Mao Tse-tung. His party won power in 1949{26} and today . . . have you listened to the news recently?

Iraq, Israel, Palestine, China . . . Paris 1919 influenced them all. What does all this mean for us?

Decisions, Consequences, and You

As they departed Paris in 1919 after the signing of the Treaty of Versailles, Woodrow Wilson told his wife, "It is finished, and, as no one is satisfied, it makes me hope we have made a

just peace; but it is all in the lap of the gods."{27}

As the journalists and delegations left Paris, the hotels that had become headquarters for the conventioneers reopened for regular business. Prostitutes groused that business dipped.{28}

The big three peacemakers did not last much longer in power. Lloyd George was forced to resign as prime minister in 1922. Clemenceau ran for president in late 1919, but withdrew in anger when he discovered he would face opposition. Wilson faced great resistance in the U.S. Senate which never ratified the Treaty of Versailles. In October 1919, a massive stroke left him bedridden and debilitated. In December, he learned he had won the Nobel Peace Prize.{29}

Iraq, a nation patched together in Paris and its aftermath, still boils with religious, ethnic, and cultural dissent. Israelis and Palestinians still clash. China still distrusts the West. Certainly many decisions in intervening years have affected these hotspots, but seeds of conflict were sown in Paris.

What is a biblical perspective on Paris 1919? I don't claim to know which peacemakers may or may not have been following God in their particular choices, but consider three lessons that are both simple and profound:

First: *God's sovereignty ultimately trumps human activity.* God "raises up nations, and he destroys them."{30} He also "causes all things to work together for good to those who love" Him.{31} History's end has not yet transpired. Once it has, we shall see His divine hand more clearly.

Second: *Decisions have consequences.* "You will always reap what you sow!" Paul exclaimed.{32} This applies to nations and individuals. We all face decisions about what foods to eat, careers to pursue and life partners to select, about whether to become friends with God and to follow Him. Our choices

influence this life and the next. Our decisions can affect others and produce unforeseen consequences. So . . .

Third: *We should seek to make wise decisions.* Solomon, a very wise king, wrote, "Trust in the Lord with all your heart; do not depend on your own understanding. Seek his will in all you do, and he will direct your paths."{33}

Decisions have consequences. Are you facing any decisions that you need to place in God's hands?

Notes

1. Margaret MacMillan, *Paris 1919: Six Months that Changed the World* (New York: Random House, 2001). Most of the historical material in this article is drawn from MacMillan's research.
2. Ibid., back cover.
3. Ibid., xxvii.
4. Ibid., 388-395 ff.
5. Ibid., 59.
6. Ibid., 255, 275.
7. A. Ribot, *Journal d'Alexandre Ribot et correspondances indites, 1914-1922* (Paris, 1936), 255; in Ibid., xxx.
8. A. Toynbee, *Acquaintances* (London, 1967), 211-12; in MacMillan, op. cit., 381.
9. MacMillan, op. cit., 395-96.
10. Ibid., 397.
11. Ibid., 400.
12. Ibid., 400-409.
13. Ibid., 410.
14. Ibid., 413.
15. Ibid., 413-415.
16. Ibid., 415-16.
17. Ibid., 416-21.
18. Ibid., 422.
19. Ibid., 4; 98; 103; 420; 423-427.
20. Ibid., 194.
21. Ibid., 322-344.

22. Ibid., 325-27.
23. Ibid., 328-29; 336; 338; 322; 495-96.
24. Ibid., 334.
25. Ibid., 330-38.
26. Ibid., 338-341.
27. T. Schachtman, Edith and Woodrow (New York, 1981), 189; in MacMillan, op. cit., 487.
28. MacMillan, op. cit., 485.
29. Ibid., 487-92.
30. Job 12:23 NLT.
31. Romans 8:28 NASB.
32. Galatians 6:7 NLT.
33. Proverbs 3:5-6 NLT.

©2003 Probe Ministries

Schooling Choices

Difficult Choices

Americans seem to be consumed by the idea of choice. But choice can be a burden as well as a blessing. Many Christian parents are confronted today with the complicated choice of how best to educate their children. As the moral standards in our society move further and further from biblical ones, the importance of choice looms ever larger.

In a recent conversation with a friend, this dilemma became even more evident to me. His daughter is about to enter high school. She’s bright and concerned about living Christianly. But her parents are afraid that her desire to be part of the “in” group, to be accepted, could cause her to be negatively influenced by her peers.

The public high school in town is very good. It could be considered above average in many ways. It offers a good academic program and a wide variety of activities. But these parents have some important reservations about sending their daughter there. Like most Christians, they are aware that public schools, by law, are supposed to maintain a strict neutrality concerning religious topics. This has, in recent years, been interpreted by many school administrators to mean that Christian views are to be removed from the classroom.

My friends are also aware that the ethical standards they believe are central to the upbringing of their children are considered quite unusual by most of the students, teachers, and other parents in the community, and that this would place an added burden on their daughter.

They don’t feel capable of home schooling, although they are sympathetic with the philosophy of that movement. A Christian school is available, but it is an hour’s drive away and represents a substantial financial commitment.

These friends, like many other people, are trying to sort through one of the more perplexing dilemmas facing our nation’s parents. By what criteria should parents choose their children’s schools?

Education is a fairly emotional topic: we all tend to return to our own mental images of what it means to be schooled. Some remember public schooling as a joyous time with Christian teachers and a peer group that resulted in lifelong friendships. Others may remember a private school setting that was overly restrictive, resulting in a negative experience. But should we make the decision of how to educate our children today based on how things were twenty or thirty years ago, even in the same school system?

A helpful book titled *Schooling Choices: An Examination of Private, Public, & Home Education*, edited by Dr. Wayne House,

allows three advocates to argue for their favorite schooling environment. Dr. David Smith, a superintendent of schools in Indiana, argues for parents making use of our public schools. Dr. Kenneth Gangel, a professor at Dallas Theological Seminary, defends the Christian school, and Greg Harris, the director of Christian Life Workshops, promotes home schooling. No conclusions are offered by the book; instead, the issues are developed by the proponents themselves, and then critiqued by the other two writers.

If we assume that Christian parents have a God-given responsibility to raise and educate their children in a manner that glorifies God, this discussion of educational choices becomes central to our parenting task. My own children have experienced all three forms of educational institutions. But rather than simplifying the dilemma, this experience has taught me to be hesitant to tell a parent that there is one best educational environment for every child in all circumstances.

Biblical Evidence

In support of a Christian school setting, Dr. Kenneth Gangel argues that all of a child's education should be Bible-centered. Ephesians 6:4 states, "Parents, do not exasperate your children, instead, bring them up in the training and instruction of the Lord." If we tell our children to live biblically but train them in a secular setting, we may indeed exasperate them. The question goes beyond sheltering our children from a classroom that is openly hostile to Christianity. Even a neutral approach, if that were possible, would be insufficient. The whole teaching environment must be centered around a Christian worldview.

Public school superintendent Dr. David Smith feels that this is not necessarily true. Quoting Luke 8:16 and Matthew 28:19-20, he prompts Christians to be salt and light and to fulfil the Great Commission in the public schools. Dr. Smith

sees public schooling as an experience that will strengthen our children, preparing them for the real world.

Dr. Gangel replies that nowhere does the Bible say, “Give a child twelve years of training in the way he should not go, and he will be made strong by it.” Instead, God tells us, “Train a child in the way he should go, and when he is old he will not turn from it.”

Both Kenneth Gangel and Greg Harris emphasize the importance of peer influence or companionship. Both of them quote Proverbs 13:20, “He who walks with the wise grows wise, but a companion of fools suffers harm,” and 1 Corinthians 15:33, “Do not be deceived, bad company ruins good morals.” It seems clear that our children’s closest companions are to view morality biblically.

Luke 6:40 states, “Every one when he is fully taught will be like his teacher.” Although David Smith feels that public school teachers are a conservative group and that many are Christians, both Gangel and Harris feel that having a Christian teacher is a requirement that should not be left to chance. Greg Harris goes one step further, arguing that parents are in the best position to teach and be companions to their children.

Another major concern is the nature of knowledge and true wisdom. If we believe that “the fear of the Lord is the beginning of knowledge” (Prov. 9:10) and that “in Christ are hidden all the treasures of wisdom and knowledge” (Col. 2:3), then the ability of a public school to give our children a true perspective on the way things really are is placed in question. Perhaps public schools could function as vocational education centers, but even then moral questions would be involved.

Although we can see how Christian public school teachers might influence their students, they will be in constant conflict

with textbooks that assume a naturalistic viewpoint and a curriculum that steers clear of controversy. Greg Harris argues that nothing will kill the zeal of a Christian teacher quicker than a public school setting. He feels that many Christians imagine they are having a quiet impact and rationalize that someday the fruit will be more visible, when in fact they are promoting a non-Christian worldview by dividing their professional life from their Christian faith.

Both Harris and Gangel would argue that Christians need to integrate their beliefs with all of their activities. This is becoming more and more difficult in the public school setting, where textbooks, self-esteem programs, drug- and sex-ed curricula, and even the teacher's unions have adopted a view of humanity and morality that portrays mankind as autonomous from God.

Spiritual Benefits

As Christian parents, we want our children to become spiritually mature more than anything else. While recognizing that their own free will is the greatest factor in their future growth, the Bible does give us hope that training in righteousness now will pay off later.

While admitting that one environment is not necessarily the best for all students, Dr. Smith feels that young people can develop a mature Christian walk in our public schools. In fact, he states that some Christian schools and home schoolers may be doing more harm than good. Because of their narrow, authoritarian, and defensive view towards society, some Christian parents may retard their children's spiritual and educational development. He feels that these parents are building high emotional walls between themselves and the rest of the evangelical community. Two authors he spotlights for having encouraged such a view are Phyllis Schlafly and Tim LaHaye.

Mr. Harris, on the other hand, sees the home school as a vehicle for restoring the home as the center of life and faith. Our children can be nurtured in the warmth and security of the home while they are still developing spiritually and emotionally. Once their confidence has been built concerning who they are and what they believe, then they are better prepared for the cruel elements of life. Mr. Harris also argues that by not placing our children in an age-segregated setting, they will be less peer-oriented.

Dr. Gangel believes that Christian schools will teach our children that God's program of joy in Christ supersedes the world's program of pleasure. He points to Romans 12:2 and the admonition that we are not to be conformed to this world but transformed by the renewing of our mind. This transformation of our minds should take place in all areas of life, including morality and our personal concept of truth. Christian schools afford moments where biblical discussions on these topics are encouraged, not ridiculed.

Although some may feel that a Christian school shelters its students from the real world, Dr. Gangel feels that just the opposite is true. Sheltering occurs when one is taught that man is basically good and that sin is not his most pressing problem. The fact that parents want to remove their children from a setting where 282,000 of them are attacked each month and 112,000 are robbed is not sheltering—it's common sense.

The question posed by these writers seems to be a simple one: Is it better to educate our children in an environment potentially hostile to the Christian faith or to train them in one that holds exclusively to that view? I do not feel that any of the writers would argue that we should not see the public schools as a potential mission field. The difference is that Mr. Smith wants our children to be the missionaries, where the others feel that only well-grounded adults (and occasionally a rare student) are capable of making an impact without compromising their faith.

Will a child mature more in an exclusively Christian setting or in one governed by secular standards? My personal belief is that it depends greatly on the spiritual maturity of the child. If a student understands the nature of the spiritual battle occurring in our society, and is being equipped at home and at church with the ammunition needed to withstand the inevitable onslaught, then his faith will probably grow. But how many of our young children fit this description? And how many parents are willing to risk their children becoming casualties before they have had the benefit of as much Christian training as possible?

Educational Advantages

Dr. Smith believes that the key to understanding public schools and their ability to educate is tied to the task that public schools have been given. All children are admitted to public schools, regardless of ability or background. In fact, in the last fifteen years alone, 15 million immigrants have been assimilated into our society largely through public schools. Dr. Smith argues that while we are graduating a higher percentage of our young people today than ever before, the average student is more proficient today in both reading and computing than in the past. He claims that the literacy rate today is much higher today than in earlier years.

In response to the accusations that other industrialized countries score higher on similar tests, Dr. Smith refers to work done by Dr. Torstein Husen, chairman of the International Association for the Evaluation of Achievement, who concludes that these tests are often not valid comparisons. As for the Japanese, Mr. Smith would argue that it is the cultural differences in regard to the work ethic, not the educational systems themselves, that produce better results.

Finally, Dr. Smith states that “for the overwhelming majority of children public schools offer the best techniques, curriculum and extracurricular opportunities: in short, the

most comprehensive education available." Although studies have shown that the large, well-established private schools do an admirable job teaching their affluent middle-class clientele, we know little about the effectiveness of the newer, more fundamental Christian schools.

Dr. Gangel challenges this assumption. In a recent year the bill for public education in the U.S. was $278.8 billion, greater than all other nations combined. In a number of cities, public schools spend more than twice the average cost per student than do private schools. But comparisons with other countries and most private schools point to an inferior product, and studies such as *A Nation at Risk* state that mediocrity threatens our very future as a nation.

One study points out that if cost were not a factor, 45 percent of parents who send their children to public schools would change to private schools. In Chicago, almost half of the public school teachers send their own children to private schools. One very important reason for this is that on standardized tests such as the Stanford Achievement Test, Christian school students perform, on the average, 1.04 years ahead of their public school counterparts.

The reason for the superiority of Christian schools, according to Dr. Gangel, is that they are more focused than public schools. They have made a commitment to the basics of reading, writing, and math. They are not trying to be all things to all people, which is often the demand placed upon public schools. Smaller classes, a consistent philosophy of education, and strict discipline more than make up for whatever is lacking in facilities and equipment.

Dr. Gangel's argument for private schools has recently been supported by a secular source. The Brookings Institution has published a study titled *Politics, Markets, and America's Schools* that sees public schools in America as unable to teach the average student effectively because of a lack of autonomy.

Too many outside influences are demanding that schools solve our society's most unyielding social ills. As a result, the mission and focus of our public schools have been blurred.

Summary

Mr. Harris is not shy about his support of teaching our children at home. He asserts that home schooling yields better results in less time and with less money than the alternative systems. He feels the superiority of home schooling is based on two principles. First is the advantage of tutoring over classroom instruction. Tutors are much more able to focus on the student's work, give immediate feedback, and adjust the work to an appropriate difficulty level. Parents who focus on the individual learning styles of their children can fashion a curriculum that plays to the child's strengths, rather than forcing the child to conform to a fixed program.

The second principle is that of delight-directed studies. Parents can focus on what the students are actually interested in and use that natural curiosity to motivate the student. Content at an early age is not as important as developing a taste for the process of study and learning.

Another very important aspect of home schooling is character development. Mr. Harris contends that character is caught, not taught, and that the character of the teacher is of utmost importance. While the courts have stated that the behavior of public school teachers outside of the school setting is not relevant to their classroom duties, home schooling assures that a consistent model will be presented to the student.

Because of the controversy over self-esteem curricula that use relaxation techniques very similar to transcendental meditation and yoga practices, many parents are willing to take on the task of home schooling to avoid their children being forced to take part in therapy they deem harmful. Also, more and more evidence is accumu- lating that the drug- and

sex-education programs used in our schools are breaking down parental and religious barriers to dangerous activities and replacing them with the incredible peer pressure of our youth culture.

Another concern for all Christians is the strong influence of the multiculturalism movement in public education. As this movement grows, it is removing from the curriculum the great works that have defined Western Civilization. Much of what is replacing these works is feminist and Marxist in nature, challenging the very foundation of our society's values.

A recent Gallup poll revealed that six out of ten parents with children in public schools are calling for greater choice in where their children will attend school. For the Christian parent, choice takes on a much larger role. Like all important decisions, it must depend on our goals as parents and our understanding of what God would have us to do as His servants. To choose wisely, we must know our children well. I personally believe that no single environment is appropriate for every child. We must understand that a spiritual war is being fought for the minds and hearts of our children, and that the philosophy of this world is not compatible with the gospel of Jesus Christ.

We have entered a period in our history as a people when a biblical worldview is no longer accepted as the predominant one. As a result, we must think carefully about the purpose of education. If education is just the accumulation of cold data, mere facts to be collected, public schools may be a viable option. That option becomes less attractive if we acknowledge the moral aspect of education.

In 1644 John Milton wrote a short essay on what education should accomplish for the Christian. It reads, in part, "The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him." Are

our children learning to become disciples of Christ, and to love God with all of their hearts, their souls, and their minds?

©1992 Probe Ministries