Responding to Poverty – As a Christian

Poverty's Devastating Effects

I can still remember the feelings of curiosity, confusion and discomfort I felt as a watched the young boys. "What did those kids want?" I wondered.

As a child visiting Cuba with my parents, I was startled when some boys at a city park opened our taxi doors, then held out their hands. Later I asked my mother, "Did they work there? Did they want a tip?" She gently told me they were begging. My young upper-middle-class North American sensibilities were jolted by the harsh reality of poverty I had never seen.

One summer during university, while visiting Tijuana, Mexico, I was stunned to see people living in the city dump. Later that summer, I spent time with a friend in one of Miami's ghettos. One day, as I drove away, I noticed an ambulance headed toward the apartment building near where my friend hung out. The next day, my friend told me a woman had shot the man who was trying to seduce her, then she shot herself. Shocking as that news was for me, almost as much so was my friend's nonchalance. He seemed accustomed to events like this.

Those experiences kindled my personal interest in this theme. What is poverty? Why does it exist? How does it destroy minds and souls as well as bodies? What is a biblical perspective on poverty? And what should we do about it?

Income level and standard of living are often-used but insufficient measures of poverty. Some townships in South Africa and shanty towns in the Philippines make some North American housing projects seem like the Ritz.

Localized “relative deprivation” (i.e., large socioeconomic disparity between the poor and middle class) can multiply feelings of low self-esteem. Many social scientists emphasize psychological manifestations of poverty. Yale psychologist Ira Goldenberg defined poverty as “a psychological process which destroys the young before they can live and the aged before they can die. . . . [It] is a condition of being in which one’s past and future meet in the present—and go no further.”{1}

The precise economic line may be difficult to draw, but poverty’s effects can be devastating. Columbia University economist Jeffrey Sachs says, “More than 8 million people around the world die each year because they are too poor to stay alive. Every morning our newspapers could report, ‘More than 20,000 people perished yesterday of extreme poverty.'”{2} They die from disease, lack of medicine, unsafe drinking water.

Homeless Assistance

The little girl was sleeping so peacefully on a cot in the nursery playroom. As I watched her, I imagined how she might have felt only a few days earlier, maybe trying to sleep in the tropical heat under a noisy highway overpass. Now she was inside a lovely, air conditioned room with nice toys. She and families just like hers could feel safe, clean and protected at Miami’s Homeless Assistance Center, a facility organized and run through a coalition of community leaders, government agencies, churches, and faith-based organizations.

By its twelfth year, Miami’s Community Partnership for Homeless had helped over twenty-seven thousand men, women and children leave the streets for a better life. Their Homeless Assistance Centers are a community success story in which private and public sectors teamed to create a national model for eliminating homelessness. Would you believe all this

started from a church Bible class?

My friend Alvah Chapman served Knight Ridder Publishers as president and chairman for fourteen years. (Knight Ridder owned, for example, the *Miami Herald*, *Philadelphia Inquirer* and *San Jose Mercury News*.) At retirement, he and his wife Betty participated in a thirty-nine-week church Bible study class that required personal application.

Alvah had become distressed observing the plight of Miami's homeless and the lack of community leadership. He recalls, "The county said it was a city problem. The city said it was a county problem. And the Chamber of Commerce was not sure it was their problem."{3} The Chapmans decided to tackle homelessness. "The commitment to 'do something' was very strong" in their hearts, he explains: "We made a commitment to our [Bible] class and to our God that we would together provide leadership to the homeless problem in Miami."{4}

Today the Homeless Assistance Centers{5} they founded provide meals, showers, clothing, temporary housing, laundry facilities, health care, transportation, and job training—helping residents get back on their feet with dignity. The success rate for departed residents has been as high as sixty percent, considered remarkable in this field. Churches and synagogues have provided evening meals, companionship, and encouragement.

Often the poor feel trapped in poverty with no way out. Vicious circles breed feelings of worthlessness and despair. Drunkenness, violence, teen pregnancy, and sexually transmitted diseases are just some of the physical manifestations of coping with life out of control. Efforts like the Homeless Assistance Centers can help break the cycle of poverty.

Helping the Total Person

Poverty brings multiple problems: physical, psychological, and spiritual. Which should we emphasize in seeking solutions? Consider three approaches.

1. The *Outside-In Approach* changes circumstances to alleviate stress factors. Education and job training can enhance employment and living standards, thus decreasing psychological problems. Right? Not necessarily. Anthropologist Oscar Lewis argued that an elimination of physical poverty may not by itself eliminate the culture of poverty.{6} Perhaps you know some wealthy but unhappy people.

2. The *Inside-Out Approach* emphasizes counseling to encourage self-help. Attitude change is important, but if the economic system blocks options, what then?

3. The *Total-Person Approach* blends the other two, treating humans as physical, psychological, and spiritual creatures. The often-overlooked spiritual area, properly tapped, can influence both poor and rich.

John Perkins, an African-American, left his poor rural hometown of Mendenhall, Mississippi, vowing never to return. His brother had been shot by a policeman in that racially oppressed town. Later, Perkins placed his faith in Christ and returned to Mendenhall to help.

The organization he founded facilitated an inexpensive health care center, cooperative farms, a cooperative food store, house construction, tutoring, and raising college scholarships. Perkins' emphasis has been on helping local people help themselves. At the same time he's said, "I believe that the only commitment able to bring [interpersonal and community] healing is a commitment to Jesus."{7}

Jesus of Nazareth emphasized the total person. He healed the sick and fed the hungry. He also told people how they could

find meaning and fulfillment through faith in Him. Many Christian development programs have a similar focus, operating on the time-honored philosophy that if you give someone a fish you can feed them for a day; if you also teach them how to fish you can feed them for a lifetime.

World Relief, a Christian organization, provides worldwide disaster relief as well as self-help efforts like well-digging and agricultural training. Their microenterprise development programs establish community banking, savings and lending programs to help the poor become self sufficient. For example, a $75 loan to a Cambodian grandmother allowed her to expand her small home-front stand. She repaid the loan in full, entitling her to another, slightly larger loan. Eventually, she could support her sixteen grandchildren and serve as a role model for women in her village.{8}

World Vision, the Salvation Army, and most major Christian denominations have programs to help the poor.

Money and Poverty

We've been examining physical, psychological, and spiritual factors related to poverty and its possible remedies. Consider a common question.

Will money given to developing nations solve their poverty problems? Maybe it will help, but the extent depends largely on how the funds are managed. Sadly, Africa, for instance, is replete with examples of crooked officials diverting financial aid and national wealth into their own pockets. For instance, Nigeria's President Obasanjo estimates that corrupt African leaders have stolen at least $140 billion from their people in the decades since independence.{9}

Obasanjo is a follower of Jesus who has tried to root out corruption in his own nation. The *New York Times* gives a glimpse into the task he still faces. Nigeria export billions

of dollars of oil each year and returns thirteen percent of revenues from its states back to the states. The *Times* notes that "Much of that is siphoned off by corrupt regional officials who often pocket the money or waste it on lavish projects that do little, if anything, for ordinary people. For instance, one state produces a third of Nigeria's oil and has an annual budget of more than half a billion dollars to spend on its three million people. But most of [that money] goes to white elephants like a mansion for the governor and his deputy."{10}

On one of my speaking tours to Nigeria, a local doctor told me how businesses had adapted to the common custom of using bribes. Seems they started budgeting bribe money for their traveling representatives to use. The budget item was called public relations. But a problem arose when employees began to pocket the public relations money instead of using it for bribes.

Financial aid givers—nations, businesses and individuals—would be wise to focus on strict accountability measures and perhaps character education programs for government and business leaders and students in such situations.

In fairness, I should note that this corruption caveat has its critics. Columbia economist Jeffrey Sachs, who also heads an ambitious United Nations anti-poverty effort, feels the corruption charge is too often a simplistic explanation for poverty's root problems. While I feel that corruption is indeed a major concern, I agree with Sachs that poverty is complex and situations differ. Disease plays a significant role. If people are sick with malaria or AIDS, its hard for them to help themselves. Sachs also advocates international commitments to economic assistance, scientific advancement, and justice.{11}

What Can You Do?

Would you believe that by losing weight, you could help the poor overseas? Consider how some upscale U.S. secondary school students made a difference in Zambia.{12}

Student leaders at Wheaton Academy in suburban Chicago had a burden to raise $53,000 from their fellow students for a schoolhouse in Zambia. They found little enthusiasm at first, but then they began to pray regularly. Things took off and they exceeded their goal. Over a three-year stretch, the Christian students raised nearly a quarter of a million dollars for HIV/AIDS relief in Africa. Students encourage each other to forgo movies, Starbucks runs, and even Christmas presents and prom dresses.{13} The campus chaplain estimates that ninety percent of students have participated financially to build the schoolhouse and a medical clinic and to feed a villages children for a year. Students feel a personal connection with their Zambian peers. Some have visited the village they support.

Even adults joined the effort. Now, what they did is great. I bet you're going to like this! It was a weight-loss fundraising campaign, the Zambia Meltdown. Fourteen teachers and administrators lost 460 pounds over 100 days. That brought in $19,000 in pledges for lost weight. And get this: The headmaster and principal each lost 70 pounds.{14}

What can you do to help alleviate poverty? Consider some suggestions:

> *First, pray. God's concern for the poor far exceeds our own. Those Wheaton Academy students saw answers to their prayers. (Probably some faculty spouses did, too!)*
>
> *Second, give. An ancient Jewish proverb says, If you help the poor, you are lending to the Lord—and he will repay you!{15} Many fine organizations can use your donations to effectively*

fight poverty. New York Times columnist Nicholas Kristof says, "Nobody gets more bang for the buck than missionary schools and clinics, and Christian aid groups like World Vision and Samaritan's Purse save lives at bargain-basement prices."{16} I would add World Relief, the Salvation Army and your local church to the list.

Third, go. Maybe you can volunteer with Habitat for Humanity or an international mission group. CNN highlighted Campus Crusade for Christ college students spending Spring Break helping to rebuild New Orleans after Hurricane Katrina. You even may want to devote your life or career to relief and development. It is a worthy cause. I like what Jesus' mother Mary advised: "Whatever He [Jesus] says to you, do it."{17} And another of those ancient Jewish proverbs says, "Blessed are those who help the poor."{18}

Notes

1. "A Nation Within a Nation," *TIME*, May 17, 1968, 30.
2. Jeffrey D. Sachs, "The End of Poverty," *TIME*, March 14, 2005; http://www.time.com/time/covers/1101050314/.
3. Alvah H. Chapman, Jr., "Community Partnership for Homeless, Inc., A Narrated History," (As recorded in interviews for an oral history project by Dennis P. Kendrick, 2004), 6; http://preview.tinyurl.com/y7m7ey.
4. Ibid., 8.
5. Community Partnership for Homeless, www.cphi.org.
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16. Nicholas D. Kristof, "Bush, a Friend of Africa," *The New York Times*, July 5, 2005; http://preview.tinyurl.com/y8wwoj.
17. John 2:5 NASB.
18. Proverbs 14:21 NLT.

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Is the World Flat? How Should Christians Respond in Today's Global World

Drawing from Thomas Friedman's book, The World is Flat, Kerby Anderson looks at some of the major new factors in our world which cause not only countries and companies, but also individuals to think and act globally. Most of the factors discussed are givens against which Kerby helps us to consider their impact on Christianity and the spread of the gospel on a global basis.

Introduction

Is the world flat? The question is not as crazy as it might sound in light of the book by Thomas Friedman entitled *The World is Flat: A Brief History of the Twenty-First Century.* His contention is that the global playing field has been leveled or flattened by new technologies.

In fourteen hundred and ninety-two when Columbus sailed the ocean blue, he used rudimentary navigational equipment to prove that the earth was *round*. More than 500 years later, Friedman discovered in a conversation with one of the smartest engineers in India that essentially the world was *flat*. Friedman argues that we have entered into a third era of globalization, which he calls Globalization 3.0 that has flattened the world.

The first era of globalization (he calls Globalization 1.0) lasted from when Columbus set sail until around 1800. “It shrank the world from a size large to a size medium. Globalization 1.0 was about countries and muscles.”{1} The key change agent in this era was how much muscle your country had (horsepower, wind power, etc.). Driven by such factors as imperialism and even religion, countries broke down walls and began the process of global integration.

The second era (he calls Globalization 2.0) lasted from 1800 to 2000 with interruptions during the Great Depression and World Wars I and II. “This era shrank the world from size medium to a size small. In Globalization 2.0, the key agent of change, the dynamic force driving global integration, was multinational companies.”{2} At first these were Dutch and English joint-stock companies, and later was the growth of a global economy due to computers, satellites, and even the Internet.

The dynamic force in Globalization 1.0 was *countries* globalizing, while the dynamic force in Globalization 2.0 was

companies globalizing. Friedman contends that Globalization 3.0 will be different because it provides "the newfound power for *individuals* to collaborate and compete globally."{3}

The players in this new world of commerce will also be different. "Globalization 1.0 and 2.0 were driven primarily by European and American individuals and businesses. . . . Because it is flattening and shrinking the world, Globalization 3.0 is going to be more and more driven not only by individuals but also by a much more diverse—non-Western, non-white—group of individuals. Individuals from every corner of the flat world are being empowered."{4}

The Flatteners

Friedman argues in his book that the global playing field has been flattened by new technologies.

The first flattener occurred on November 9, 1989. "The fall of the Berlin Wall on 11/9/89 unleashed forces that ultimately liberated all the captive peoples of the Soviet Empire. But it actually did so much more. It tipped the balance of power across the world toward those advocating democratic, consensual, free-market-oriented governance, and away from those advocating authoritarian rule with centrally planned economies."{5}

The economic change was even more important. The fall of the Berlin Wall encouraged the free movement of ideas, goods, and services. "When an economic or technological standard emerged and proved itself on the world stage, it was much more quickly adopted after the wall was out of the way."{6}

Thomas Friedman also makes a connection between the two dates 11/9 and 9/11. He noted that in "a world away, in Muslim lands, many thought [Osama] bin Laden and his comrades brought down the Soviet Empire and the wall with religious zeal, and millions of them were inspired to upload the past. In short,

while we were celebrating 11/9, the seeds of another memorable date—9/11—were being sown."{7}

A second flattener was Netscape. This new software played a huge role in flattening the world by making the Internet truly interoperable. Until then, there were disconnected islands of information.

We used to go to the post office to send mail; now most of us send digitized mail over the Internet known as *e-mail*. We used to go to bookstores to browse and buy books, now we browse digitally. We used to buy a CD to listen to music, now many of us obtain our digitized music off the Internet and download it to a MP3 player.

A third flattener was work flow software. As the Internet developed, people wanted to do more than browse books and send e-mail. "They wanted to shape things, design things, create things, sell things, buy things, keep track of inventories, do somebody else's taxes, and read somebody else's X-rays from half a world away. And they wanted to be able to do any of these things from anywhere to anywhere and from any computer to any computer—seamlessly."{8}

All the computers needed to be interoperable not only between departments within a company but between the systems of any other company. Work flow software made this possible.

Where will this lead? Consider this likely scenario. When you want to make a dentist appointment, your computer translates your voice into a digital instruction. Then it will check your calendar against the available dates on the dentist's calendar. It will offer you three choices, and you will click on the preferred date and hour. Then a week before your appointment, the dentist's calendar will send you an e-mail reminding you of the appointment. The night before your appointment, a computer-generated voice message will remind you.

The fourth flattener is open-sourcing. Open-source comes from the idea that groups would make available online the source code for software and then let anyone who has something to contribute improve it and let millions of others download it for free.

One example of open-source software is Apache which currently powers about two-thirds of the websites in the world. Another example of open-sourcing is blogging. Bloggers are often one-person online commentators linked to others by their common commitments. They have created essentially an open-source newsroom.

News bloggers were responsible for exposing the bogus documents use by CBS and Dan Rather in a report about President Bush's Air National Guard service. Howard Kurtz of *The Washington Post* wrote (Sept 20, 2004): "It was like throwing a match on kerosene-soaked wood. The ensuing blaze ripped through the media establishment as previously obscure bloggers managed to put the network of Murrow and Cronkite on the defensive."

Another example of open-sourcing is the Wikipedia project which has become perhaps the most popular online encyclopedia in the world. Linux is another example. It offers a family of operating systems that can be adapted to small desktop computers or laptops all the way up to large supercomputers.

A fifth flattener is outsourcing. In many ways, this was made possible when American companies laid fiber-optic cable to India. Ultimately, India became the beneficiary.

India has become very good at producing brain power, especially in the sciences, engineering, and medicine. There are a limited number of Indian Institutes within a population of one billion people. The resulting competition produces a phenomenal knowledge meritocracy. Until India was connected, many of the graduates would come to America. "It was as if

someone installed a brain drain that filled up in New Delhi and emptied in Palo Alto."{9}

Fiber-optic cable became the ocean crosser. You no longer need to leave India to be a professional because you can plug into the world from India.

A sixth flattener was offshoring. Offshoring is when a company takes one of its factories that is operating in Canton, Ohio and moves the whole factory to Canton, China.

When China joined the World Trade Organization, it took Beijing and the rest of the world to a new level of offshoring. Companies began to shift production offshore and integrate their products and services into their global supply chains.

The more attractive China makes itself offshoring, the more attractive other developed and developing countries have to make themselves. This created a process of competitive flattening and a scramble to give companies the best tax breaks and subsidies.

How does this affect the United States? "According to the U.S. Department of Commerce, nearly 90 percent of the output from U.S.-owned offshore factories is sold to foreign consumers. But this actually stimulates American exports. There is a variety of studies indicating that every dollar a company invests overseas in an offshore factory yields additional exports for its home country, because roughly one-third of global trade today is within multi-national companies."{10}

The seventh flattener is supply chaining. "No company has been more efficient at improving its supply chain (and thereby flattening the world) than Wal-Mart; and no company epitomizes the tension the supply chains evoke between the consumer in us and the worker in us than Wal-Mart."{11}

Thomas Friedman calls Wal-Mart "the China of companies" because it can use its leverage to grind down any supplier to the last halfpenny. And speaking of China, if Wal-Mart were an individual economy, it would rank as China's eighth-biggest trading partner, ahead of Russia, Australia and Canada.

An eighth flattener is what Friedman calls *insourcing*. A good example of this is UPS. UPS is not just delivering packages, the company is doing logistics. Their slogan is Your World Synchronized. The company is synchronizing global supply chains.

For example, if you own a Toshiba laptop computer under warranty that you need fixed, you call Toshiba. What you probably don't know is that UPS will pick up your laptop and repair it at their own UPS-run workshop dedicated to computer and printer repair. They fix it and return it in much less time than it would take to send it all the way to Toshiba.

A ninth flattener is in-forming. A good example of that is Google. Google has been the ultimate equalizer. Whether you are a university professor with a high speed Internet connection or a poor kid in Asia with access to an Internet café, you have the same basic access to research information.

Google puts an enormous amount of information at our fingertips. Essentially, all of the information on the Internet is available to anyone, anywhere, at anytime.

Friedman says that, "In-forming is the ability to build and deploy your own personal supply chain—a supply chain of information, knowledge, and entertainment. In-forming is about self-collaboration—becoming your own self-directed and self-empowered researcher, editor, and selector of entertainment, without having to go to the library or movie theater or through network television."{12}

A tenth flattener is what he calls "the steroids." These are all the things that speed the process (computer speed,

wireless).

For example, the increased speed of computers is dazzling. The Intel 4004 microprocessor (in 1971) produced 60,000 instructions per second. Today's Intel Pentium 4 Extreme has a maximum of 10.8 billion instructions per second.

The wireless revolution allows anyone portable access to everything that has been digitized anywhere in the world. When I was at graduate school at Yale University, all of us were tied to a single mainframe computer. In order to use the computer, I had to hand computer cards to someone in the computer lab in order to input data or extract information. Now thanks to digitization, miniaturization, and wireless I can do all of that and much more from my home, office, coffee shop, airport—you name it.

Biblical Perspective

Although futurists have long talked about globalization and a global village, many of these forces have made that a reality. At this point it might be valuable to distinguish between *globalization* and *globalism*. Although these terms are sometimes used interchangeably, I want to draw some important distinctions. Globalization is used to describe the changes taking place in society and the world due to economic and technological forces. Essentially, we have a global economy and live in the global village.

Globalism is the attempt to draw us together into a new world order with a one world government and one world economy. Sometimes this even involves a desire to develop a one world religion. In a previous article ("Globalism and Foreign Policy"), I addressed many of the legitimate concerns about this push towards global government. We should be concerned about political attempts to form a new world order.

On the other hand, we should also recognize that globalization

is already taking place. *The World is Flat* focuses on many of the positive aspects of this phenomenon, even though there are many critics would believe it may be harmful.

Some believe that it will benefit the rich at the expense of the poor. Some believe it will diminish the role of nations in deference to world government. These are important issues that we will attempt to address in future articles.

For now, let's look at some important implications of a flat world. First, we should prepare our children and grandchild for global competition. Thomas Friedman says that when he was growing up his parents would tell him "Finish your dinner. People in China and India are starving." Today he tells his daughters, "Girls, finish your homework—people in China and India are starving for your jobs."{13}

Another implication is the growing influence of the two countries with the largest populations: China and India. Major companies are looking to these countries for research and development. The twentieth century was called "the American Century." It is likely that the twenty-first century will be "the Asian Century."

These two countries represent one-third of the world's population. They will no doubt transform the entire global economy and political landscape.

Students of biblical prophecy wonder if these two countries represent the "Kings of the East" (Rev. 16:12). In the past, most of the focus was only on China. Perhaps the Kings (plural) represent both China and India.

A final implication is that this flattened world has opened up ministry through the Internet and subsequent travel to these countries. Probe Ministries, for example, now has a global ministry. In the past, it was the occasional letter we received from a foreign country. We now interact daily with people from countries around the world.

Last month the Probe website had nearly a quarter of a million visitors from over 140 countries. These online contacts open up additional opportunities for speaking and ministry overseas.

The flattening of the world may have its downsides, but it has also opened up ministry in ways that were unimaginable just a few years ago. Welcome to the flat world.

Notes

1. Thomas Friedman, *The World is Flat: A Brief History of the Twenty-First Century* (New York: Farrar, Straus and Giroux, 2005), 9.
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4. Ibid., 11.
5. Ibid., 49.
6. Ibid., 52.
7. Ibid., 55.
8. Ibid., 73.
9. Ibid., 105.
10. Ibid., 123.
11. Ibid., 129.
12. Ibid., 153.
13. Ibid, 237.

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Education Beyond the

Classroom

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

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

Educational Sources: Parents

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

children who are raised in such a home will usually compare what they are taught outside the home with what they are taught in the home. And the lessons they learn from parents outweigh other lessons.

Unfortunately, though, this situation is much too rare. Many students, including those raised in Christian homes, are left alone to discover what they can without the guidance of parents. When we realize that “true, meaningful communication between parent and child … occupies only about two minutes each day”(1) there should be reason for concern. That amounts to slightly more that 12 hours per year. If that is compared to the amount of time spent in school, for example, what the parents teach in that brief time can be overwhelmed with contrary ideas. Students spend much more time learning at school per week than they do with parents per year! This situation should be seriously considered by Christians when evaluating the current educational climate. If Christian parents are not willing to educate their children there may not be much room for complaining about what is learned outside the home. Children have always needed parental guidance and they always will.

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

Educational Sources: What is Heard, Read, and Seen

Where and by whom is a student educated outside the school and home? Actually the question should use both past and present tenses. Since we are concentrating on education outside the classroom, it's important to realize that students are constantly being educated, whether they are aware of it or not. Education does not just apply to some type of formal education; it is very much a part of daily life. The Christian student who is attempting to think God's thoughts after Him is profoundly aware of this. He lives in a world of ideas, and ideas have consequences. Those ideas are so much a part of life that it's as if they're a portion of the air we breathe. Students should be conscious of this, but the same is true for all of us. All of us are students.

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

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

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

But most students hear from more obvious sources: peers, radio, television, movies, music, etc. These sources provide a

profusion of ideas. They are teachers. And just as in the formal classroom, the student should be listening carefully to see if the lessons should be considered, discarded, or believed.

The second source focuses on what is read. Some studies indicate that people are not reading any longer. This is curious in light of the growth of enormous bookstores filled with many obscure and weighty titles. Be that as it may, the printed word still has an impact. Most students give some attention to reading. Words still have meaning, in spite of the efforts of those who would use words to say that words are meaningless. This is especially true for the Christian student. If he doesn't revere the Bible to the point of reading and understanding it as the foundation of his education, he is like a ship without a rudder. The ship is afloat but it's at the mercy of the sea and its currents.

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

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

The Curriculum

One of the major elements of a formal education is the curriculum. This curriculum is usually set for students in the primary grades, it contains some flexibility in middle school, more flexibility in high school, and significant flexibility in college. Regardless of the educational level a student attains, his formal education includes variety. The same is

true outside the classroom. The education he receives there includes a varied curriculum. And that curriculum can be found in varied places, from conversations with those with whom he works, to his magazine subscriptions, to the movies he rents. Let’s consider several ideas that generally are found in the educational curriculum outside the classroom.

Man is the Measure of All Things

First, man is the measure of all things. That is, man is the focus of what is taught. This course is called naturalism. God either doesn’t exist, or He may as well not exist because He has nothing to say to us that has meaning. Thus man is left alone to create meaning, value, morality, religion, government, education, and all other aspects of life. This is probably the most influential way of thinking in this country.

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

Pleasure is the Highest Good

The second portion of the curriculum is based upon the idea that pleasure is the highest good. This course is called hedonism. Perhaps one of the more obvious places to find this is in your local grocery store. The “textbooks” that are found in the magazine rack near the checkout island contain this message in abundance. The articles, advertisements, and pictures emphasize the supremacy of pleasure above virtues such as self-control and sacrifice. Take a moment sometime just to scan the articles and emphases that are highlighted on

the front covers of these magazines. For example, the contents of a recent teen-oriented publication for girls include: “Look Hot Tonight,” “Stud Shopping Tips,” “Love Stories: Secrets of Girls Who Snagged Their Crush,” “Hunky Holidays: Meet the 50 Most Beautiful Guys in the World,” and “The Ultimate Party Guide.” All these titles revolve around the idea that pleasure is the highest good.

True Spirituality Has Many Sources

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

What Works is Good

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

I think of a revealing scene in the disturbing Academy Award-winning movie A Clockwork Orange. A young British hoodlum in a futuristic England is programmed to abhor the violence that he continually practiced with his gang. This abhorrence is brought about by forcing him to watch scenes of horrible violence while his eyes are forced open. When he is brought before an audience to demonstrate the change, his programmer

tempts him with several opportunities to do violence while the audience watches. He resists the temptations. After the demonstration a clergyman protests by saying that the "boy has no moral choice." He was manipulated. The programmer scoffs at this claim and states that the result of the experiment is good because "the point is that it works." "It has relieved the ghastly congestion in our prisons."

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

There is No Meaning

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

There is No Truth

The last portion of the curriculum is closely connected to what we have just discussed. This course can be called postmodernism. We are living in a culture that increasingly denies an encompassing paradigm for truth. This can be demonstrated by considering what Francis Schaeffer meant by the phrase "true truth." That is, there is no "big picture" to be seen and understood. We only have individuals and

communities who have their own “little truths.” And nothing connects those truths to something bigger than themselves and more lasting than what might work at the moment. This can be heard, seen, and read incessantly. There are too few teachers in the culture’s curriculum who are sharing ideas that are connected to or guided by “true truth.” The ultimate outcome of such thinking can be devastating. Chaos can reign. Then a sense of desperation can prompt us to accept the “truth” of whoever may claim to be able to lead us out of the confusion. Germany experienced this under the reign of Hitler. We should not be so smug as to think it could not happen to us.

Responding to the Curriculum

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

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

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

Third, the student should be challenged to realize that true spirituality is found only through a relationship with the risen Jesus. Jesus lives in us through the indwelling of His Spirit. And this indwelling is only true for the reborn Christian. Yes, there are many spiritual concepts alive in this culture. Many people are searching for something that will give meaning beyond man's ideas. There is a spiritual hunger. But if we try to relieve that hunger through ideas that come from man's perceptions of spirituality, we are back where we started: man is the measure of all things.

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

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

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

So, does education take place beyond the classroom? Certainly!

May God guide us to help students learn the proper lessons.

Notes

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

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When Your Teen Rejects Your Values – A Christian Response

Rick Rood looks a typical teenage rebellion and offers a plan based on a biblical worldview and Christian values to help lead them through rebellion to a strong Christian walk. By reacting from a truly Christian perspective and following a biblical plan of action, our chances of successfully making it through to adulthood and greatly increased.

The Fact of Teenage Rebellion

Mark Twain once advised parents that when their child turns 13 they should put them in a barrel, close the lid, and feed them through a hole in the side. When they turn 16, Twain suggested parents close the hole! Twain was a humorist, and we laugh about his counsel. But beneath the laughter is the recognition that the teenage years are seldom easy…for the teen or their parents! And it's particularly challenging when we find that our teen is rejecting our values.

Admittedly, in tackling this issue we are taking on a real lion! If there is anything more humbling than being the parent

of a rebelling teenager, it's attempting to pass on advice to others who are struggling with this same situation. But our prayer is that this pamphlet will offer some help and encouragement to parents of a challenging teen.

"Adolescence" is the label we attach to the time of life from the onset of puberty to maturity. It denotes the stage of life during which a young person moves from childhood to adulthood, from dependence upon parents to independence. It's a time of great change not only physically, but emotionally, mentally, spiritually and socially. It's a time when teens are asking questions like "Who am I?," "What do I believe?," "How do I fit into life in this world?"…when they're searching for their identity as individuals.

Adolescence is also a time when some degree of strain develops between teens and their parents. No longer do parents appear to be infallible and beyond contradiction. Our flaws are much more visible…and probably exaggerated by our teen. It's a time when the values of their peers generally appear much more attractive than their parents', and when acceptance by their friends will likely become much more important than that of their parents.

It is not uncommon in their quest for identity and independence for teens to reject some of the values of their parents, their church, and society. And to a degree this is not unhealthy. Young people need to develop their own convictions about life. And part of the process may involve challenging the values and convictions they have been taught. Some may challenge them more overtly, and others more covertly. Some may challenge them in relatively minor areas such as dress, appearance, music, or they way they keep their room. Others may show total disregard for the moral and spiritual values of their family, their church, and even society. Parents who allow for no individuality in some of the more "minor" areas (such as dress and appearance), may be challenging their teen to test them in the areas that are of

much greater consequence.

Several years back, a group that included Dr. James Dobson conducted a survey of some 35,000 parents. The survey concluded that while 25% of teens are of "average" temperament, 40% were considered to be more on the "compliant" side, and 35% on the "strong-willed" side. (More boys than girls fell in this latter category.) Among the strong-willed teens, 74% were found to be in some degree of rebellion during their teenage years, 26% of them to a severe degree. Furthermore, it was surprisingly found that the strong-willed were most susceptible to the influence of their peers! It was no surprise to find that 72% of parents of strong- willed teens characterized their relationship as "difficult" or "very stressful"! (*Parenting Isn't for Cowards*, by Dr. James Dobson, chaps. 3 & 4).

If you identify with this group of parents, you are definitely not alone! And perhaps this realization is an important first step in responding to a teen who rejects our values!

The Sources of Teenage Rebellion

Many a parent has wondered if the teen living in their home is really the same child that they played with and enjoyed just a few years before! And it is only natural for them to ask "Why?" "Why is this happening? And why is this happening to us?" Most parents are probably also asking themselves, "Where did we go wrong? What could we have done to prevent this from happening?" These questions are not only painful to ask, but are equally difficult to answer. And it's important not to jump to simplistic conclusions in trying to do so.

It is very likely that there is more than one reason why our teen is rejecting our values. And there really are many possible reasons. One that we noted yesterday is that it is simply the nature of adolescents to search for their own identity and independence. We also noted the role that innate

temperament plays in teenage rebellion. A survey conducted by a group including Dr. James Dobson concluded that nearly 3/4 of children born with a strong-willed temperament exhibited some degree of rebellion during their teen years. There are, however, a number of other possible reasons why our teen is rejecting our values. It's important to look beyond their behavior to the reasons behind it.

First, it's possible that there are physiological factors involved. Young people who have learning disabilities, or attention deficit/hyperactive disorder are going to be much more inclined to rebel, in part over the frustration they are experiencing in meeting the expectations of their parents, teachers and other authority figures. Any physical illness, or even imbalanced or insufficient diet can affect a teen's emotional and behavioral pattern. Even apart from such irregularities, the changes that are taking place in an adolescent's hormonal system are apt to result in more volatile emotions.

Second, it is possible that there are difficulties of a psychological nature, or even disorders of a more serious nature involved. In this latter category would fall young people who are manic-depressive or schizophrenic. It is important to realize that many of these disorders have genetic and biological sources, requiring the attention of a medical professional. It is more likely, however, that a teen may be struggling with low self-esteem or depression…and may be engaging in conduct that is aimed at obtaining the acceptance of his peers, or at gaining the attention of his parents or other authority figures (even if it's negative in nature!).

Third, it is not uncommon for a young person to express his anger (and even guilt) over the tensions that may exist within the family at large or between his parents by acting in a rebellious fashion.

Traumatic experiences such as a death in the family, prolonged

illness, or serious financial problems can be a source of rebellion. They may even result in a teen's questioning the existence or the goodness of God, and in rejecting of God's moral principles.

We must not fail to mention the negative influence of peers, and of the values portrayed and endorsed in today's movies, television, and by the lyrics of much of the music that young people listen to. All of these media are communicating a message that more often than not challenges the right of anyone (including parents) to limit their freedom or stifle their individuality.

Finally, it is not impossible that our own example as parents, or our parenting style has contributed to their rebellion to a greater or lesser degree. We will return to this issue later in the week, and tomorrow we will begin to look at the question of whether parents are always at fault when their teens reject their values.

A Parent's Reaction to His Teen's Rebellion

In the previous two programs we have briefly examined some basic facts about the nature of teenage rebellion and some of its possible sources. We noted that there are many possible reasons why a teen might choose to reject his parents' values. It is not uncommon, however, for those of us who are Christian parents to feel that we bear the greater (if not exclusive) share of responsibility. After all, have we not been taught that if we train our children "in the way they should go, when they are old they will not depart from it"? (Prov. 22:6). If they do depart from the way they should go, certainly it is our fault for not training them properly!

At the outset, we must affirm that parents are responsible before God to provide the training and instruction that will guide them in His way (Eph. 6:4b). The scriptures also warn us

that it is possible for us to “provoke our children to anger” (Eph. 6:4a) and to “exasperate them so that they become discouraged” (Col. 3:21). When our teen is rebelling, it’s appropriate for us to evaluate the impact that our own parenting style has had in our child’s life.

We must just as emphatically, however, reject the notion that teenage rebellion is invariably the consequence of parental mismanagement. To believe that it is, is to accept the premise that all human behavior is caused by external influences. Behavior may be influenced (even very strongly) by genetic and environmental factors, but to say that there is no such thing as human will and choice is to deny a fundamental element of biblical teaching. In the final analysis, a young person’s rejection of godly values is a personal choice.

Many Christians, however, find themselves adopting an essentially behavioristic and deterministic philosophy in their acceptance of a common interpretation of the verse we alluded to a few moments ago, Proverbs 22:6, “Train up a child in the way he should go, and when he is old he will not depart from it.” Many a parent has concluded from this proverb that if his teen does “depart from the way he should go,” it is because he has failed to provide the training he needed. But that this proverb (as many proverbs) should be taken as general observation about life, rather than as an absolute divine promise, can be deduced from two facts. First, if we do take this proverb as an absolute promise, then other proverbs in the book must be also. Yet there are a number of proverbs for which exceptions can be found on a regular basis. For example, Proverbs 10:27 says that “The fear of the Lord prolongs life, but the years of the wicked will be shortened.” This is a general truth. But there are innumerable examples of the wicked who have lived long on the earth, and of the godly whose lives have been cut short. A second reason is that to take it as an absolute promise would contradict the teaching of many other proverbs that it is possible for a young person

to reject the training his parents provide. Proverbs 15:5 says, “A fool rejects his father’s discipline.” The writer of Proverbs also appeals to sons to “receive” and “be attentive” to their parents’ instruction (2:1-2), and warns against “neglecting” and “abandoning” their teaching (4:1-2). (Cf. also Deut. 21:18-21)

We must conclude, then, that when our teen rejects our values, we must prayerfully discern to what degree both we and they are responsible for what is happening, as well as what other influences are at work. In some cases, the parents may bear a great deal of responsibility; in others they may bear very little. The important thing, however, is not so much “who is to blame,” but what ought we to do from this point on in our relationship with our teen.

A Plan for Parents

We have looked at the nature of teenage rebellion. We’ve also addressed the question of whether it is always the parents’ fault when their teen rejects their values. But today, we want to focus on how we should respond as parents of a challenging teen.

Our first response must be to look beyond the rebellious behavior to the sources that lie behind it. If we suspect there are factors of a physiological nature, we must not neglect to enlist the help of a qualified physician. Nor should we reject the aid of a godly counselor in addressing issues of depression or self image that may lie hidden in our teen’s heart. But neither should we neglect to look to the Scriptures as our ultimate source of wisdom.

As we do, it will be tempting to look initially for ways in which we can promote change in our teenager’s behavior. But the one factor in our child’s life over which we have the most influence is our own character and approach to parenting. And this is where we must begin—by reflecting on the model which

God himself provides in his character and in his relationship with us as his children. In God as our Father we find that perfect balance of judgment and grace, of discipline and love, compassion and firmness. This is a standard from which all of us fall short, the one to which we will never fully attain in this life; but the one by which we must measure our lives, and toward which we must continually strive! Larry Crabb has said, "The key to becoming a more effective parent is to become an increasingly godly person." (*Parenting Adolescents* by Kevin Huggins, p. 258) Wise is the parent who makes this his primary goal!

Wise too is the parent who resists the impulse to project a perfect image to his teen, but who echoes the prayer of David: "Search me, O God, and know my heart…see if there be any hurtful way in me; and guide me in the everlasting way" (Ps. 139:23-24). Wise is the parent who is willing to offer a sincere apology to his child, and to seek forgiveness for ways he has genuinely fallen short as a parent. But wise also is the parent who refuses to brood over past failures, but who having learned from his mistakes sets out in a new direction! (Phil. 3:13-14). And wise is the parent, as well, who guards against trying to "atone" for past mistakes by becoming overly kind or permissive.

As we seek to allow God to shape our lives after his own model as the divine parent, we will do well to keep two primary qualities in view. The first is an unconditional love for our child. This is the kind of love God manifests toward us. "But God demonstrates his own love for us in that while we were yet sinners (while we were his enemies!), Christ died for us" (Rom. 5:8). This is the kind of love He seeks to instill in us for our teenager, regardless of how much anger or contempt he or she has shown toward us—a love that asks not how they can meet our needs, but how God can use us to minister to their genuine needs.

But the second quality is an uncompromising commitment to help

our teenager grow toward responsible maturity. “For those whom the Lord loves He disciplines;…but He disciplines us for our good, that we may share His holiness” (Heb. 12:6,10). As God guides us in the path of righteousness, and establishes clear expectations for our lives, so must we for our teen. As God disciplines for rebellion through appropriate consequences, so also must we.

Above, we proposed that there are two primary qualities God seeks to instill in those of us who are parents of a teen who is rejecting our values: an unconditional love and an uncompromising commitment to guide them toward responsible maturity. But how do these qualities take shape in our day to day lives?

How do we show this kind of love toward our teenager? First, we love them when we praise and reward them for the good that we do see in their lives, as God does with us. We love them when we show respect for their feelings and opinions, though not always agreeing with them. We love them when we show interest in and participate with them in activities that are meaningful to them, and refrain from squeezing them into a mold for they were not designed. We love them when we restrain our anger from erupting in violent acts and hurtful words, when we relate as a “fellow struggler,” when we don’t try to be better than they are at everything, when we handle our own sin in the same way we expect them to, when we listen to their explanations before disciplining them, when we keep alive a sense of hope and excitement about discovering God’s purpose for their life!

But the love toward which we strive is also one that guides and disciplines (Prov.13:24). states that “he who loves (his son) disciplines him diligently.” Researchers have found that teens are less likely to rebel who grow up in homes that are neither too permissive nor overly authoritarian, where parents gradually allow them more participation in decisions and relinquish more responsibility, while maintaining final

authority (*Teen Shaping*, by Len Kageler, chaps. 3 & 12).

What are a few marks of a parent who has this kind of commitment? First, he provides instruction in the ways of the Lord. One teenager who refused to accompany his family to church, was willing to read a chapter of scripture with his father several times a week. By his senior year, they had read through the entire New Testament together! Second, he communicates clear expectations regarding personal conduct (even if parents of his child's friends do not): expectations concerning the use of language in the home, honesty about whereabouts and activities, household chores, attendance at school, curfew, use of the car, payment for gas, insurance and traffic tickets, drinking, and sexual conduct. Finally, such a parent will enforce meaningful consequences for wilful rebellion. There are some things we are obliged to provide for our child no matter what: a place to live (though it need not be our own home in all situations), food, clothing, and personal respect. But many things that young people take for granted today are privileges that can and must be suspended as a result of irresponsible behavior: use of the phone or TV, tuition for school, use of our car, or even a driver's license. Teenagers who engage in activities that are not only irresponsible but illegal, should have every expectation that their parents will notify the authorities. We do our children no favor when we shield them from the painful consequences of foolish choices. Some teens will become skilled at manipulating their parents through guilt or intimidation. But we must resolve to render such tactics ineffective by refusing to let them work.

God does not hold us responsible for all of our teenager's actions. But He does hold us accountable for the way in which we relate to them as parents—with unconditional love, but uncompromising commitment to responsible maturity.

Yet, even when we do, God provides no guarantee that they will always (or even ever) respond positively. But He does ask that

we persist in doing what is right . . . praying for them, gradually relinquishing them to Him who knows them far better than we . . . remembering his exhortation that we "not lose heart in doing good, for in due time we shall reap if we do not grow weary" (Gal. 6:9).

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Addendum from the author, after his teenagers finished growing up:

It was over twelve years ago that I wrote the article you have just read. Since then, I've had a lot of time to reflect on the matter of parenting. If there is one thing I would add to the article, it is the statement in Psalm 127:1, "Unless the Lord builds the house, they labor in vain who build it."

I'm more convinced than ever that though I believe God's word does give us guidance concerning what we as parents should and should not do in relating to our children, being a parent is much more than simply "doing all the right things." It is at root a matter of trusting God to work in our children's lives in his own way and time . . . to accomplish in their lives what only He can. And of course, to trust that He will do the same in our own hearts and lives as well. Sometimes His ways are far beyond our understanding. I have met some who came from very difficult homes, who nonetheless have turned out to be wonderful people. On the other hand, I have met others who grew up in wonderful families, who nonetheless have chosen to walk a very painful path in life. All of this should cause us to make prayer our first priority as parents. There is no greater responsibility or privilege we have as parents than to pray for the children the Lord has entrusted to us. May we never cease to do so.

Resources on Parenting Teenagers

Emotionally Healthy Teenagers, by Jay Kesler (Nashville: Word Publishing, 1998)

Bound by Honor, by Gary and Greg Smalley (Wheaton: Tyndale House, 1998)

Parenting Today's Adolescent, by Dennis and Barbara Rainey (Nashville: Thomas Nelson, 1998)

How to Really Love Your Teenager, by Ross Campbell (Wheaton: Victor Books, 1983)

Parenting Adolescents, by Kevin Huggins (Colorado Springs: NavPress, 1992)

Teen-Shaping: Solving the Discipline Dilemma—What Works, What Doesn't, by Len Kageler (Old Tappan, N.J.: Fleming H. Revell, 1990)

Parents & Teenagers, ed. by Jay Kesler (Wheaton: Victor Books, 1984)

Parents in Pain, by John White (Downers Grove: Intervarsity Press, 1979)

Parenting Isn't for Cowards, by Dr. James Dobson (Waco: Word Books, 1987)

The Wounded Parent, by Guy Greenfield (Grand Rapids: Baker Books, 1991)

World Hunger

Kerby Anderson helps us consider the fundamental reasons behind the prevalence of hunger in our world today. He points out our responsibility as Christians to make our resources available to help those caught in this crises. He tells us we need to be praying and working to end world hunger.

Frequently we see pictures of starving children and are overwhelmed by the awesome task of feeding the world's hungry. Why, we wonder, is there so much hunger in the world today? The answer can be broken down into three categories: poverty, population, and priorities.

Poverty, Population, and Priorities

The first reason for hunger is poverty. The poor are hungry,and the hungry are usually poor. In First World countries, we talk about our quality of life or our standard of living. But in Third World countries, the focus shifts to the mere sustaining of life. A major problem in Third World countries is capital investment. There is very little money that can be spent on agricultural development or even basics like seed and farm tools.

A second reason for hunger is population. Nearly every country has experienced a growth in population, but the greatest impact has been on the world's poorest countries because they have been experiencing exponential growth in their population.

Notice how exponential population growth shortens our response time to crises. This planet did not reach a population of 1 billion until about the turn of the century. It took the world thousands of years to reach a population level of 1 billion. By 1950, the world's population grew to 2 billion. So the population doubled in just 50 years. By 1975, we had 4 billion people, so the doubling time decreased to just 25 years. Many experts estimate that we will have 6 to 8 billion people by the end of this century.

This exponential growth puts an enormous strain on our ability to provide resources and services to a starving world. Imagine if your own city or town had its population double every 20 to 25 years. That would mean you would have to double the number of houses, double the number of grocery stores, double the number of roads, and double the number of sewage-treatment

plants.

Such growth would be a significant strain on the budget and resources of a First World country. Imagine the strain this would put on a Third World country. So the problem of world hunger is exacerbated by population growth.

A third reason for world hunger is priorities. Those of us who live in an industrialized society place a high priority on comfort and convenience. Our standard of living places a significant strain on the world economy.

In the First World countries, we only have a 1 percent growth rate. But that 1 percent growth rate affects the planet eight times as much as the 23 percent growth rate of the lesser-developed countries. The reason for this is that we use a lot more resources to maintain our standard of living. Currently it costs 30 times as much in terms of energy and resources to feed a North American as it does to feed a Pakistani.

Certainly this is something Christians must consider in terms of their own economic lifestyle. At a time when people are not getting enough to eat, we are living a lifestyle far beyond what many could even imagine.

We have a great challenge before us. We must not only consider what we can do to feed the hungry, but we must also consider what we should do to limit our indulgent lifestyle.

Exploitation

I would next like to focus on some of the most publicized causes of world hunger. The first is exploitation. There is a tremendous amount of exploitation in the world, which has led to the problem of hunger. Christians should not be surprised. Many Old Testament verses in the books of Proverbs, Amos, and Micah speak of poverty that results from exploitation and fraud.

Many countries were exploited by colonial powers in the 19th and 20th centuries. But while this is true, let me also hasten to add that liberals have perhaps made too much of the colonial connection.

P. T. Bauer, in his book *Dissent on Development*, shows that many of these countries that had some contact with the Western world actually did better economically than those countries that did not have any contact at all. Hong Kong and India, which were ruled by colonial powers, did better economically than countries in the deepest part of Africa that had little contact with Western economies.

When these countries gained independence, they did not have to start from scratch. The colonial powers left behind roads, schools, and hospitals, all of which provided an infrastructure to build upon.

But another aspect of exploitation that is often ignored is not the colonial connection but the Marxist connection. Countries such as Ethiopia with authoritarian Marxist governments bring great suffering on their populations because of government policies that prevent food and compassionate aid from reaching their people.

Misfortune and Persecution

A second cause of hunger is misfortune and persecution. Again this should come as no surprise to Christians. In the book of Job we have an example of poverty that comes through misfortune. In other places we see how poverty results from persecution. And sometimes poverty comes because of God’s judgment on a people who disobey Him.

Because we live in a fallen world, we must not be surprised when misfortune strikes. During the last two decades, for example, we have had fairly stable weather patterns. Now that the weather has become more erratic, we wonder what is going

wrong. Although many doomsayers want to blame these changes on the much-publicized greenhouse effect, most of these climatic fluctuations are typical. We have been lulled into thinking that weather is predictable and must remind ourselves that the earth still “groans in travail” because we live in a fallen world. Hurricanes, monsoons, and droughts are going to exacerbate our problems with world hunger.

As we look at these problems, we can see that the problem of world hunger is going to increase rather than decrease. As our weather continues to be erratic and as terrorism and persecution intensify around the world, problems with hunger will intensify.

We are going to have to find ways to help the people and countries that are suffering. Part of the solution may be for our government to provide help through foreign aid. But another important and often neglected part of the solution is for Christian organizations to provide food and resources to the needy. The problem of world hunger is massive, and all of us must do what we can to solve the problem.

Governmental Control

Along with these well-known causes of hunger are a few less-publicized, more obscure causes. One of these causes is governmental control. Hunger and poverty are often due to the very structure of governments. This is important to realize when we begin to talk about cures for world hunger, because we as a country are often limited in what we can do to lessen hunger in a foreign nation.

The statement by Jesus that the poor will always be with us takes on a new meaning when we realize how intractable many problems like world hunger are. Lack of food and unpredictable weather patterns aren’t the sole causes of hunger. Many times governmental control makes hunger worse.

Even a cursory look at the world market shows that those countries that provide the greatest economic freedom also have the greatest amount of economic success. Hong Kong, for example, is a country that has received no foreign aid. But because it has a relatively free market, it enjoys one of the highest standards of living of any country in Asia.

Economic freedom allows personal incentive and pushes the economic engine of development. We can see this in the example of the former Soviet Union. In addition to the large governmental plots of agricultural land, smaller plots were allocated to the individual farmer. It is estimated that nearly 25 percent of all the Soviet agricultural produce came from these small, private plots of land. Soviet production on small plots of land demonstrates the power of incentive created by economic freedom. If a government focuses all its time and attention on the commonality of property, it will lead its country down the path towards poverty and hunger.

Indifference

Another cause of hunger is indifference. Individuals and their governments should be more concerned about world hunger than they are now. The affluence of North America often keeps us from being concerned about those who do not have enough to eat. Although the United States has set the standard for many other nations in its compassionate giving, still more could be done.

Particularly troubling is the lack of compassion of Third World countries for their neighbors. The OPEC countries, for example, have vast financial resources, which they are unwilling to share with countries in the region not blessed with such geological resources. They need to show compassion to their neighboring countries.

The Culture of Poverty

A third cause of hunger is the culture of poverty. Proverbs 10:15 says, “The ruin of the poor is their poverty.” The reason for poverty is often the prior existence of poverty. Poverty breeds more poverty, and more poverty breeds more hunger.

Those people who come from an impoverished situation do not have the means by which to better themselves. They are not getting the necessary calories and nutrition, so they are caught in the web of poverty. Moreover, they are being raised in a culture of poverty that perpetuates dependence and prevents advancement.

This is where the gospel can have an impact. Poverty and hunger are not just economic problems. There is a strong psychological and spiritual component to poverty. A person who is born again changes his worldview, and this is an important aspect of dealing with the problem of hunger.

Curing World Hunger

When we talk about solutions to world hunger we should realize that there are a number of unbiblical solutions. One of the most incredible is the “lifeboat ethic,” which proposes the use of the principle known as *triage*.

The Lifeboat Ethic

This idea was popularized by Dr. Garrett Hardin at the University of California at Santa Barbara. He uses the metaphor of the lifeboat to explain how rich nations are surrounded by poor ones who want to get into the lifeboat. He says, at some point, we have to push them back into the water to prevent us all from sinking.

He further argues that the problem will become worse because

many of these countries will not control their populations. Thus, he says, it is inevitable that these people will eventually starve. He believes that feeding them will only prolong the suffering. Hardin therefore proposes we use the principle of triage. This concept as it is used in military medicine attempts to classify war or disaster victims according to the severity of their wounds in order to maximize the number of survivors. As incoming wounded arrive, they are placed in one of three groups. The first group has superficial wounds and can be treated later. The second group has more substantial wounds and must be treated immediately. And the members of the third group have such massive wounds that they are simply set aside and allowed to die.

Proponents of this lifeboat ethic suggest that we use the principle of triage and stop shipments of food to Third World nations facing starvation. After all, they argue, there is only so much room in the lifeboat or on "Spaceship Earth." We must push the rest of these people off the boat in order to save ourselves.

This idea certainly raises profound ethical questions. But the metaphor only makes sense if you accept the following three assumptions. The first assumption is that there is no distinction between people and animals. The second assumption is that we are pushing the limits of the world's resources. The third assumption is that population growth is not being brought under control. However, all three of these assumptions are false. First, there *is* a distinction between people and animals. Humans have dignity because they are created in the image of God and are therefore distinct from animals. Yet we live in a world where evolutionists blur this distinction between humans and animals.

The second assumption is also questionable. We do live in a fallen world, and there are some limits to growth. But an even greater production of resources is possible, and numerous conservation techniques can increase production.

The third assumption, that population growth is not being brought under control, is also in doubt. There is evidence that many countries are serious about controlling their population explosion. In fact, many nations are experiencing a decline in their birth rates and will eventually have declining populations.

What we have to recognize is that there are many people who are proposing unbiblical solutions. And we as Christians have a responsibility to make sure these propositions do not become law.

The Christian Ethic

Often I find that Christians look at the problem of world hunger and become overwhelmed. They ask, What can we do? After all, many solutions to world hunger come from governmental agencies and large organizations.

We need to recognize that governmental agencies and even private organizations are only part of the solution and often are not as effective as Christian organizations and missionaries. In Marxist countries like Ethiopia, the United States has limited diplomatic relationships. Moreover, the government has used some of the incoming aid as a weapon against their enemies. Indigenous programs through missionary organizations can sometimes be more effective since they do not have to go through as many diplomatic channels. Christians should realize there are things we can do, and we can learn about these from Scripture. The first obvious thing we can do is to give. The Bible talks about the compassionate distribution of food and other resources in passages such as 1 Corinthians 16 and 2 Corinthians 9. The New Testament church gave to other Christians who were in need.

One way a church can foster an attitude of compassion is to emphasize our responsibility to the hungry. One program called “Skip a Lunch and Feed a Bunch” encourages Christians to save

the money they would have used to buy lunch and place it in a container for those who are hungry.

Some agencies have programs for adopting a child in another country and providing for his or her food and educational expenses. You can write letters to the child and have a personal involvement in this often abstract problem of world hunger.

Another solution to world hunger is missionary work. As missionaries go into various cultures, they are able to change attitudes and values that perpetuate the cycle of hunger and poverty. They can teach people how to become more independent economically and how to develop the resources available to them. In the famine in Ethiopia, many Christian relief organizations provided both food and resources. Unfortunately, their efforts were hampered by inadequate ports and a primitive transportation network. Many of the nation's trucks were being used to fight a civil war, and others were crippled by a lack of spare parts. So the relief organizations began to airlift food in order to feed those starving in remote areas of the country.

Missionary outreach has also had an impact by preaching the gospel. As I mentioned previously, spiritual conversion changes a person's worldview and can break the culture of poverty. Many of the problems of poverty and hunger are not economic but psychological and spiritual. These include such things as poor training or wrongful attitudes.

Preaching the gospel can change not only individuals but a culture. Just think of the impact the Hindu worldview has on countries like India. False religious beliefs keep the Indians from utilizing beef, an important source of protein. Other ideas such as the concept of *karma* keep Indians from meeting the needs of the underclass. Conversion to Christianity can change not only individ-ual lives but a culture that rests on a false foundation. World hunger is certainly a major problem.

As Christians we need to be praying and working to provide solutions to the awesome problem of feeding the world.

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