

National Child Care

National Child Care Debate

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

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

Fortunately, the bill went nowhere.

But has the time come again for a national discussion of day care? Hillary Clinton proposes that the United States adopt the French model of institutionalized day care: "More than 90 percent of French children between ages three and five attend free or inexpensive preschools called *écoles maternelles*. Even before they reach the age of three, many of them are in full-day programs." The First Lady then goes on to present the French experience in glowing terms and provides additional examples to bolster her push for a national day care system.

Many social commentators believe our contemporary day care debate has dramatically shifted from whether the federal government should be involved to how the federal government should be involved. What was once in the domain of the family has shifted to the government due in large part to the

increasing number of women in the work force. During the Carter Administration, a federal child care tax credit was enacted and the budget for this tax credit has mushroomed to billions of dollars annually.

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

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

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

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

Use and Misuse of Statistics

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

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

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

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

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

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

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

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

Psychological Costs

At this point I would like to discuss the psychological costs of day care. Now that we have been effectively conducting an unofficial experiment with day care over the last few decades, the evidence is coming in disconcerting evidence of the psychological harm done by institutionalized care. Jay Belsky,

a child care expert at Penn State's College of Health and Human Development, says "It looked like kids who were exposed to 20 or more hours a week of nonparental care in their first year of life what I call early and extensive nonparental care, and here comes the critical phrase, of the kind that was routinely available to families in the United States today seemed to be at elevated risk. They were more likely to look insecure in their relationships to their mothers, in particular at the end of their first year of life."

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

The concerns can be categorized under three areas: bonding, personality development, and substitute care. Bonding takes place in the hours and days following birth, usually between the mother and the child. Bonding demands consistency, and day care interrupts that consistency especially when there is not one person providing the primary care for the child. Children placed in a day care center too early are deprived of a primary care giver and will manifest psychological problems.

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

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

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

Additional Psychological Costs

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

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

Christians should not be surprised by these findings given our biblical understanding of human sinfulness. Each child is born a sinner. When day care workers put a bunch of "little

sinners" together in a room without adequate supervision, sin nature will most likely manifest itself in the environment.

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

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

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

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

E. F. Ziglar (Yale University) has said that "When parents pick a day care center, they are essentially picking what their child will become." This is not only true for the individual child; it is true for society. As a nation we have been choosing the children we will have in the future by promoting day care, and the future does not look good.

Financial and Medical Costs

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

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

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

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

Health costs are also considerable. Young children are still in the process of developing their immunity to certain diseases, and are more likely to get sick when exposed to

other children on a daily basis. While some ailments are slight, others can be very serious. For example, infectious diseases (especially those involving the middle ear and hearing ability) are three to four times as prevalent in group care as compared to home care.

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

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

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

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Pop Psychology Myths vs. A

Biblical Point of View

Kerby Anderson compares some current myths with a Christian perspective informed by the timeless teaching of the Bible. These “pop psychology” ideas seem to make sense until one compares them with biblical insights from the creator of us all.



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

Go into any bookstore and you will see shelves of self-help books, many of which promote a form of “pop psychology.” Although these are bestsellers, they are filled with half-truths and myths. In this essay we are going to look at some of these pop psychology myths as exposed by Dr. Chris Thurman in his book *Self-Help or Self-Destruction*. If you would like more information or documentation for the issues we cover in these pages, I would recommend you obtain a copy of his book.

Myth 1: Human beings are basically good.

The first myth I would like to look at is the belief that people are basically good. Melody Beattie, author of the best-seller *Codependent No More*, says that we “suffer from that vague but penetrating affliction, low self-worth.” She suggests we stop torturing ourselves and try to raise our view of ourselves. How do we do that? She says: “Right now, we can give ourselves a big emotional and mental hug. We are okay. It’s wonderful to be who we are. Our thoughts are okay. Our feelings are appropriate. We’re right where we’re supposed to be today, this moment. There is nothing wrong with us. There is nothing fundamentally wrong with us.”

In other words, Beattie is saying that we are basically good. There is nothing wrong with us. At least there is nothing fundamentally wrong with us. There isn’t any flaw that needs to be corrected.

Peter McWilliams, in his best-seller *Life 101*, actually addresses this issue head on. This is what he says in the brief section entitled, "Are human beings fundamentally good or fundamentally evil?"

My answer: good. My proof? I could quote philosophers, psychologists, and poets, but then those who believe humans are fundamentally evil can quote just as many philosophers, psychologists, and poets. My proof, such as it is, is a simple one. It returns to the source of human life: an infant. When you look into the eyes of an infant, what do you see? I've looked into a few, and I have yet to see fundamental evil radiating from a baby's eyes. There seems to be purity, joy, brightness, splendor, sparkle, marvel, happiness—you know: good.

Before we see what the Bible says about the human condition, let me make one comment about Peter McWilliams's proof. While an infant may seem innocent to our eyes, any parent would admit that a baby is an example of the ultimate in selfishness. A baby comes into the world totally centered on his own needs and oblivious to any others.

When we look to the Bible, we get a picture radically different from that espoused by pop psychologists. Adam and Eve committed the first sin, and the human race has been born morally corrupt ever since. According to the Bible, even a seemingly innocent infant is born with a sin nature. David says in Psalm 51:5 "Behold, I was brought forth in iniquity, and in sin my mother conceived me." The newborn baby already has a sin nature and begins to demonstrate that sin nature early in life. Romans 3:23 tells us that "All have sinned and fall short of the glory of God." We are not good as the pop psychologists teach, and we are not gods as the new age theologians teach. We are sinful and cut off from God.

Myth 2: We need more self-esteem and self-worth.

The next myth to examine is the one that claims what we really need is more self-esteem and self-worth. In the book entitled *Self-Esteem*, Matthew McKay and Patrick Fanning state, "Self-esteem is essential for psychological survival." They believe that we need to quit judging ourselves and learn to accept ourselves as we are.

They provide a series of affirmations we need to tell ourselves in order to enhance our self-esteem. First, "I am worthwhile because I breathe and feel and am aware." Well, shouldn't that also apply to animals? And do I lose my self-esteem if I stop breathing? In a sense, this affirmation is a take off on Rene Descartes's statement, "I think, therefore I am." They seem to be saying "I am, therefore I am worthwhile."

Second they say, "I am basically all right as I am." But is that true? Is it true for Charles Manson? Don't some of us, in fact all of us, need some changing? A third affirmation is "It's all right to meet my needs as I see fit." Really? What if I meet my needs in a way that harms you? Couldn't I justify all sorts of evil in order to meet my needs?

Well, you can see the problem with pop psychology's discussion of self-esteem. Rarely is it defined, and when it is defined, it can easily lead to evil and all kinds of sin.

It should probably be as no surprise that the Bible doesn't teach anything about self-esteem. In fact, it doesn't even define the word. What about the term *self-worth*? Is it synonymous with self-esteem. No, there is an important distinction between the terms *self-esteem* and *self-worth*.

William James, often considered the father of American psychology, defined *self-esteem* as "the sum of your successes and pretensions." In other words, your self-esteem is a

reflection of how you are actually performing compared to how you think you should be performing. So your self-esteem could actually fluctuate from day to day.

Self-worth, however, is different. Our worth as human beings has to do with the fact that we are created in God's image. Our worth never fluctuates because it is anchored in the fact that the Creator made us. We are spiritual as well as physical beings who have a conscience, emotions, and a will. Psalm 8 says: "You have made him [mankind] a little lower than the angels, and you have crowned him with glory and honor. You have made him to have dominion over the works of Your hands, you have put all things under his feet."

So the good news is that we bear God's image, but the bad news is that all of these characteristics have been tainted by sin. Our worth should not be tied up in what we do, but in who God made us to be and what He has done for us.

Myth 3: You can't love others until you love yourself.

Now I would like to look at the myth that you can't love others until you love yourself. Remember the Whitney Houston song "The Greatest Love of All?" It says, "Learning to love yourself is the greatest love of all."

Peter McWilliams, author of *Life 101*, promotes this idea in his book *Love 101* which carries the subtitle "To Love Oneself Is the Beginning of a Lifelong Romance." He asks, "Who else is more qualified to love you than you? Who else knows what you want, precisely when you want it, and is always around to supply it?" He believes that the answer to those questions is you.

He continues by saying, "If, on the other hand, you have been gradually coming to the seemingly forbidden conclusion that before we can truly love another, or allow another to properly

love us, we must first learn to love ourselves—then this book is for you.” Notice that he not only is saying that you cannot love others until you love yourself, but that you can’t love you *until you learn* to love yourself.

Melody Beattie, author of *CoDependent No More*, believes the same thing. One of the chapters in her book is entitled, “Have a Love Affair With Yourself.” Jackie Schwartz, in her book *Letting Go of Stress*, even suggests that you write a love letter and “tell yourself all the attributes you cherish about yourself, the things that really please, comfort, and excite you.”

Does the Bible teach self-love? No, it does not. If anything, the Bible warns us against such a love affair with self. Consider Paul’s admonition to Timothy: “But know this, that in the last days perilous times will come: For men will be lovers of themselves, lovers of money, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy, unloving, unforgiving, slanderers, without self-control, brutal, despisers of good, traitors, headstrong, haughty, lovers of pleasure rather than lovers of God, having a form of godliness but denying its power. And from such people turn away!” (2 Tim. 3:1-5).

The Bible discourages love of self and actually begins with the assumption we already love ourselves too much and must learn to show sacrificial love (agape love) to others. It also teaches that love is an act of the will. We can choose to love someone whether the feelings are there or not.

We read in 1 John 4, “Beloved, let us love one another, for love is of God, and everyone who loves is born of God and knows God. He who does not love does not know God, for God is love. In this the love of God was manifested toward us, that God has sent His only begotten Son into the world, that we might live through Him.” The biblical pattern is this: God loves us, and we receive God’s love and are able to love

others.

Myth 4: You shouldn't judge anyone.

Let's discuss the myth that you shouldn't judge anyone. No doubt you have heard people say, "You're just being judgmental" or "Who are you to judge me?" You may have even said something like this.

Many pop psychologists certainly believe that you shouldn't judge anyone. In their book entitled *Self-Esteem*, Matthew McKay and Patrick Fanning argue that moral judgments about people are unacceptable. They write: "Hard as it sounds, you must give up moral opinions about the actions of others. Cultivate instead the attitude that they have made the best choice available, given their awareness and needs at the time. Be clear that while their behavior may not feel or be good for you, it is not bad."

So moral judgments are not allowed. You cannot judge another person's actions, even if you feel that it is wrong. McKay and Fanning go on to say why: "What does it mean that people choose the highest good? It means that you are doing the best you can at any given time. It means that people always act according to their prevailing awareness, needs, and values. Even the terrorist planting bombs to hurt the innocent is making a decision based on his or her highest good. It means you cannot blame people for what they do. Nor can you blame yourself. No matter how distorted or mistaken a person's awareness is, he or she is innocent and blameless."

As with many of these pop psychology myths, there is a kernel of truth. True we should be very careful to avoid a judgmental spirit or quickly criticize an individual's actions when we do not possess all the facts. But the Bible does allow and even encourages us to make judgments and be discerning. In fact, the Bible should be our ultimate standard of right and wrong. If the Bible says murder is wrong, it is wrong. God's

objective standards as revealed in the Scriptures are our standard of behavior.

How do we apply these standards? Very humbly. We are warned in the gospels "Judge not, that you be not judged." Jesus was warning us of a self-righteous attitude that could develop from pride and a hypocritical spirit. Jesus also admonished us to "take the plank out of [our] own eye" so that we would be able to "remove the speck from [our] brother's eye" (Matt. 7:1-5).

Finally, we should acknowledge that Jesus judged people's actions all the time, yet He never sinned. He offered moral opinions wherever He went. He said, "I can of Myself do nothing. As I hear, I judge; and My judgment is righteous, because I do not seek My own will but the will of the Father who sent Me" (John 5:30). Judging is not wrong, but we should be careful to do it humbly and from a biblical perspective.

Myth 5: All guilt is bad.

Finally, I would like to look at the myth that all guilt is bad. In his best-seller, *Your Erroneous Zones*, Wayne Dyer tackles what he believes are two useless emotions: guilt and worry. Now it is true that worry is probably a useless emotion, but it is another story with guilt. Let's begin by understanding why he calls guilt "the most useless of all erroneous zone behaviors."

Wayne Dyer believes that guilt originates from two sources: childhood memories and current misbehavior. He says, "Thus you can look at all of your guilt either as reactions to leftover imposed standards in which you are still trying to please an absent authority figure, or as the result of trying to live up to self-imposed standards which you really don't buy, but for some reason pay lip service to. In either case, it is stupid, and more important, useless behavior."

He goes on to say that “guilt is not natural behavior” and that our “guilt zones” must be “exterminated, spray-cleaned and sterilized forever.” So how do you exterminate your “guilt zones”? He proposed that you “do something you know is bound to result in feelings of guilt” and then fight those feelings off.

Dyer believes that guilt is “a convenient tool for manipulation” and a “futile waste of time.” And while that is often true, he paints with too large of a brush. Some guilt can be helpful and productive. Some kinds of guilt can be a significant agent of change.

The Bible makes a distinction between two kinds of guilt: true guilt and false guilt. Notice in 2 Corinthians 7:10 that the Apostle Paul says, “Godly sorrow produces repentance leading to salvation, not to be regretted; but the sorrow of the world produces death.”

Worldly sorrow (often called false guilt) causes us to focus on ourselves, while godly sorrow (true guilt) leads us to focus on the person or persons we have offended. Worldly sorrow (or false guilt) causes us to focus on what we have done in the past, whereas godly sorrow (or true guilt) causes us to focus on what we can do in the present to correct what we’ve done. Corrective actions that come out of worldly sorrow are motivated by the desire to stop feeling bad. Actions that come out of godly sorrow are motivated by the desire to help the offended person or to please God or to promote personal growth. Finally, the results of worldly and godly sorrow differ. Worldly sorrow results in temporary change. Godly sorrow results in true change and growth.

Pop psychology books are half right. False guilt (or worldly sorrow) is not a productive emotion, but true guilt (or godly sorrow) is an emotion God can use to bring about positive change in our lives as we recognize our guilt, ask for forgiveness, and begin to change.

Television – A Christian Response

Years ago I witnessed something that has been written indelibly in my memory. The occasion was a week-long summer conference for high school students on the campus of a major university. I was serving as the leader of one of the groups at this conference. In fact, I was given the elite students. They were described as the “Advanced School” because they had attended the conference previously, and they had leadership positions on their respective campuses.

Each of our teaching sessions, which were usually focused on matters of worldviews, theology, cultural criticism, and evangelism, began with music. Before one memorable session the music leader began to play the theme music from various television shows of the past. To my great surprise the students began to sing the lyrics to each of the tunes with great gusto. They were able to respond to each theme without hesitation; the songs were ingrained in their memories. Obviously they had heard the themes and watched the programs numerous times during their relatively young lives. Whether it was “Gilligan’s Island,” “The Beverly Hillbillies,” “Green Acres,” “Sesame Street,” or a host of others, they knew all of them. Whereas many of these bright students could not relate a good grasp of biblical content, they had no problem recalling the content of frivolous television programs that were not even produced during their generation.

The Rise and Influence of TV

In a short period of time television has cemented itself in our cultural consciousness. As you read the following titles of television programs certain memories will probably come to mind: "The Milton Berle Show," "I Love Lucy," "The Steve Allen Show," "The \$64,000 Question," "The Millionaire," "Leave It To Beaver," "Gunsmoke," "The Andy Griffith Show," "Candid Camera," "As the World Turns," "The Twilight Zone," "Captain Kangaroo," "Dallas," "Happy Days," "Let's Make a Deal," "The Tonight Show," "Sesame Street," "M*A*S*H*," "All in the Family," "The Cosby Show," "Monday Night Football."

Perhaps you remember a particular episode, a certain phrase, an indelible scene, a unique character, or, as with my high school friends, the title tune. These television programs, and a litany of others, have permeated our lives. It is difficult, if not impossible, to find a more pervasive, influential conduit of ideas and images than television. For a large segment of the population "television has so refashioned and reshaped our lives that it is hard to imagine what life was like before it."(1)

This powerful medium began to gather the attention of the population soon after World War II. "By 1948, the number of stations in the United States had reached 48, the cities served 23, and sales of TV sets had passed sales of radios."(2) But it was not until "1952 . . . that TV as we know it first began to flow to all sections of the United States."(3) Interest was so intense that "by 1955 about two-thirds of the nation's households had a set; by the end of the 1950s there was hardly a home in the nation without one."(4) And by 1961 "there were more homes in the United States with TV than with indoor plumbing."(5) Such statistics have continued to increase to the point where "99 percent of all households possess at least one TV, and most have two or more."(6)

So the middle- to late-twentieth century has included the development of one of the most dramatic and powerful methods of communication in recorded history.

Can TV Be Redeemed?

But as with all media, the Christian should weigh carefully the use and abuse of TV. Some are quick to call it an “idiot box” while continuing to watch it endlessly. Others, borrowing from a famous poem by T.S. Eliot, may disparagingly refer to TV as a “wasteland.” Still others, as with certain evangelists, may claim that TV is the most powerful tool yet devised for the spreading of the gospel.(7)

But whether your perception of TV is negative or positive, the Christian must understand that the medium is here to stay, and it will continue to have a significant influence on all of us, whether we like it or not. And whether we are discussing TV or any other media, it is the Christian’s responsibility “to maintain an informed, critical approach to all media while joyfully determining how best to use every medium for the glory of God.”(8)

There is no doubt this is a challenging endeavor, because at first glance it may be difficult to picture ways in which TV can be used legitimately for God’s glory. Perhaps many of us tend to have what may be called the “Michal Syndrome.” Michal, King David’s wife, rebuked David for dancing before the ark of God. She had concluded that the “medium” of dancing in this manner was shameful. But Scripture obviously demonstrates that she was the one to be rebuked in that she “had no child to the day of her death” (2 Samuel 6:12-23). We will do well to heed at least one of the lessons of this story and be cautious if we are tempted to reject TV outright as a potentially unredeemable avenue of expression.

This is an important thought in light of the fact that many highly esteemed thinkers have espoused pessimistic analyses of

TV. For example, Malcolm Muggeridge, the great English sage, wrote: "Not only can the camera lie, it always lies." (9) In fairness we must add that Muggeridge added balance in his critique and even agreed to be interviewed on William Buckley's "Firing Line," but his skepticism continues to be well-chronicled. Jacques Ellul has written in the same vein. Neil Postman, another respected critic, wrote an oft-quoted book entitled *Amusing Ourselves To Death* in 1985. In his volume Postman argues that Aldous Huxley's belief that "what we love will ruin us" is a perfect description of TV. (10) More recently Kenneth Myers, an insightful cultural critic, also has concluded that it is highly doubtful that the medium can be redeemed (11) (that is, brought under the Lordship of Christ and conformed to His teachings). Such gloomy perspectives continue to be expressed by many of those who study media.

On the other hand, such viewpoints have been questioned, if not rejected, by many other well-qualified critics. Their analyses of TV usually are based upon a more optimistic view of technology. Clifford Christians, a communications scholar, writes: "I defend television. Contrary to Postman and Ellul, I do not consider it the enemy of modern society, but a gift of God that must be transformed in harmony with the redeemed mind." (12) Quentin Schultze, another communications scholar, believes that many Christian intellectuals "are comfortable with printed words and deeply suspicious of images, especially mass-consumed images." (13) David Marc, an American Civilization professor, offers a provocative outlook by relating that the "distinction between taking television on one's own terms and taking it the way it presents itself is of critical importance. It is the difference between activity and passivity. It is what saves TV from becoming the homogenizing, monolithic, authoritarian tool that the doomsday critics claim it is." (14) We must view TV with an active mind that responds with a Christian worldview. We are responsible for what TV communicates to us.

How Should We Respond to TV?

So it is obvious there are great disparities of opinion among those who think about TV more than most of us. How can we humbly approach the subject while considering both positions? I propose that we reflect on an answer to this question by giving attention to several facets of a response.

TV and Communication

First, we should remember that as with many contemporary forms of communication and entertainment, the Bible does not include explicit insights about TV. We are left to investigate applicable passages and gather perspectives based upon our study. Let's consider some of those passages and see if we can discover needed insights.

Neil Postman relates an intriguing thought regarding the second of the Ten Commandments: "You shall not make for yourself an idol, or any likeness of what is in heaven above or on the earth beneath or in the water under the earth" (Exod. 20:4, NASB). Postman's response to this verse is that "it is a strange injunction to include as part of an ethical system unless its author assumed a connection between forms of human communication and the quality of a culture." (15) Postman's statement strongly suggests that the ways in which we communicate significantly influence our lives. He continues by stating that "iconography thus became blasphemy so that a new kind of God could enter a culture." (16)

There is much food for thought in such statements. First, it is true that the "author," in this case God via the personality of Moses, was emphasizing the importance of "forms of communication." But it is a misapplication of the text to conclude anything more than that it is not permissible for man to form visual images of God. Second, it is also true that "forms of communication" are connected to the "quality of a culture." But again it is a mis-application to conclude that

visual images cannot be a positive or beneficial part of that quality. Third, it is not true that "iconography thus became blasphemy" for the people of God. If that were so it would make a mockery of the tabernacle and temple that were so important in the cultural and religious life of the Israelites (in particular, see Exod. 31 and 35-40). Both structures contained icons that were representative of God's revelation, and they were filled with images that were pleasing to the eye. There was an aesthetic dimension. Of course the icons were not representative of God Himself, but they were representative of His actions and commands. They symbolized God's presence and power among His people.

The point of this dialogue with Postman and his analysis of the second commandment is that he has related one of the more prominent biases against TV. That is, TV is an image-bearer, and thus it is inferior to forms of communication that are word-bearers. Even if we were to concede that this is true, it does not follow that the inferiority of TV means that it cannot be a legitimate form of communication. It simply means that it may be inferior to other forms. Steak may be superior to hamburger, but that doesn't mean steak should be our only food.

Let's reverse the emphasis upon the superiority of written communication by considering a contrast between reading the letters of the apostle Paul and actually being in his presence and hearing him expound upon them. Most of us would probably say that actually hearing Paul is superior to reading him, but few of us would say that reading his letters is not a worthwhile enterprise. If we follow Postman's reasoning, and the reasoning of other critics, we may be tempted to conclude that the issue of inferiority/superiority could lead us to reject reading Paul because that does not provide the same level of communication as would his actual presence. Television may be inferior to other things in our lives, but that doesn't mean it must be excluded.

The Cultural Mandate and TV

Second, we should analyze TV in light of the cultural mandate. Clifford Christians has related that Christians “often seem to be aliens in a strange land.” That is, we are living in a secularized society that makes it increasingly difficult to assert biblical principles. But he goes on to draw a parallel between the ancient Israelites in their Babylonian captivity to our present condition. He quotes the prophet Jeremiah: “Build houses and live in them; and plant gardens, and eat their produce.... And seek the welfare of the city where I have sent you into exile, and pray to the LORD on its behalf; for in its welfare you will have welfare.... For I know the plans that I have for you,’ declares the LORD, ‘plans for welfare and not for calamity to give you a future and a hope’” (Jeremiah 29:4,7,11).

This passage can serve to remind us that we are to “convert cultural forms, not...eliminate them wholesale.”(17) The Israelites were forced to live in a culture not their own, but they were still enjoined to “cultivate” it. In the same sense we should be cultivating the medium of television.

TV Is Still In Its Infancy

Third, we should give thought to the fact that TV is still in its childhood. As a result, it is possible that it has not yet realized its potential beyond the banalities that we tend to associate with it at the present time. A study of the history of various media indicates that all of them have proceeded through stages of development, and that is still true. For example, even though drama was born in ancient Greece, its development had to wait to a great extent until Shakespeare and the Elizabethan Era. During this period, the theater began to acquire its present form, and many were outraged. It was a suspicious and inferior form of communication in the opinion of the learned and pious. And with this development came the idea of a “spectator” who observed the action and dialogue on

the stage. This manner of communication or entertainment led the London city fathers to eradicate it from the city into the suburbs. Thus the famous Globe theater was built on the south side of the Thames and not in the walled city.(18)

So it could be that many of us, like the London city fathers, are too impatient, or we are biased toward certain media. We often cry that there is reason to be impatient or biased because of the TV content that has become so much a part of our lives. Yes, there is too much violence, sex, secularism, and there are too many vapid plots and insipid dialogue. But our concerns about content should not automatically lead us to assume that the medium is irredeemable. Perhaps we have not allowed TV the time it may need to attract its most creative and redeeming champions. And again, this is where the Christian should enter armed with the cultural mandate. The Christian who seeks to communicate through TV should understand its peculiarities and surpass the unimaginative, superficial, narcissistic productions offered by too many contemporary Christians.

TV and Visual Literacy

Fourth, we should give consideration to the possibility that many of us are visually illiterate. Just as the disciples of Jesus were frequently “parable illiterate,” we may have need for more insights as to how to react to TV. This may sound strange since such a great percentage of the population spends so much time with TV. Unfortunately, most of us don’t “view” TV. Instead, we “watch” TV. That is, we don’t often engage in a mental, much less verbal, discussion with the images and dialogue.

The critical viewer of television has the difficult job of translating the tube’s images into words. Then the words can be processed by the viewer’s mind, evaluated and discussed with other viewers. This is a crucial process that all Christians must engage in if they hope to be discerning users

of the tube.(19)

Much of current television is designed to appeal to the emotions, as opposed to the intellect. The frenetic style of MTV, for example, is increasingly used for everything from commercials to news programs. Unless we want to leave TV as a medium that only applies to our emotions, we must find ways to interact intellectually with what TV delivers. And perhaps more importantly, we need to encourage a new generation to become visually literate to the point that they will begin to affect the use of the medium.

Good Decisions About TV

Fifth, many of us need to make decisions prior to spending time with the medium. This should be done not only for ourselves, but for our children and grandchildren. Perhaps a good rule for turning on the tube is to “map out” what may be worthy of our attention each day. Of course this means that we will have to spend a few minutes to read about what is available. But surely this will prove to be beneficial. Instead of automatically activating the power switch as part of a daily routine, regardless of what may be “on” at the time, selectivity should be routine.

Television is with us and will continue to exert its influence in ways that are difficult to predict at the present time. The proliferation of cable TV, the increasing interest in satellite systems, the unfolding of futuristic technology, virtual reality, and a host of other developments will probably force us to give even more attention to TV than we have to this point in its history.

So as Christians it appears that we will continue to have the same dilemma: do we reject the medium, or do we redeem it? Since we are called to glorify God in all we do, it appears we should not leave TV out of this mandate. Let us commit ourselves to the redemption of television.

Notes

1. Douglas Gomery, "As the Dial Turns," *Wilson Quarterly* (Autumn 1993), 41.
2. Ibid.
3. Ibid.
4. Ibid.
5. John W. Kennedy, "Redeeming the Wasteland," *Christianity Today* (2 October 1995), 92-102.
6. Quentin J. Schultze, *Redeeming Television* (Downers Grove, Ill.: InterVarsity, 1992), 28.
7. Malcolm Muggeridge, *Christ and the Media* (Grand Rapids, Mich.:
8. Neil Postman, *Amusing Ourselves to Death* (New York: Viking Penguin, 1985), viii.
9. Kenneth A. Myers, *All God's Children and Blue Suede Shoes: Christians & Popular Culture* (Westchester, Ill.: Crossway, 1989), 157-77.
10. Clifford G. Christians, "Television: Medium Rare," *Pro Rege* (March 1990), 2.
11. Schultze, 28.
12. David Marc, "Understanding Television," *The Atlantic Monthly* (August 1984), 35-36.
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14. Ibid.
15. Christians, 5.
16. Daniel J. Boorstin, *The Creators* (New York: Random House, 1992), 308 9.
17. Schultze, 94-95.

Embraced by the Light of Deception – A Christian Critique

Former Probe staffer Russ Wise shows that Betty Eadie's best-selling book Embraced by the Light is a combination of biblical images and spiritual deception.

The Popularity of Betty Eadie's Book

A growing number of Christians are embracing the light of Betty Eadie, the author of ***Embraced by the Light***. Ms. Eadie's book, along with several other new-age bestsellers, are influencing the Christian church in a negative way.

The bestseller, *Embraced by the Light*, is one that needs to be dealt with. It has been on the *New York Times* Bestseller List for over a year now and has sold more than two million copies thus far.

Betty Eadie is a woman on a mission and her mission is to introduce the "Jesus" she met in her near-death experience to as many people as she can. She has been on a variety of national television programs and hundreds of local programs. According to her publicist she has spoken in a significant number of churches, and Christians make up a large portion of those who purchase the book. That is scary.

Ms. Eadie has become somewhat of a guru for many. When she was in Dallas in February, 1994, the *Dallas Morning News* carried a lead story expressing the adoration of her new-found followers. One woman said that Ms. Eadie gave her a kind of inner peace and that without it she would have lost her mind. Another woman said that she cried all the way through the book the first time she read it. A man said that the book validated a lot of things he had believed and that he now looks at

things differently.

According to the *Dallas Morning News* article the book's greatest appeal "stems from the description of eternal life, a comforting notion for people who have survived a loved one or for those pondering their own fate."

The popularity of Betty Eadie and her book *Embraced by the Light* in Christians' lives raises some important questions for us to ask ourselves. Why is her message so readily accepted by Christians? How has the church failed in its mission, thereby creating an atmosphere where such heresy could flourish?

Ms. Eadie says that she was shown in the spirit world that we were with God in the beginning and that we helped him to create the earth. She tells us that Eve's "initiative" made it possible for mankind to have children, that sin is not our true nature, and that we are inherently divine.

She continues by saying that we are all God's children and that we are here on earth to learn the lessons we need for our own spiritual evolution. Our key lesson is to remember our divinity and return to heaven. Eadie embraces the idea that all religions and faiths are equal in God's sight and that they are essential in our development. Likewise, spirits from the other side will also help us learn the lessons of life and aid in our progress.

Ms. Eadie says that death is a spiritual "rebirth" as we simply make a "transition" to another state of being. There will be no judgement day and we will judge ourselves regarding our spiritual evolution.

Mormonism and Magic

She also teaches that we choose the illnesses that we would suffer and that some would choose the illness that would end their lives. She further teaches that hell is not forever and that because of "love," in the end, all will be saved.

Before we can fully understand Ms. Eadie's worldview and theology it is important for us to recognize that she is a Mormon and has been exposed to new age paganism. She has, in fact, been a member in good standing of the Mormon Church for the past fifteen years or more.

Betty Eadie's background is a mixture of native American Indian spirituality, Catholicism, and Mormonism. Her mother was a full-blooded Sioux Indian and as a young child Betty attended a Catholic boarding school.

This spiritual syncretism helps us recognize the source of her close encounter with "the Light." As we take a closer look at her new-found belief system we are able to not only see Mormon ideas but beliefs that are found in the occult.

On page 57 of her book Betty tells the reader, "within our universe are both positive and negative energies, and both types of energies are essential to creation and growth. These energies have intelligence—they do our will. They are willing servants."

You may remember "The Force" of *Star Wars* and its "light" and "dark" side. The Force was both "good" and "evil." One simply chose which side of "The Force" one wanted to utilize for his evolutionary development. There was no "right" or "wrong" choice; it was a matter of personal preference.

The Force is similar to "magic." In the occult world magic has a "good" side and an "evil" side. It is also considered to have a "light" side and a "dark" side.

Magic is an attempt by man to gain equality with God. To become a part of the creative process. God spoke the universe into existence by His word. The magician, sorcerer, or witch attempts to speak things into existence by words based on their occult knowledge.

The Christian desires to obey the will of God, not to force

God to do his bidding. This is the essential difference between occult practice, magic, and Christianity.

Another example of Ms. Eadie's new age belief is the account of her being in a garden while she had her out-of-body experience (OBE). She saw a rose and was struck by its beauty and as she looked at it she felt that she had become "one" with it. She states on page 81 of her book, "I felt God in the plant, in me, his love pouring into us. We were all one!"

"At-one-ment" or the interconnectedness of all things is a primary tenet of new age thought and philosophy. Betty Eadie, through her OBE, experienced the greatest deception Lucifer plays on humanity—that we are a part of the divine, that we are indeed deity. The idea that we are divine beings opens our understanding that we have all that we need "within" us to progress toward our full potential as a god or goddess.

Our "looking" or "going" within is an attempt to discover our inner allies and gain "deep" learning so we further evolve mentally and spiritually. These allies or inner teachers, helpers, or guides are available to all of us, according to the new age mystics.

This inner teacher is also known as the "Higher Self" or the "True Self" and is in constant battle with our cognitive or conscious self. The focus of knowledge is transferred from the objective and cognitive to the subjective and intuitive or experiential. *It is my contention that the greatest danger Betty Eadie represents for the Christian is that Truth is based on or in experience rather than the Word of God.*

Betty Eadie's View of Jesus

Ms. Eadie believes that the "Jesus" she met during her OBE was the "real" word of God and not a book that has been corrupted over the millennia. Perhaps some of the most disturbing aspects of her book is what is left out rather than the

deception within.

Betty Eadie never mentions the crucifixion or the atonement for sin. In her worldview they simply are not needed. According to her belief we are at-one with God. Likewise, she never mentions the cross of Christ; evidently her "Jesus" is too positive to mention something as negative as the cross or the need of redemption.

There is no mention of evil or victory over sin. There is no resurrection. Ms. Eadie is almost evangelistic in her declaration that "all religions upon the earth are necessary because there are people who need what they teach. People in one religion may not have a complete understanding of the Lord's gospel and never will have while in that religion." (see Gal. 1:8 and 2 Cor. 11:13 along with Matt. 24:24)

Eadie continues by saying "as an individual raises his level of understanding about God and his own eternal progress, he might feel disconnected with the teachings of his present church and seek a different philosophy or religion to fill that void. When this occurs he has reached another level of understanding and will long for further truth and knowledge."

She says, "Having received this knowledge, I knew that we have no right to criticize any church or religion in any way. They are all precious and important in his sight."

Another concern of Ms. Eadie's is her unbiblical teaching regarding the person of Jesus. On page 44 of her book Ms. Eadie recounts her meeting the Jesus of her out-of-body-experience:

I understood that he was the Son of God, though he himself was also a God, and that he had chosen from before the creation of the world to be our Savior.

Ms. Eadie's statement regarding the person of Jesus is legitimate with the exception of one word that causes us to

think of how the Jehovah Witnesses translate John 1:1. The article "a" becomes very important when it precedes "God." However, for Ms. Eadie the use of the article "a" indicates that she views Jesus as another distinct deity rather than the second person of a triune god—thereby exposing her Mormon understanding of the trinity. The Mormons believe in three separate beings who are each divine rather than three persons comprising one God as the Bible indicates.

The Bible is explicit in its affirmation of the Trinity. Deuteronomy 6:4 is clear in its declaration of one God. Elsewhere in Scripture we see God the Father (Matthew 6:9), God the Son (John 1:1), and God the Holy Spirit (Acts 5:3-4) as three distinct Persons who are equal in every aspect of their being.

In John 10:30 Jesus says that He is one with the Father, thereby leaving no doubt of their oneness regarding their essence and that they are not two separate beings or gods as Ms. Eadie would have us believe. Ms. Eadie refers to "the Spirit of God," although she does not mention the Holy Spirit as the third Person of the Trinity by name. The Bible, likewise, is clear regarding the stature of the Holy Spirit. In John 14:26 the Holy Spirit is seen as the enabler in helping God's people understand divine truth.

Betty Eadie's view of Jesus comes into focus once Biblical light is shed upon it. It becomes perfectly clear that she does not hold a trinitarian view of God.

Deception of New Age Religion

The unsettling message that Betty Eadie offers in her book is that we are not sinners needing redemption, but that we are spiritual beings who have lost our way. We have forgotten our divinity. Spiritual growth is a progressive process toward self-realization and at-one-ment.

The new-age worldview of Betty Eadie is evident:

- All is One
- All is God
- Man is God
- All is changing
- Man is changing
- All is relative
- Self is the Judge
- The gospel is unnecessary

Ms. Eadie sounds like Shirley MacLaine, the popular new age entertainer and author, when she says that her prior existence “had been purposely blocked from me by a ‘veil’ of forgetfulness at my birth.” Ms. MacLaine had previously made the same statement in her popular book *Out on a Limb*.

In other words, we were with our heavenly Father in the spirit world and eventually came to the point where we were spiritually dry and realized that the only way to get beyond our dryness was to jump start our spirituality. Thereby, we chose to leave our heavenly home and incarnate on this earth where we might further develop our spiritual essence and advance our possibilities in the spirit world.

Ms. Eadie states that prior to our leaving our spiritual home and incarnating in this world we perfected a plan for growth before we took on this physical shell. She says on page 47 of her book that “the Father explained that coming to earth for a time would further our spiritual growth. Each spirit who was to come to earth assisted in planning the conditions on earth, including the laws of mortality which would govern us.”

In the spirit world Ms. Eadie was told “that we had all desired to come here, that we had actually chosen many of our weaknesses and difficult situations in our lives so that we could grow.” She continues by saying, “to my surprise I saw that most of us had selected the illnesses we would suffer,

and for some, the illness that would end our lives . . . we were very willing, even anxious, as spirits to accept all of our ailments, illnesses, and accidents here to help better ourselves spiritually.”

According to Betty Eadie we are basically good. On page 49 of her book Ms. Eadie says “that sin is not our true nature. Spiritually, we are at various degrees of light—which is knowledge—and because of our divine spiritual nature we are filled with the desire to do good.” She continues by saying “that there is a vital, dynamic link between the spirit world and mortality, and that we need the spirits on the other side for our progression.”

In the above statement Ms. Eadie is allowing her god’s eclectic worldview show. The idea that man is basically “good” is commonly held in the field of humanistic psychology rather than in Christian Scripture. The Bible indicates that man is in need of redemption and forgiveness. Her belief that we, in the mortal world, are in need of the spirits from the other side to aid us in our spiritual progression is taken directly from her Mormon background. We find this teaching in the Doctrine and Covenants (128:15), one of the Standard Works of the Mormon Church.

The Biblical indication is that in the last days many will be deceived. The gospel writer of Matthew seems to agree. Not only will unbelievers be deceived but also those who have trusted Jesus for their salvation may be equally deceived. The Scripture says, “For false christs and false prophets will arise and show great signs and wonders, so as to deceive, if possible, even the elect.” (Matthew 24:36) The problem that many have in our day is that they seek “signs” and “wonders” rather than Jesus. Experience has become their teacher rather than the Word. Our response is simply, Jesus—the only begotten Son of God. There is salvation in no other. Our hope is not in our experiences, but in a person.

Testing the Book by The Bible

Betty Eadie exposes more of her Mormon worldview with her belief in a pre-mortal existence. When Ms. Eadie first speaks of "Jesus" in her book she said "I knew that I had known him from the beginning, from long before my earth life, because my spirit remembered him." Another example of her "new found" belief in a pre-existence was when "Jesus" allowed her to recall her feelings when creation occurred. She says that "all people as spirits in the pre-mortal world took part in the creation of the earth."

Ms. Eadie offers another example. She relates an experience during her heavenly visitation where she "traveled to many other worlds—earths like our own but more glorious, and always filled with loving, intelligent people." She continues by saying, "I knew that I had been to these places before." She had an experience that she could not deny.

Some have said that a man with an argument is always at the mercy of a man with an experience. A growing problem in our society is the willingness to accept one's experience over the protestation of the facts. As Christians we need to be careful that we do not fall into this trap. Our responsibility is to consider the Word of God and allow **it** to validate the experience or not. We must be extremely careful not to allow our or anyone else's experience to mold our belief system.

Another example of Ms. Eadie's pre-mortal experience was an encounter with those in the spirit world. She said, "I saw again the spirits who had not yet come to earth, and I saw some of them hovering over people in mortality. I saw one male spirit trying to get a mortal man and woman together on earth—his future parents." (I had a brief moment of *deja vu* and thought of Marty McFly in *Back to the Future*).

A growing number of Christians are accepting Ms. Eadie's account of the after-life, and the church is allowing her

beliefs to take root by their lack of biblical teaching. The Bible is very clear regarding the individual's moment of existence (Psalm 139:13-16). Nowhere in Scripture does our Lord offer a possibility that we pre-existed with Him in the spirit world. The burden of proof is on the one with the experience and not the objective Word of God.

What can we learn from Betty Eadie and her near-death experience? First and foremost is that near-death experiences tend to alter one's worldview. Raymond Moody in his book *The Light Beyond* offers evidence for such a concern. He states that those who experience a near-death episode

...emerge with an appreciation of religion that is different from the narrowly defined one established by most churches. They come to realize through this experience that religion is not a matter of one 'right' group versus several 'wrong' groups. People who undergo an NDE come out of it saying that religion concerns your ability to love—not doctrine and denominations. In short, they think that God is a much more magnanimous being than they previously thought, and that denominations don't count.

This idea, that doctrine is of no importance but we should only be concerned about love, is parallel to the teachings found in the New Age worldview. Ms. Eadie is in agreement with Dr. Moody's statement that "love" is our ultimate goal and that religion is simply a vehicle to get us to the party. It makes little or no difference whether we get there in a Ford or a Chevrolet. As warm and cozy as this idea sounds, it does not take into account the words of our Lord in John 14:6: "I am the way, the truth, and the life. No one comes to the Father except through Me." Jesus was very clear that He wasn't offering one of many ways, but that He was **The Way** and **The Truth**. He was very confident that salvation was found in no other.

Apologetics and Evangelism

Probe's founder Jimmy Williams, a master in classical apologetics, explores the use of apologetics in sharing the gospel.

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

Today as never before, Christians are being called upon to give reasons for the hope that is within them. Often in the evangelistic context seekers raise questions about the validity of the gospel message. Removing intellectual objections will not make one a Christian; a change of heart wrought by the Spirit is also necessary. But though intellectual activity is insufficient to bring another to Christ, it does not follow that it is also unnecessary. In this essay we will examine the place and purpose of apologetics in the sharing of our faith with others.

The word “apologetics” never actually appears in the Bible. But there is a verse which contains its meaning:

But sanctify the Lord God in your hearts, and be ready always to give *an answer* to every man who asketh you the reason for the hope that is within you with meekness and fear (1 Peter 3:15).

The Greek word *apologia* means “answer,” or “reasonable defense.” It does not mean to apologize, nor does it mean just to engage in intellectual dialogue. It means to provide reasonable answers to honest questions and to do it with humility, respect, and reverence.

The verse thus suggests that the *manner* in which one does apologetics is as important as the words expressed. And Peter

tells us in this passage that Christians are to be ready *always* with answers for those who inquire of us concerning our faith. Most Christians have a great deal of study ahead of them before this verse will be a practical reality in their evangelistic efforts.

Another question that often comes up in a discussion about the merits and place of apologetics is, "What is the relationship of the mind to evangelism?" "Does the mind play any part in the process?" "What about the effects of the fall?" "Isn't man dead in trespasses and sins?" "Doesn't the Bible say we are to know nothing among men except Jesus Christ and Him crucified?" "Why do we have to get involved at all in apologetics if the Spirit is the One Who actually brings about the New Birth?"

I think you will agree that today there are many Christians who are firmly convinced that answering the intellectual questions of unbelievers is an ineffectual waste of time. They feel that any involvement of the mind in the gospel interchange smacks too much of human effort and really just dilutes the Spirit's work.

But Christianity thrives on intelligence, not ignorance. If a real Reformation is to accompany the revival for which many of us pray, it must be something of the mind as well as the heart. It was Jesus who said, "Come and see." He invites our scrutiny and investigation both before and after conversion.

We are to love God with the *mind* as well as the heart and the soul. In fact, the early church was powerful and successful because it out-thought and out-loved the ancient world. We are not doing either very well today.

Reasoning and Persuading

Most Christians today seem to prefer experiencing Christianity to thinking about or explaining it. But consider these verses:

Matthew 13:23: "But he who received the seed on the good

ground is he who hears the word and *understands* it, who indeed bears fruit." They all heard it, but only the "good soil" *comprehended* it.

Acts 8:30: "When the Spirit prompted Philip to join himself to the chariot of the Ethiopian eunuch (who was reading Isaiah 53), he asked, 'Do you *understand* what you are reading?' The eunuch replied, 'How can I except some man should *guide* me?'"

Acts 18:4: Paul at Corinth was "reasoning in the synagogue every sabbath and trying to *persuade* the Jews and Greeks."

Acts 19:8: Paul at Ephesus "entered the synagogue and continued speaking out boldly for three months, *reasoning* and *persuading* them about the kingdom of God."

Romans 10:17: "So then faith comes by *hearing* and *hearing* by the word of God." Again the emphasis is on hearing with perception.

2 Corinthians 5:11: "We *persuade* men," says Paul. Vine's *Expository Dictionary* describes this Greek word like this: "to apply persuasion, to prevail upon or win over, bringing about a change of mind by the influence of reason or moral considerations."

All of these words—persuasion, dialogue, discourse, dispute, argue, present evidence, reason with—are vehicles of communication and are at the heart of Paul's classical evangelistic model. Can there be saving faith without understanding? Can there be understanding without reasoning? The Bible would appear to say no. Paul urges believers in 2 Timothy 2:15 to study to show ourselves approved unto God, workmen that need not to be ashamed.

J. Gresham Machen, a great Christian scholar, said the following words in 1912 to a group of young men at Princeton Seminary:

It would be a great mistake to suppose that all men are equally well-prepared to receive the gospel. It is true that the decisive thing is the regenerative power in connection with certain prior conditions for the reception of the Gospel. . . . I do not mean that the removal of intellectual objections will make a man a Christian. No conversion was ever wrought by argument. A change of heart is also necessary . . . but because the intellectual labor is insufficient, it does not follow that it is unnecessary. God may, it is true, overcome all intellectual obstacles by an immediate exercise of His regenerative power. Sometimes He does. But He does so very seldom. Usually He exerts His power in connections with certain conditions of the human mind. Usually He does not bring into the kingdom, entirely without preparation, those whose mind and fancy are completely contaminated by ideas which make the acceptance of the Gospel logically impossible.

If these words were true in 1912, how much more are they needed today?

Individual Responses

People respond to the gospel for various reasons—some out of pain or a crisis, others out of some emotional need such as loneliness, guilt, insecurity, etc. Some do so out of a fear of divine judgment. And coming to know Christ brings a process of healing and hope to the human experience. To know Christ is to find comfort for pain, acceptance for insecurity and low self-esteem, forgiveness for sin and guilt.

And others seem to have *intellectual* questions which block their openness to accept the credibility of the Christian message. These finally find in Christ the answers to their intellectual doubts and questions.

Those today who are actively involved in evangelism readily recognize the need for this kind of information to witness to

certain people, and there are many more doubters and skeptics out there today than there were even twenty years ago.

We can see more clearly where we are as a culture by taking a good look at Paul's world in the first century. Christianity's early beginnings flourished in a Graeco-Roman culture more X-rated and brutal than our own. And we find Paul *adapting* his approach from group to group.

For instance, he expected certain things to be in place when he approached the Jewish communities and synagogues from town to town. He knew he would find a group which already had certain beliefs which were not in contradiction to the gospel he preached. They were monotheists. They believed in one God. They also believed this God had spoken to them in their Scriptures and had given them absolute moral guidelines for behavior (the Ten Commandments).

But when Paul went to the Gentile community, he had no such expectations. There he knew he would be faced with a culture that was polytheistic (many gods), biblically ignorant, and living all kinds of perverted, wicked lifestyles. And on Mars Hill in Athens when he preached the gospel, he did somewhat modify his approach.

He spoke of God more in terms of His presence and power, and he even quoted truth from a Greek poet in order to connect with these "pagans" and get his point across: "We are God's offspring" (Acts 17:28).

One hundred years ago, the vast majority of Americans pretty much reflected the Jewish mentality, believing in God, having a basic respect for the Bible, and strong convictions about what was right and what was wrong.

That kind of American can still be found today in the 90s, but George Gallup says they aren't having much of an impact on the pagan, or Gentile community, which today holds few beliefs compatible with historic Christianity.

To evangelize such people, we have our work cut out for us. And we will have to use both our minds and our hearts to “become all things to all men in order to save some.”

A Variety of Approaches

As we’re considering how we as Christians can have an impact on our increasingly fragmented society, we need to keep in mind that many do not share our Christian view of the world, and some are openly hostile to it.

In fact, a college professor recently commented that he felt the greatest impediment to social progress right now was what he called the bigoted, dogmatic Christian community. That’s you and me, folks.

If we could just “loosen up a little,” and compromise on some issues, America would be a happier place. What is meant by this is not just a demand for tolerance . . . but wholesale acceptance of *any* person’s lifestyle and personal choices!

But the Bible calls us to be “salt and light” in our world. How can we be that effectively? I don’t have a total answer, but I’ll tell you after 30+ years of active ministry what isn’t working. And by my observation, far too many Christians are trying to address the horrendous issues of our day with one of three very ineffective approaches.

Defensive Approach – Many Christians out there are mainly asking the question, “How strong are our defenses?” “How high are our walls?” This barricade mentality has produced much of the Christian subculture. We have our own language, literature, heroes, music, customs, and educational systems. Of course, we need places of support and fellowship. But when Paul describes spiritual warfare in 2 Corinthians 10, he actually *reverses* the picture. It is the *enemy* who is behind walls, inside strongholds of error and evil. And Paul depicts the Christians as those who should be mounting

offensives at these walls to tear down the high things which have exalted themselves above the knowledge of God. We are to be *taking* ground, not just holding it.

Defeatist Approach – Other Christians have already given up. Things are so bad, they say, that my puny efforts won't change anything. "After all, we are living in the last days, and Jesus said that things would just get worse and worse." This may be true, but it may not be. Jesus said no man knows the day or the hour of His coming. Martin Luther had the right idea when he said, "If Jesus were to come tomorrow, I'd plant a tree today and pay my debts." The Lord may well be near, He could also tarry awhile. Since we don't know for sure, we should be seeking to prepare ourselves and our children to live for Him in the microchip world of the 21st century.

Devotional Approach – Other Christians are trying to say something about their faith, but sadly, they can only share their personal religious experience. It is true that Paul speaks of us as "epistles known and read" by all men. Our life/experience with Christ is a valid witness. But there are others out there in the culture with "changed" lives . . . and Jesus didn't do the changing! Evangelism today must be something more than "swapping" experiences. We must learn how to ground our faith in the facts of history and the claims of Christ. We must have others grapple with Jesus Christ, not just our experience.

Apologetics and Evangelism

I want to conclude this essay with some very important principles to keep in mind if we want to be effective in seeing others come to know Christ through our individual witness.

1. Go to people. The heart of evangelism is Christians taking the initiative to actually go out and "fish for men." Acts

17:17 describes for us how Paul was effective in his day and time: "Therefore he reasoned in the synagogue with the Jews and with the gentile worshippers, and in the marketplace daily with those who happened to be there."

2. Communicate with people. Engage them. Sharing the Gospel involves communication. People must be focused upon and then understand the Gospel to respond to it. It is our responsibility as Christians to make it as clear as possible for all who will listen. "Knowing, therefore, the terror of the Lord, we persuade men" (2 Cor. 5:11).

3. Relate to people. Effective witness involves not only the transmission of biblical information; it also includes establishing a relationship with the other person. Hearts, as well as heads, must meet. "So, affectionately longing for you," said Paul to the Thessalonians, "we were well pleased to import to you not only the good news of God, but also our own lives, because you have become dear to us" (1 Thess. 2:8).

4. Remove barriers. Part of our responsibility involves having the skills to eliminate obstacles, real or imagined, which keep an individual from taking the Christian message seriously. When God sent the prophet Jeremiah forth, He said, "Behold, I have put my words in your mouth . . . and I have ordained you to pluck up and to break down, to destroy and to overthrow, to build and to plant." Sometimes our task as well is one of "spiritual demolition," of removing the false so the seeds of truth can take root. Apologetics sometimes serves in that capacity, of preparing a highway for God in someone's life.

5. Explain the gospel to others. We need an *army* of Christians today who can consistently and clearly present the message to as many people as possible. Luke says of Lydia, "The Lord opened her heart so that she heeded the things which were spoken by Paul" (Acts 16:14). Four essential elements in sharing the gospel:

- someone talking (Paul)
- things spoken (gospel)
- someone listening (Lydia)
- the Lord opening the heart.

6. Invite others to receive Christ. We can be clear of presentation, but ineffective because we fail to give someone the opportunity and encouragement to take that first major step of faith. "Therefore we are ambassadors for Christ, as though God were pleading through us: we beg you in Christ's behalf, be reconciled to God" (2 Cor. 5:20).

7. Make every effort by every means to establish them in the faith. Stay with them, ground them in the Scripture, help them gain assurance of their salvation, and get them active in a vital fellowship/church.

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The Grand Canyon and the Age of the Earth – A Christian Scientist's View

As a Christian scientist, Dr. Bohlin is open to examining the theories of both young-earth and old-earth scientists to explain what we can observe today. The Grand Canyon provides an excellent venue to consider the theories of both groups on how the geological layers were formed and when this occurred.

The Age of the Earth and Genesis 1

How old is the earth? How long has this planet been here? Ask most Christians this question and you will likely receive a

quick, self-assured answer. All would be well if you could count on receiving the same answer! However, some will very quickly tell you that the earth was created during creation week and can be no more than six to ten thousand years old. Other Christians will tell you, with just as much confidence, that the earth is 4.5 billion years old. This is no minor discrepancy! What adds even more to the confusion is the fact that you can find both opinions within conservative evangelical circles. You can even find both opinions within the ranks of the few Christian geologists with Ph.D.s! Let me assure you that this is just as confusing for me as it is for you.

The age of the earth is a question both of biblical interpretation and scientific investigation. Unfortunately, neither Christian conservative Old Testament scholars nor Christian scientists are in universal agreement. This topic covers a broad spectrum of issues so I am going to try and narrow the focus of the discussion. I will first briefly discuss the biblical aspects of the question, then move on to geology, the flood, and the Grand Canyon.

First, how do the “young-earth” and “old-earth” positions view the Scriptures? Let me emphasize right at the start that both young- earth and old-earth creationists bring a reverent and submissive attitude to Genesis. The difference is a matter of interpretation. Well-known young-earth creationists Henry Morris, Duane Gish, and Steve Austin, from the Institute for Creation Research, interpret the days of Genesis 1 as literal 24-hours days, the genealogies of Genesis 5 and 11 as consecutive or nearly consecutive generations, and the flood as a universal, catastrophic event. This leaves little room for much more than ten to thirty thousand years as the true age of the earth.

Old earth creationists such as astronomer Hugh Ross of Reasons to Believe see the days of Genesis as long periods of time, perhaps even millions of years. Genesis 1, then, describes the

unfolding of God's creation through vast periods of time. God still does the work, it is still a miracle, but it takes a lot longer than seven days. The flood of Noah necessarily becomes a local event with little impact on world-wide geology. Other old-earth creationists simply suggest that what is communicated in Genesis 1 is a literary form of the ancient Near East describing a perfect creation. Genesis 1 was never intended to communicate history, at least in their view. Personally, my sympathies lie with a Genesis interpretation that is historical, literal, and with 24-hour days in the recent past. But the testimony of science, God's natural revelation, is often difficult to correlate with this view. The earth has many layers of sediments thousands of feet thick. How could one year-long catastrophe account for all this sediment? The answers may surprise you!

The Grand Canyon

The Grand Canyon is almost three hundred miles long, a mile deep, and four to twelve miles across. One's first view of the Grand Canyon is a humbling experience. You truly have to see it to believe it. I was mesmerized and could hardly contain my excitement when I caught my first glimpse of the canyon. I was there to partake in a six-day geology hike into the canyon with the Institute for Creation Research, a young-earth creationist organization. ICR believes that the strata, the layers of rock in the Grand Canyon, were primarily formed during Noah's flood perhaps only five thousand years ago. Most geologists, including Christian old-earth creationists, believe that the strata were laid down over hundreds of millions of years. What better way, then, to equip myself for the study of the earth's age, than to spend nine days around the Grand Canyon (six of them in it) with ICR geologists, physicists, and biologists. ICR has been conducting these tours for over ten years, so everything runs extremely well. Though I was a member of a hiking group, they also sponsored a group going down the Colorado River in rafts and a group

touring the whole area by bus. All were accompanied by ICR scientists. Each day we received mini-lectures from the leaders as we broke for lunch or at points of interest along the trail. Topics included the sudden appearance of fossils, the complexity of the earliest canyon fossils such as the trilobites, the age of the earth's magnetic fields, the role of continental drift in the onset of the flood, where does the ice age fit into a young-earth model, water-canopy theories, carbon-14 dating, and the dating of the Grand Canyon basalts (rock layers derived from ancient lava flows).

We examined many evidences for rapid formation of rock layers, which is essential to the young-earth model. We spent nearly two hours at the Great Unconformity between the Tapeats Sandstone, which is dated at about 500 million years old, and the Hakatai Shale, which is dated at about 1.5 billion years old. These two formations were formed nearly one billion years apart in time, yet one lies right on top of the other. Nearly a billion years is missing between them! The night before entering the canyon for the hike, I wrote these words in my journal:

If these strata are the result of Noah's flood and the canyon carved soon afterward, the canyon stands as a mighty testament to God's power, judgment, and grace. Even if not, what a wonderful world our Lord has sculpted for us to inhabit. His love is bigger than I can grasp, bigger—infininitely bigger—than even the Grand Canyon!

Evidence of Noah's Flood in the Grand Canyon

One of the more obvious formations in the Grand Canyon is the Coconino Sandstone. This prominent formation is found only a few hundred feet below the rim of the canyon and forms one of the many cliffs in the canyon. Its distinctive yellow cream color makes it look like a thick layer of icing between two

cake layers.

Evolutionary geologists have described this sandstone as originating from an ancient desert. Remnants of sand dunes can be seen in many outcrops of the formation in a phenomenon called cross-bedding. There are many footprints found in this sandstone that have been interpreted as lizards scurrying across the desert.

These footprints would seem to pose a major challenge to young-earth geologists who need to explain this formation in the context of Noah's flood. Since there are many flood-associated layers both above and below this sandstone, there is no time for a desert to form in the middle of Noah's flood. Recent investigations, however, have revealed that the cross-bedding can be due to underwater sand dunes and that some footprints are actually better explained by amphibians moving across sandy-bottomed shallow water. Perhaps this formation can be explained by sand deposited under water.

This explanation does not entirely solve the young-earth geologists' problem, because it is still difficult to determine where the amphibians came from and how they could be crawling around in shallow waters on top of sediments that would have to be deposited halfway through a world-wide catastrophic flood. But let's go on to another flood evidence. Earlier, I mentioned the Great Unconformity. This can be observed throughout the Grand Canyon where the Tapeats Sandstone, a Cambrian formation estimated to be 570 million years old, rests on top of any one of a number of Precambrian strata ranging from one to two billion years old.

Our group observed a location in the Unconformity where the time gap between the two layers is estimated to be one billion years. It is very unusual, even for evolutionary geology, for two layers from periods so far apart, in this case one billion years, to be right on top of one another. It is hard to imagine that no sediments were deposited in this region for

over a billion years! Evolutionary geologists believe that the upper sandstone was deposited over hundreds of thousands of years in a marine environment. However, we observed large rocks and boulders from a neighboring formation mixed into the bottom few feet of the Tapeats Sandstone. This indicates tremendous wave violence capable of tearing off these large rocks and transporting them over a mile before being buried. This surely fits the description of a flood rather than slow deposition. We spent nearly two hours at this location and we were all quite impressed with the clear evidence of catastrophic origin of the Tapeats Sandstone.

That the Coconino Sandstone likely had a water-deposited origin and that the Tapeats Sandstone was laid down in a great cataclysm are necessary elements for a young-earth flood geology scenario for the Grand Canyon.

The Erosion and Formation of the Grand Canyon

Perhaps one of the most interesting questions about the Grand Canyon is how it was cut out of rock in the first place. The answer to this question has a lot to do with how old the canyon is supposed to be. The puzzling factor about the Grand Canyon is that the Colorado River cuts directly through an uplifted region called the Kaibab Upwarp. Normally a river would be expected to flow towards lower elevation, but the Colorado has cut right through an elevated region rather than going around it.

The explanation you will still find in the National Park literature is that the Colorado began to cut the Grand Canyon as much as 70 million years ago, before the region was lifted up. As the uplift occurred, the Colorado maintained its level by cutting through the rock layers as they were lifted up. Thus the Grand Canyon was cut slowly over 70 million years! In recent years, however, evolutionary geologists as well as old-

earth creationists have abandoned this scenario because it just isn't supported by the evidence. A major reason is that even at the present rate of erosion in the Grand Canyon, it would take as little as 71,000 years to erode the amount of rock currently missing from the Grand Canyon. Also, all of the sediment that would have to be eroded away during 70 million years has not been located. And lastly, evolutionists' own radiometric dates of some of the surrounding formations indicate that the Colorado River has been in its present location for less than five million years.

Some old-earth geologists have tentatively adopted a new theory that requires a few rather strange twists. This theory suggests that the Colorado River flowed through the area of the Grand Canyon only recently. The Colorado originally was forced in the opposite direction of its current flow by the Kaibab Upwarp and actually flowed southeast toward the Gulf of Mexico. This ancestral Colorado River may have occupied the course of what is now the Little Colorado River, only in the opposite direction of its current course.

This theory further suggests that about five million years ago a westward-flowing stream began to erode, upstream or towards the east, over what is today the Grand Canyon, through the Upwarp and capturing the ancestral Colorado River! If this sounds a little fantastic to you, you're probably right. In a recent volume on the Grand Canyon, a geologist, while maintaining this theory to be solid, admits a lack of hard data and that what evidence there is, is circumstantial. Into this controversy step the young-earth creationists, who need to explain how the Grand Canyon was formed, strata and all, in less than 5,000 years. They suggest, quite reasonably I think, that the canyon was formed when the Kaibab Upwarp acted as a dam for three lakes occupying much of Utah, Colorado, and northern Arizona. These lakes catastrophically broke through the Upwarp, and the Grand Canyon was cut out of solid rock by the drainage of these lakes through this breach in the dam. A

small canyon was formed this way recently as a result of the eruption of Mount St. Helens. Grand Coulee in Washington state was formed when an ice dam broke at the end of the Ice Age. This breached-dam theory answers a lot of questions the old-earth theories do not, and it needs to be considered.

Uncertainties of Dating the Grand Canyon

I have noted that old-earth creationists believe that the Grand Canyon strata were formed over hundreds of millions of years and that the canyon itself was carved out in less than five million years. Young-earth creationists, on the other hand, believe that the strata of the canyon were formed as a result of Noah's flood and that the canyon was carved out catastrophically less than five thousand years ago. A critical question to ask is, how can we know how old the rocks in the Grand Canyon really are? The usual solution is to date the rocks by radiometric dating methods, which are supposed to be capable of dating rocks billions of years old. Rocks of volcanic origin are the best ones to use in dating rocks this way, since radiometric elements are plentiful in them. The Grand Canyon has volcanic rocks near the bottom and at the top. ICR has been involved in a project over the last several years to date these volcanic rocks. Their results not only call into question the age of the Grand Canyon but also the reliability of radiometric dating.

The youngest rocks in the Grand Canyon are recognized by all to be volcanic rocks in western Grand Canyon that flowed from the top of and into the canyon. The oldest rocks that have been dated are volcanic rocks called the Cardenas Basalt, a Precambrian formation near the bottom of the canyon. The rubidium- strontium method, however, has dated the Cardenas basalt at one billion years and the lava flow on top of the canyon at 1.3 billion years. This is clearly impossible! Rocks on the bottom of the canyon are 300 million years younger than very recent rocks on the very top of the canyon! These dates

were obtained by ICR from samples they sent to several independent dating labs. Something is amiss, either in the interpretation of the rocks, the dating methods, or both.

As we have seen, ICR scientists have come a long way in showing that many of the Grand Canyon strata could have formed rapidly, that erosion of the canyon by the Colorado River has not been going on for tens of millions of years, and that there are significant problems with the dating of the canyon.

However, there are still significant questions that remain to be answered if the young-earth model is to be taken seriously by old-earth geologists. For example, why are there no vertebrates among the fossils of the ocean floor communities of the Grand Canyon strata when vertebrates inhabit today's ocean floors? How did the many different kinds of sediments in the Grand Canyon (limestones, sandstones, shales, mudstones, siltstones, etc.) find their way to Northern Arizona as a result of one catastrophe and become so neatly stratified with little mixing? I raise these questions only to indicate that there is much work to be done. I also want you to realize that when someone asks me whether the flood of Noah created the Grand Canyon, I have to say that I don't know. And that's okay! The creation was a real historical event, Adam and Eve were real people, and the flood of Noah was real history as well. But finding the physical signs of these events can be tricky business. We need to encourage scientific investigation from both a young-and old-earth perspective because the testimony of God's word and His revelation from nature will ultimately be in harmony. It may just be hard to discern what that harmony is right now.

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Outcome Based Education

Outcome Based Education

Times are changing. The pressure on our public schools to improve, and change, has become intense. Since 1960 our population has increased by 41%, spending on education has increased by 225% (in constant 1990 dollars), but SAT scores have fallen by 8% (or 80 points). Although few would argue that the schools are solely to blame for our children's declining academic performance, many are hoping that schools can turn this trend around.

The decade of the 80s brought numerous education reforms, but few of them were a dramatic shift from what has gone on before. Outcome-based education (OBE) is one of those that is new, even revolutionary, and is now being promoted as the panacea for America's educational woes. This reform has been driven by educators in response to demands for greater accountability by taxpayers and as a vehicle for breaking with traditional ideas about how we teach our children. If implemented, this approach to curriculum development could change our schools more than any other reform proposal in the last thirty years.

The focus of past and present curriculum has been on content, on the knowledge to be acquired by each student. Our language, literature, history, customs, traditions, and morals, often called Western civilization, dominated the learning process through secondary school. If students learned the information and performed well on tests and assignments, they received credit for the course and moved on to the next class. The point here is that the curriculum centered on the content to be learned; its purpose was to produce academically competent students. The daily schedule in a school was organized around the content. Each hour was devoted to a given topic; some

students responded well to the instruction, and some did not.

Outcome-based education will change the focus of schools from the content to the student. According to William Spady, a major advocate of this type of reform, three goals drive this new approach to creating school curricula. First, all students can learn and succeed, but not on the same day or in the same way. Second, each success by a student breeds more success. Third, schools control the conditions of success. In other words, students are seen as totally malleable creatures. If we create the right environment, any student can be prepared for any academic or vocational career. The key is to custom fit the schools to each student's learning style and abilities.

The resulting schools will be vastly different from the ones recent generations attended. Yearly and daily schedules will change, teaching responsibilities will change, classroom activities will change, the evaluation of student performance will change, and most importantly, our perception of what it means to be an educated person will change.

What is OBE?

Education is a political and emotional process. Just ask Pennsylvania's legislators. That state, along with Florida, North Carolina, and Kansas, has been rocked by political battles over the implementation of outcome-based educational reforms. The governor, the state board of education, legislators, and parents have been wrestling over how, and if, this reform should reshape the state's schools. Twenty-six other states claim to have generated outcome-based programs, and at least another nine are moving in that direction.

Before considering the details of this controversy, let's review the major differences between the traditional approach to schooling in America and an outcome-based approach.

Whereas previously the school calendar determined what a child

might do at any moment of any school day, now progress toward specific outcomes will control activity. Time, content, and teaching technique will be altered to fit the needs of *each* student. Credit will be given for accomplishing stated outcomes, not for time spent in a given class.

The teacher's role in the classroom will become that of a coach. The instructor's goal is to move each child towards pre-determined outcomes rather than attempting to transmit the content of Western civilization to the next generation in a scholarly fashion. This dramatic change in the role of the teacher will occur because the focus is no longer on content. Feelings, attitudes, and skills such as learning to work together in groups will become just as important as learning information—some reformers would argue more important. Where traditional curricula focused on the past, reformers argue that outcome-based methods prepare students for the future and for the constant change which is inevitable in our society.

Many advocates of outcome-based education feel that evaluation methods must change as well since outcomes are now central to curriculum development. We can no longer rely on simple cognitive tests to determine complex outcomes. Vermont is testing a portfolio approach to evaluation, in which art work, literary works, and the results of group projects are added to traditional tests in order to evaluate a student's progress. Where traditional testing tended to compare the abilities of students with each other, outcome-based reform will be criterion based. This means that all students must master information and skills at a predetermined level in order to move on to the next unit of material.

Implementing OBE Reform

Reformers advocating an outcome-based approach to curriculum development point to the logical simplicity of its technique. First, a list of desired outcomes in the form of student behaviors, skills, attitudes, and abilities is created.

Second, learning experiences are designed that will allow teachers to coach the students to a mastery level in each outcome. Third, students are tested. Those who fail to achieve mastery receive remediation or retraining until mastery is achieved. Fourth, upon completion of learner outcomes a student graduates.

On the surface, this seems to be a reasonable approach to learning. In fact, the business world has made extensive use of this method for years, specifically for skills that were easily broken down into distinct units of information or specific behaviors. But as a comprehensive system for educating young minds, a few important questions have been raised. The most obvious question is who will determine the specific outcomes or learner objectives? This is also the area creating the most controversy across the country.

Transitional vs. Transformational OBE

According to William Spady, a reform advocate, outcomes can be written with traditional, transitional, or transformational goals in mind. Spady advocates transformation goals.

Traditional outcome-based programs would use the new methodology to teach traditional content areas like math, history, and science. The state of Illinois is an example of this approach. Although outcomes drive the schooling of these children, the outcomes themselves reflect the traditional content of public schools in the past.

Many teachers find this a positive option for challenging the minimal achiever. For example, a considerable number of students currently find their way through our schools, accumulating enough credits to graduate, while picking up little in the way of content knowledge or skills. Their knowledge base reflects little actual learning, but they have become skilled in working the system. An outcome-based program would prevent such students from graduating or passing to the

next grade without reaching a pre-set mastery level of competency.

The idea of transformational reform is causing much turmoil. Transformational OBE subordinates course content to key issues, concepts, and processes. Indeed, Spady calls this the "highest evolution of the OBE concept." Central to the idea of transformational reform is the notion of outcomes of significance. Examples of such outcomes from Colorado and Wyoming school systems refer to collaborative workers, quality producers, involved citizens, self-directed achievers, and adaptable problem solvers. Spady supports transformational outcomes because they are future oriented, based on descriptions of future conditions that he feels should serve as starting points for OBE designs.

True to the spirit of the reform philosophy, little mention is made about specific things that students should know as a result of being in school. The focus is on attitudes and feelings, personal goals, initiative, and vision—in their words, the whole student.

It is in devising learner outcomes that one's worldview comes into play. Those who see the world in terms of constant change, politically and morally, find a transformation model useful. They view human nature as evolving, changing rather than fixed.

Christians see human nature as fixed and unchanging. We were created in God's image yet are now fallen and sinful. We also hold to moral absolutes based on the character of God. The learner outcomes that have been proposed are controversial because they often accept a transformational, changing view of human nature. Advocates of outcome-based education point with pride to its focus on the student rather than course content. They feel that the key to educational reform is to be found in having students master stated learner outcomes. Critics fear that this is exactly what will happen. Their fear is based on

the desire of reformers to educate the whole child. What will happen, they ask, when stated learner outcomes violate the moral or religious views of parents?

For example, most sex-education courses used in our schools claim to take a value-neutral approach to human sexuality. Following the example of the Kinsey studies and materials from the Sex Education and Information Council of the United States, most curricula make few distinctions between various sex acts. Sex within marriage between those of the opposite sex is not morally different from sex outside of marriage between those of the same sex. The goal of such programs is self-actualization and making people comfortable with their sexual preferences.

Under the traditional system of course credits a student could take a sex-ed course, totally disagree with the instruction and yet pass the course by doing acceptable work on the tests presented. Occasionally, an instructor might make life difficult for a student who fails to conform, but if the student learns the material that would qualify him or her for a passing grade and credit towards graduation.

If transformational outcome-based reformers have their way, this student would not get credit for the course until his or her attitudes, feelings, and behaviors matched the desired goals of the learner outcomes. For instance, in Pennsylvania the state board had recommended learner outcomes that would evaluate a student based on his or her ability to demonstrate a comprehensive understanding of families. Many feel that this is part of the effort to widen the definition of families to include homosexual couples. Another goal requires students to know about and *use* community health resources. Notice that just knowing that Planned Parenthood has an office in town isn't enough, one must use it.

Parents vs. the State

The point of all this is to say that transformational outcome-based reform would be a much more efficient mechanism for changing our children's values and attitudes about issues facing our society. Unfortunately, the direction these changes often take is in conflict with our Christian faith. At the core of this debate is this question, "Who has authority over our children?" Public officials assume they do. Governor Casey of Pennsylvania, calling for reform, told his legislature, "We must never forget that you and I—the elected representatives of the people—and not anyone else—have the ultimate responsibility to assure the future of our children." I hope this is merely political hyperbole. I would argue that parents of children in the state of Pennsylvania are ultimately responsible for their children's future. The state has rarely proved itself a trustworthy parent.

Outcome-based education is an ideologically neutral tool for curricular construction; whether it is more effective than traditional approaches remains to be seen. Unfortunately, because of its student-centered approach, its ability to influence individuals with a politically correct set of doctrines seems to be great. Parents (and all other taxpayers) need to weigh the possible benefits of outcome-based reform with the potential negatives.

Other Concerns About OBE

Many parents are concerned about who will determine the learner outcomes for their schools. One criticism already being heard is that many states have adopted very similar outcomes regardless of the process put in place to get community input. Many wonder if there will be real consideration of what learner outcomes the public wants rather than assuming that educators know what's best for our children. Who will decide what it means to be an educated

person, the taxpaying consumer or the providers of education?

If students are going to be allowed to proceed through the material at their own rate, what happens to the brighter children? Eventually students will be at many levels, what then? Will added teachers be necessary? Will computer-assisted instruction allow for individual learning speeds? Either option will cost more money. Some reformers offer a scenario where brighter students help tutor slower ones thereby encouraging group responsibility rather than promoting an elite group of learners. Critics feel that a mastery-learning approach will inevitably hold back brighter students.

With outcome-based reform, many educators are calling for a broader set of evaluation techniques. But early attempts at grading students based on portfolios of various kinds of works has proved difficult. The Rand Corporation studied Vermont's attempt and found that "rater reliability—the extent to which raters agreed on the quality of a student's work—was low." There is a general dislike of standardized tests among the reformers because it focuses on what the child knows rather than the whole child, but is there a viable substitute? Will students find that it is more important to be politically correct than to know specific facts?

Another question to be answered by reformers is whether or not school bureaucracies will allow for such dramatic change? How will the unions respond? Will legislative mandates that are already on the books be removed, or will this new approach simply be laid over the rest, creating a jungle of regulations and red tape? Reformers supporting outcome-based education claim that local schools will actually have more control over their programs. Once learner outcomes are established, schools will be given the freedom to create programs that accomplish these goals. But critics respond by noting that although districts may be given input as to how these outcomes are achieved, local control of the outcomes themselves may be lost.

Finally, there are many who feel that focusing on transformational learner outcomes will allow for hidden agendas to be promoted in the schools. Many parents feel that there is already too much emphasis on global citizenship, radical environmentalism, humanistic views of self-esteem, and human sexuality at the expense of reading, writing, math, and science. They feel that education may become more propagandistic rather than academic in nature. Parents need to find out where their state is in regards to this movement. If an outcome-based program is being pursued, will it focus on traditional or transformational outcomes? If the outcomes are already written and adopted, can a copy be acquired? If they are not written yet, how can parents get involved?

If the state is considering a transformational OBE program, parental concerns should be brought before the legislature. If the reform is local, parents should contact their school board. Parents have an obligation to know what is being taught to their children and if it works. Recently, parental resistance halted the OBE movement in Pennsylvania when it was pointed out to the legislature that there is no solid evidence that the radical changes pro-posed will actually cause kids to learn more. While we still can, let's make our voices heard on this issue.

Notes

1. "Beyond Traditional Outcome-Based Education," *Educational Leadership* (October 1991), p. 67.
2. "Taking Account," *Education Week* (17 March 1993), p. 10.
3. "Beyond Traditional," p. 70.
4. "Amid Controversy, Pa. Board Adopts 'Learner Outcomes,'" *Education Week* (20 January 1993), p. 14.
5. "Casey Seeks Legislative Changes in Pa. Learning Goals," *Education Week* (3 February 1993), p. 19.
6. "Taking Account," p. 12.

The New Age Movement

Kerby Anderson provides a brief summary of the New Age Movement with a biblical evaluation of each major tenet.



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

Rudyard Kipling once wrote that “East is East, and West is West, and never the twain shall meet.” But that can no longer be said now that a pantheistic Eastern philosophy has spread to this country. The primary vehicle for this transmission of ideas has been the New Age Movement.

Evidence of Eastern philosophy’s arrival can certainly be seen in many ways. Statements by movie stars, the growth of Eastern cults, and the popularity of films like the Star Wars trilogy testify to the growing influence of New Age ideas. In the movie *The Empire Strikes Back*, for example, Yoda espouses pantheistic ideas to his Jedi disciple, Luke Skywalker: “You must feel the Force around you. Here, between you and me. Between the rock . . . everywhere. Yes, even the land.”

Defining the New Age

The New Age Movement has taken on a variety of names including the Human Potential Movement, the Third Force, the Aquarian Conspiracy, Cosmic Consciousness, and Cosmic Humanism. Although most refer to it as the New Age Movement, many in the movement do not like that label, and many others would not even consider themselves part of the movement, even though they may hold to many of the core beliefs of the New Age Movement.

Accurately defining the New Age is a formidable task for several reasons. First, the New Age Movement is eclectic and diverse. It is not a cohesive movement but is exceedingly diverse in its composition and ideology. The unifying factors are shared ideology rather than a shared organizational structure.

Second, the New Age Movement is difficult to define because it emphasizes and encourages change. The New Age Movement is syncretistic and therefore evolutionary in its nature. Many proponents change their perspectives, and so it is frequently difficult to pin down the major beliefs of the New Age Movement.

Major Tenets of the New Age

Even given the diversity and transitory nature of the New Age Movement, there are still a number of major tenets generally held in common by most groups within this movement.

First is the belief in monism. New Agers believe that “all is one.” Everything and everyone is interrelated and interdependent. Ultimately there is no real difference between humans, animals, rocks, or even God. Any differences between these entities are merely apparent, not real.

Second is the belief in pantheism. Since New Agers already believe that “all is one,” the next logical assumption would be that “all is god.” All of creation partakes of the divine essence. All of life (and even non-life) has a spark of divinity within.

The third major tenet of the New Age follows as a logical conclusion from the other two. If “all is one” and “all is god,” then we should conclude that “we are gods.” We are, according to New Agers, ignorant of our divinity. We are “gods in disguise.” The goal, therefore, of the New Age Movement is to discover our own divinity.

Fourth, we discover our own divinity by experiencing a change in consciousness. The human race suffers from a collective form of metaphysical amnesia. We have forgotten that our true identity is divine and thus must undergo a change of consciousness to achieve our true human potential (hence the name, the Human Potential Movement).

A fifth tenet is reincarnation. Most New Agers believe in some form of reincarnation. In its classic form, the cycles of birth, death, and reincarnation are necessary to work off our bad "karma" and to reach perfection. The doctrine of karma says that one's present condition is determined by one's actions in a past life.

The Western version of reincarnation held by many New Agers places much less emphasis on bad karma and postulates an upward spiral towards perfection through reincarnation. This view has been espoused by such people as Shirley MacLaine, Sylvester Stallone, George Patton, and Henry Ford.

A final major tenet is moral relativism. New Agers think in terms of gray, rather than black or white. Denying the law of non-contradiction, New Agers will often believe that two conflicting statements can both be true. They will therefore teach that "all religions are true" and "there are many paths to God."

A Biblical Evaluation

When the tenets of the New Age Movement are examined, they are not really new at all. The New Age is really old occultism in new linguistic garb. Many of these concepts can be found in basic form in Genesis 3. Notice these statements made to Eve in the Garden: "You will be like God" (pantheism), "You will not surely die" (reincarnation), "Your eyes will be opened" (change of consciousness), and "Did God really say" (moral relativism).

First, a Christian view of reality rejects the concept of monism. The Bible teaches that God's creation is not an undivided unity but a diversity of created things and beings. The creation is not unified in itself but held together by Christ in whom "all things hold together" (Col. 1:17).

Second, Christianity is theistic, not pantheistic. New Agers teach that God is an impersonal force, while the Bible teaches that God is an imminent, personal, triune, sovereign God. God is separate from His creation rather than merely a part of the creation as pantheism would teach.

Third, we are created in God's image (Gen. 1:26) and therefore have dignity and value (Psalm 8). New Agers teach that we are gods and thus have divinity within our humanity.

Fourth, New Agers flirt with the occult in their attempt to achieve a change in consciousness. Although these practices are frequently described in benign terms such as parapsychology, they involve direct contact with spiritual entities. The Bible warns against the danger of these practices and lists such activities as divination and spirit channeling as detestable practices (Deut. 18:9-13) that are to be avoided.

Fifth, the Bible teaches resurrection of the body (1 Cor. 15), not reincarnation of the soul. Likewise, the doctrine of karma is foreign to the gospel. Salvation comes from grace, not through the works in this life (Eph. 2:8-9) or in any other alleged past life. We will not be reborn after death. Hebrews 9:27 clearly teaches that "it is appointed for men to die once and after this come judgment."

Finally, the Bible teaches absolute truth. God has clearly communicated to us his moral law (Ex. 20:1-17), which we are to obey. Contrary to the New Age teaching that "there are many paths to God," Jesus clearly taught "I am the way, the truth and the life. No one comes to the Father except through me"

(John 14:6).

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The New Age Movement

Former Probe staffer Dr. Robert Pyne provides an orthodox Christian perspective on the concepts underpinning the New Age philosophy.

The New Age Movement. You've probably heard the phrase, and chances are you've heard it applied to everything from cartoon shows to environmental protection groups. Today we have "new age" radio stations, "new age" bookstores, and even "new age" churches, but a great deal of confusion remains about the New Age Movement. To begin with, the New Age Movement is not a conspiracy or a cult. It is a loose collection of very diverse people and groups. It is a religious trend, not a religious organization. Its broadness makes it rather difficult to define, but there are several beliefs that are distinctively "New Age."

One of these beliefs is monism, the idea that all of reality is essentially one. You and I usually recognize differences between ourselves and between different objects in our world, but the monist sees everything as a single organic whole. From the monistic perspective, we are all part of one another; and, if God exists, we are all part of God.

Monism sounds very much like Eastern pantheism, and this similarity has caused many observers to describe the New Age

Movement as the invasion of Eastern mysticism into Western culture. In fact, the New Age Movement has its historical roots in European philosophy. What we're seeing is not the adoption of Eastern religion, but the bankruptcy of our own culture.

Let me explain. For centuries Christian theologians maintained that there were three sources of truth: revelation, tradition, and reason. One by one, the philosophers discarded revelation, ignored tradition, and concluded that reason was inadequate. The situation thus became a little scary. There weren't any sources of authority left!

Humans don't function very well without some source of authority, some source of hope. With no other place to turn, Western philosophers began to place their hopes in irrational ideas like monism, believing that the problems and inconsistencies of life were more apparent than real and that these problems could be resolved at some deep level that we really can't comprehend. These ideas provided the real foundation for the New Age Movement. It came about because Western philosophy had run out of answers.

All of that is simply to say this: The New Age Movement teaches some things that don't make much sense. Its teachings violate Scripture, tradition, and reason. Its proponents are people who are desperately looking for hope and security in a world that seems very confusing. They have bought into the idea that we have no sure source of authority, and they are attempting to find answers in experience and in irrational ideals.

Monism and Pantheism

One of the most distinctive beliefs of the New Age Movement is monism, the belief that all of reality is essentially one. From this perspective, everything that exists is part of a single organic whole. There are no real differences between

people, between objects, or between people and objects.

Monism seems very odd to most of us because our experience points to distinctions between ourselves and other people or between persons and objects. The New Age Movement, however, perceives logic and reason as limitations. Its adherents see commonly observed distinctions as illusions, and they believe we are led astray by what we would call "common sense." For the New Age follower, we are all one with one another and, for that matter, with everything. When individuals come to the belief that they are one with the universe, a kind of conversion takes place. Shirley MacLaine's experience in an Andean mineral bath illustrates the point. She writes,

Slowly, slowly, I became the water I was the air, the water, the darkness, the walls, the bubbles, the candle, the wet rocks under the water, and even the sound of the rushing river outside.

Shirley MacLaine came to the conclusion that she was not herself a distinct entity, but that she was instead completely identified with all that surrounded her. This belief that everything is essentially one leads New Age followers to believe in pantheism, the idea that all is God. The unity of all reality tells them that everything is divine, including themselves. If all is one, then there are no distinctions, and all is God. Again, Shirley MacLaine writes, "I am God, because all energy is plugged into the same source. We are all individualized reflections of the God source. God is in us and we are God."

From a New Age perspective, this concept is the key to unlocking one's true potential, for to realize that you are God is to realize that you have no finite limitations. But there's a problem with this claim. If God does not have limited knowledge or abilities, why would we have to grow in knowledge if we are God? Why would we even have to come to the conclusion that we are divine? If we are unlimited, why are we

so limited that we do not always realize we are unlimited?

In addition, if all is essentially one, no real difference exists between good and evil. With no legitimate distinction between good and evil, New Age religious activity becomes an exercise in futility. What you do or don't do doesn't matter at all!

Finally, New Age pantheism stands in sharp contrast to the biblical doctrine of creation. Genesis 1 tells us that, in the beginning, God created the heavens and the earth. God is not the same as His creation, but is utterly distinct from it as the Creator. Our place is not to ascend to His throne, but to bow down before it.

The Political Agenda of the New Age Movement

A consequence of New Age monism is a strong emphasis on the unity of our planet. This belief that everything is one was reinforced when astronauts photographed the Earth from outer space. The pictures didn't look anything like our rapidly changing political maps. The barriers we had erected between nations were invisible, as were the wars taking place at the time. Only what we had in common was visible: a single planet and a fragile ecosystem. Peter Russell writes,

[This] picture has become a spiritual symbol for our times. It stands for the growing awareness that we and the planet are all part of a single system, that we can no longer divorce ourselves from the whole.

These pictures of the Earth from outer space are on New Age posters, bumper stickers, and T-shirts to remind us that we are all essentially one. We see this same idea in popular music as well—the Grammy award-winning song “From a Distance” emphasizes the idea that when one stands back and looks at our planet “from a distance,” there is harmony, peace, and hope.

There is global oneness.

This emphasis on globalism reflects the New Age desire to see the essential oneness of all reality manifested in our experience. The followers of the New Age want humanity to function as a “superorganism,” similar to a school of fish or a flock of birds, reacting to danger within a fraction of a second and behaving in such cooperation that we seem to have a common brain. Peter Russell writes,

No longer will we perceive ourselves as isolated individuals; we will know ourselves to be part of a rapidly integrating global network, the nerve cells of an awakened global brain.

This vision doesn't stop with the Earth, for New Age followers believe that our world will network with other planets, then other galaxies, until the entire universe is in complete harmony as a single organism.

From this perspective, the interests of humanity are subordinated to those of the Earth as a whole. The important thing is not whether we ourselves survive, or even whether or not our Earth survives, but whether or not this evolutionary process continues to go forward. Particularly in light of the fact that many people become a part of the New Age Movement because they desire a positive message of hope, their expectation is ultimately a very sad and impersonal one. The individual is lost in the whole process, like a drop of water blending into a cosmic ocean.

Achieving Oneness

While all New Age followers look forward to global and universal oneness, they do not all agree on the means by which they expect that oneness to be achieved. Some focus on humanity's technological potential for harmony, emphasizing advances in telecommunications and the sciences. Others pay

more attention to the somewhat mystical idea that all things share the same essential energy. If we can tap into that energy we can use it to our advantage. Just as Luke Skywalker used "the Force" in the Star Wars movies to levitate objects and win battles, many New Age adherents believe they can control events around them through visualization and meditation. This belief goes far beyond using one's perceived powers for personal gain. Their commitment to global and universal harmony causes New Age followers to focus their attention on transforming the world. Here their belief that we share the same essential energy means that we can share the same consciousness.

One of the best illustrations of this concept is in the New Age fable of the "One-Hundredth Monkey." As the story goes, a group of scientists taught an island monkey to wash his food in the water before he ate. Several other monkeys eventually mimicked his behavior, and before long nearly a hundred of the monkeys on that island had learned this same lesson. At that point, however, a strange thing happened. When the one-hundredth monkey began to wash his food, suddenly all of the monkeys of that species began doing the same thing, even those who had no contact with the monkeys in the experiment. The idea is that the one-hundredth monkey was enough to push this practice "over the edge" into a kind of cosmic consciousness.

New Age followers use this fable as a way of illustrating what they believe we can achieve with the human race. They maintain that they need only to reach this "critical mass" of enlightened individuals in order for their enlightenment to become the common consciousness of all humanity. The Maharishi Mahesh Yogi, for example, has said that if just 1 percent of the population were to practice the technique of Transcendental Meditation, the "Age of Enlightenment" could dawn.

This critical mass is what New Age followers were trying to achieve with the event they called the "Harmonic Convergence."

The Harmonic Convergence provided an opportunity for New Age adherents to channel their collective powers toward the common goal of world peace and harmony. The attempt to achieve this critical mass is also why so many cars have bumper stickers that read "Visualize World Peace." The proponents of the New Age believe that world peace will actually be realized if enough people visualize it.

Witnessing to the New Age Follower

It is absolutely essential that Christians be sensitive to the philosophical perspective of New Age followers. We have seen that the New Age Movement reflects our culture's rejection of revelation, tradition, and reason as authentic sources of truth. New Age followers will be completely turned off if we use reason with them to show them the error of their beliefs. From their point of view, such dependence on logic and reason does nothing more than demonstrate a profound lack of enlightenment on our part. In the same way, an appeal to the truth of Scripture or to the teachings of your church will seem rigid and insensitive. I'm not saying that we must avoid Scripture or logic; I'm simply saying that we need to be extremely cautious in the way we minister to the New Age follower.

Since the New Age Movement values experience so highly, it may well be that your personal testimony is the most helpful thing you can communicate to adherents of the New Age. They will usually dismiss your logic and your books, but their own beliefs prevent them from dismissing your experience. By demonstrating the reality of your Christianity and the transformation that the gospel has brought into your life, you appeal to them on their own terms.

Naturally, there's something a little disconcerting about a testimonial approach. It means that you must have a more consistent testimony than their peers in the New Age. New Age seminars, for example, provide a great deal of personal

support for those in attendance. Visitors feel welcome, they feel loved, and they want to come back just because the people are so friendly and attentive. Do we treat visitors that way in our churches? Do we treat our New Age friends with love and respect even though we disagree with their theology? If we give them rejection instead of encouragement, we're driving them deeper into the New Age.

The greatest thing we can offer New Age followers is a secure sense of hope. I believe hope is what they are looking for in the New Age Movement, but their thirst won't be satisfied there. The New Age hope is insecure and impersonal, and the individual is ultimately not valued at all. Compare that "hope" to the promise of the Savior that nothing can separate us from His love, that nobody will ever snatch us from the hand of the Father, that one day He will wipe away every tear from our eyes (Rom. 8:31-39; John 10:27-29; Rev. 21:4). What a difference! We need to demonstrate the reality of our hope and be prepared to explain how we have been made to feel so secure (1 Pet. 3:15).

The New Age Movement is very diverse, and it blends in easily with many other religions. One thing that it does not take in very well, however, is the cross of Jesus Christ. Your New Age friends will have a very difficult time accepting the idea that salvation can only come through Jesus Christ. That concept stands against everything they believe. Understand that they will probably not embrace the gospel quickly, but speak the truth in love. Through your words and through your lifestyle point them to Christ, who is our hope.

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Humanistic Psychology and Education

Based on an interview with Dr. W.R. Coulson, Don Closson discusses the damaging effects of humanistic psychology and the non-directive approach to drug and sex ed programs that it encourages.

Interview with Dr. Coulson

I recently had the opportunity to interview Dr. W. R. Coulson concerning the role that humanistic psychology is playing in education. Dr. Coulson was a long-time associate of Carl Rogers, who is considered to be the father of non-directive therapy, a therapy which has now been incorporated into self-esteem, sex-ed, and drug-ed curricula.

Dr. Coulson saw that this form of therapy had some success with mentally distressed people who knew they needed help, but following failures with locked-ward schizophrenics, normal adults, and a parochial school system in California, Dr. Coulson broke with Carl Rogers and is now trying to undo the damage of what might be called humanistic education.

The results of non-directive therapy in education have been disappointing to anyone willing to look at the facts. We asked Dr. Coulson about these negative results. He said:

Every major study of [non-directive therapy in education] over the last 15 years . . . has shown that it produces an opposite effect to what anybody wants. There are packaged curricula all over the country with names like "Quest," "Skills For Living," "Skills for Adolescents," "Here's Looking at You 2000," "Omnibudsmen," "Meology," and "Growing Healthy." Every one of them gets the same effect, and that is that they introduce good kids to misconduct, and they do it

in the name of non-judgmentalism. They say, "We're not going to call anything wrong, we're not going to call drug use wrong, because we'll make some of the kids in this classroom feel bad because they are already using drugs. Let's see if we can help people without identifying for them what they're doing wrong." What happens is that the kids who are always looking for the objective standard so that they can meet it . . . are left without [one].

We've trained [our children] to respect legitimate authority, and now the school is exercising its authority to say, "You've got to forget about what your church taught you or what your parents taught you; forget about that business about absolutes and right and wrong. Let's put those words in quotation marks— "right" and "wrong"—and let's help you find what you really deeply inside of you want."

We've got youngsters here now who . . . are under the authority of the school [and] are being persuaded that there is a better way. And that way is to make their own decisions. They're being induced to make decisions about activities that the citizenry of the state have decided are wrong—drug use and teenage sex.

Abraham Maslow

My interview with Dr. W. R. Coulson next focused on the work of Abraham Maslow. Dr. Maslow constructed a theory of self-actualization that described how adults reach peak levels of performance. Much of modern educational practice assumes that Maslow's theories apply to children.

I asked Dr. Coulson, who worked with Maslow, about this connection between the theory of self-actualization and education in our public schools. He responded:

Abe Maslow, who invented this thing, said it never applied to the population at large, and most definitely not to children. Anybody who wants to check up on my claim that Abe Maslow did a complete turnabout need only look at the second edition of his classic text called Motivation and Personality. He wrote a very lengthy preface . . . [in] an attempt to say that his followers had completely misused what he had written and that it was going to be applied to exploiting children.

Writing in the late 60s, in his personal journals which were published after his death, Maslow said that this is the first generation of young people who have had their own purchasing power, and he feared that his theories of self-actualization and need fulfillment (that famous pyramid, Maslow's hierarchy of needs) would be used to steal little kids' money and virtue. . . . In the new preface he writes, "It does not apply to children; they are not mature enough; they have not had enough experience to understand tragedy, for example, nor do they have enough courage to be openly virtuous."

Our children tend to be somewhat intimidated by their virtue because every other example they are getting, from the secular media, etc., is something very different from virtue.

As a good kid himself, growing up in a Jewish household, Abe Maslow knew that he tended to hang back in assertiveness. The good kids, I'm afraid, sometimes do that, and he saw everything thrown out of balance when the class was opened up to the kids to teach one another. His fear was in anticipation of the research results, which is that when you teach the teacher not to teach anymore but to become a facilitator, and you turn the chairs into a circle, and you say to the kids, in effect, "What would you like to talk about?"—the troubled kids begin to teach the good kids. The experienced kids, the kids who are doing drugs and having sex, teach the good kids that they are insufficiently

actualized.

Education has adopted its view of moral and intellectual development from Dr. Maslow, an atheist who argued his views shouldn't be applied to children. The results are exactly what he predicted: our children are being exploited both economically, by tobacco and beer companies, and sexually by the Playboy mentality.

Self-Esteem

Parents are awakening to the disturbing fact that many educators see their children as mentally or emotionally in need of therapy. What is their illness? Low self-esteem. Low self-esteem is now named as the cause for everything from low grades to drug abuse. The solution being offered is to teach children how to acquire a healthy self-esteem.

Programs have been implemented for developing self-esteem at every grade level. DUSO (Developing Understanding of Self and Others) and Pumsy are two of the most popular elementary-school curricula. Most senior high drug-ed and sex-ed programs focus on self-esteem as well.

I asked Dr. Coulson about the use of these programs, and how parents should react to their children's placement in them. He said:

I would raise a red flag . . . every time the word values is used. That's been a difficult word, because for a long time Christians were asking for value-oriented education. The problem is that values has become a relativistic word—it's subjective.

In California we taught people going through our encounter groups to say, "Well, you have your values, but who's to say your values should be my values?" We taught mothers and

fathers to fear that they were selfish if they imposed their values on their children. There are children now who have become sufficiently sophisticated in this mock psychological wave that they can say to their parents, "We appreciate your value of church-going, it just doesn't happen to be mine. My experience is other than your experience. After all, Mom and Dad, you did grow up in a different era."

We've taught our children to be clumsy developmental psychologists who are capable of accusing their parents of wanting to oppress them by teaching them the truth. So what we have to do is turn the questions back to those who offer these curricula, like the people who wrote the DUSO curriculum or the Pumsy curriculum, and say, "Is this curriculum just your value? And if so, why should it be our value? Or is your curriculum somehow true? Do you claim to have knowledge in some way of the way things should be everywhere? Do you think you have a grip on a universal [truth], and, if you can grant that you do, can you not grant that we might, and that there might be some kind of competition between our understanding of what our universal obligations are in this world and your own understanding; that there is some kind of universal or absolute that we are seeking?"

Because, in fact, they don't think that their values are relativistic. They think that everybody ought to be doing this. And that's precisely their error. I'm a non-directive psychotherapist, and if I were doing therapy, I would still be doing it like Carl Rogers, my teacher, taught me to do it. But I would not be doing it in classrooms, and I would not be doing it with people who could not profit from it. DUSO is an example of a method that's been taken out of the counseling room and into the classroom, and they're giving everybody medicine that's appropriate for a few.

Cooperative Education

Another important topic is the growing popularity of cooperative education programs, programs which place students into groups and allow them to use their own skills of critical thinking to arrive at conclusions about various issues.

Dr. Coulson observed:

Cooperative learning just strikes me as another one of those ways to prevent mothers and fathers and their agents, the public schools and private schools, from teaching effectively what is right and wrong to their children. In a cooperative class the questions are put to the kids, and once again we're going to find that the impaired children are going to wind up being the teachers of the unimpaired, because the unimpaired tend to have in them somewhat the fear of the Lord. They do not want to give offense, and the other kids don't care. . . . They'll go ahead and say whatever is on their minds.

Research, for example, from the American Cancer Society shows that teenage girls who smoke are far more effective in these classroom discussions than teenage girls who don't smoke, because the teenage girls who smoke have outgoing personalities, party-types. Just let them take over the class and they really will; they'll run with the ball. And so again, the outcome of this kind of education is always the reverse of what anybody wants.

Central to virtually all of these programs is teaching children a method of decision-making. We asked Dr. Coulson to comment on these decision-making skills.

They teach what the moral philosophers call "consequentialism" as though the only morality is, "How's it going to work out?" They teach the children a method that they call "decision-making." Typically, there are Five Steps.

Quest is a good example: In the First Step you identify the problem with killing someone for somebody for financial gain. The Second Step is to consider the alternatives. Immediately the Christian, the Jewish, the Muslim, or the God-fearing kid is at a disadvantage because he doesn't think there is an alternative. The only answer is "No!" It's an absolute "never"—"Thou shalt not kill." But the school says, "No, you can't be a decision-maker, a self-actualizing person, without looking at the alternatives."

The Third Step is to predict the consequences of each alternative. We know that teenagers particularly feel invulnerable. They think . . . those things adults warn them are going to happen if they misbehave won't happen, and adults are going to try to fool them and keep them under control for their own convenience. The Fourth Step is to make the decision and act upon it. The Fifth Step is . . . to make an evaluation of the outcome, and, if you don't like the outcome, then try again. And I say there are kids who have never gotten to Step Five because Step Four killed them. There are kids who have literally died from making a wrong decision in Step Four or gone into unconsciousness, and there is no possibility of evaluation.

The Religious Nature of Humanistic Education

Why would educators implement a curriculum so damaging to what we as Christian parents want for our children? We must consider the religious assumptions held by those who created the theoretical foundations for these programs.

Schools have argued that self-esteem programs are fulfilling parental demands for values education without violating the so-called strict separation of church and state. In other words, they claim that programs such as Pumsy and DUSO are

religiously neutral.

As we will hear from Dr. Coulson, the men who originated the theories behind these programs felt it their mission to influence others to see things through their particular worldview.

I asked Dr. Coulson to address the religious nature of humanistic education. He responded:

There are four major streams of influence on what I grew up calling humanistic education. . . . Today these influences remain. They are (1) Abe Maslow's work with self-actualization and hierarchy of needs; (2) Carl Rogers's work with non-directive classrooms based on his model of psychotherapy; (3) the work of Lewis Rath and his students—Sidney Simon, Howard Kirshenbaum, Merrill Harmon—called values clarification; (4) the work of Lawrence Kohlberg.

*All of these men independently attribute their fundamental insight to John Dewey. In 1934 John Dewey wrote a book called *The Common Faith*. John Dewey wanted a religion which could be held in common by everybody in America, and, in order for that to happen, it had to be a religion which excluded God. He called it religious humanism—that was Dewey's term for it, not my term.*

Carl Rogers and Abe Maslow admitted to being religious humanists. Carl was from a fundamentalist, Protestant home; Abe was reared in a Jewish home, a somewhat observant home. Both of them got the religion of Dewey. Rogers was a student at Columbia when Dewey was in his Senate seat in the twenties, and Maslow was a doctoral fellow in the next decade. Maslow said in his journals, of the churchgoers, "They're not religious enough for me." And Rogers said to Richard Evans, "I'm too religious to be religious." What

these men meant was, "I'm more religious than you are if you affirm a creed and if you go to church. I'm so religious I don't go to church."

Dr. Coulson went on to state that there is a fundamental incompatibility between Christianity and these programs. The two belief systems begin with different views of man and God.

As parents, we need to know what kind of therapy is being used on our children. If your child is receiving self-esteem training or non-directive therapy, he or she is losing time needed to become academically competent. That alone constitutes educational malpractice. But even more frightening is the possibility that your child's faith in the God of Scripture is being replaced with John Dewey's religious humanism.

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