Putting Beliefs Into Practice Revisited: Twenty-somethings and Faithful Living

Rick Wade updates his [earlier discussion](#) of 3 major ingredients necessary for Christians' faithful living: convictions, character, and community.

A Turning Point

In recent months Probe has focused more and more attention on the state of the younger generations in the evangelical church regarding their fidelity to basic Christian doctrines and Christian practices like prayer and church attendance. Our concern has deepened as we've become more aware of the fact that, not only is the grasp on Christian beliefs and practices loosening, but that some unbiblical beliefs and practices in our secular culture are seen as acceptable for Christians.

With this in mind it seems appropriate to revisit a [program](#) I wrote over ten years ago on the necessity of linking our beliefs with the way we live in order to practice a healthy Christian life. It was based on Steven Garber's book *The Fabric of Faithfulness.*[1] Garber's book was written with college students in mind. However, the principles are the same for people in other stages of life as well.

The Fabric of Faithfulness was written to help students in the critical task of establishing moral meaning in their lives. By "moral meaning" he is referring to the moral significance of the general direction of our lives and of the things we do with our days. "How is it," he asks, "that someone decides

which cares and commitments will give shape and substance to life, for life?"{2}

In this article I want to look at three significant factors which form the foundations for making our lives fit our beliefs: convictions, character, and community.{3}

For many young people, college provides the context for what the late Erik Erikson referred to as a *turning point*, "a crucial period in which a decisive turn *one way or another* is unavoidable."{4} However, as sociologists Christian Smith and Patricia Snell report, graduation from college is no longer the marker for the transition of youth to adult.{5} Steve Cable notes that "most young adults assume that they will go through an extended period of transition, trying different life experiences, living arrangements, careers, relationships, and viewpoints until they finally are able to stand on their own and settle down. . . . Some researchers refer to this recently created life phase as 'emerging adulthood,' covering the period from 18 to 29."{6}

Telos and *Praxis*

The young adult years are often taken as a time to sow one's wild oats, to have lots of fun before the pressures (and dull routine!) of "real life" settle in. Too much playing, however, delays one's preparation for those pressures. In addition, bad choices can be made during that time that will negatively affect the course of one's life.

Theologian Jacques Ellul gives this charge to young people:

"Remember your Creator during your youth: when all possibilities lie open before you and you can offer all your strength intact for his service. The time to remember is not after you become senile and paralyzed! . . . You must take sides earlier—when you can actually make choices, when you have many paths opening at your feet, before the weight of necessity overwhelms you."{7}

Living in a time when so many things seem so uncertain, how do we even *begin* to think about setting a course for the future? Steven Garber uses a couple of Greek words to identify two foundational aspects of life which determine its shape to a great extent: *telos* and *praxis*. *Telos* is the word for the end toward which something is moving or developing. It is the goal, the culmination, the final form which gives meaning to all that goes before it. The goal of Christians is to be made complete in Christ as Paul said in Colossians 1:28: "Him we proclaim, warning everyone and teaching everyone with all wisdom, that we may present everyone mature [or complete or perfect] in Christ." This over-arching *telos* or goal should govern the entirety of our lives.

Garber's second word, *praxis,* means action or deed.{8} Jesus uses the word in Matthew 16:27 when he speaks of us being repaid according to our deeds or *praxis.*

While everyone engages in some kind of *praxis* or deeds, in the postmodern world there is little thought given to *telos* because many people believe no one can *know* what is ultimately real, what is eternal, and thus where we are going. We are told, on the one hand, that our lives are completely open and free and the outcome is totally up to us, but, on the other, that our lives are determined and it doesn't matter what we do. How are we to make sense of our lives if either of those is true?

Where we begin is the basic beliefs that comprise the *telos* of the Christian; i.e., our convictions.

Convictions: Where It Begins

When we think of our "end" in Christ we're thinking of something much bigger and more substantive than just where we will spend eternity. We're thinking of the goal toward which history is marching. In His eternal wisdom God chose to sum up

all things in Christ (Eph. 1:10). New Testament scholar J. B. Lightfoot wrote that this refers to "the entire harmony of the universe, which shall no longer contain alien and discordant elements, but of which all the parts shall find their centre and bond of union in Christ."{9} It is the *telos* or "end" of Christians to be made perfect parts of the new creation.

Who is this Jesus and what did he teach? He said that He is the only way to God, and that our connection with Him is by faith, but a faith that results in godly living. He talked about sin and its destruction, and about true faith and obedience. What Jesus said and did provide the content and ground of our convictions, and these convictions provide the ground and direction for the way we live. These aren't just religious ideas we've chosen to adopt. They are true to the way things are.

Garber tells the story of Dan Heimbach who served on President George H. W. Bush's Domestic Policy Council. Heimbach sensed a need while in high school to be truly authentic with respect to his beliefs. He wanted to know if Christianity was really true. When serving in Vietnam he began asking himself whether he could really live with his convictions. He says,

"Everyone had overwhelmingly different value systems. While there I once asked myself why I had to be so different. With a sense of tremendous internal challenge I could say that the one thing keeping me from being like the others was that deep down I was convinced of the truth of my faith; this moment highlighted what truth meant to me, and I couldn't turn my back on what I knew to be true."{10}

Christian teachings that we believe give meaning to our existence; they provide an intellectual anchor in a world of multiple and conflicting beliefs, and give direction for our lives. For a person to live consistently as a Christian, he or she must know at least basic Christian doctrines, and be convinced that they are "true truth" as Francis Schaeffer put

it: what is really true.

Character: Living It Out

So our beliefs must be grounded in Christ. But we can't stop there. Not only do we need to receive as true what Jesus taught, we also need to live it out as He did. After telling the Corinthians to do all things to the glory of God, Paul added that they should "be imitators of me as I am of Christ" (1 Cor. 11:1).

Morality is inextricably wedded to the way the world is. A universe formed by matter and chance cannot provide moral meaning. The idea of a "cosmos without purpose," says Garber, "is at the heart of the challenge facing students in the modern world."{11}This is a challenge for all of us, student and non-student. Such a world provides no rules or structure for life. Christianity, on the other hand, provides a basis for responsible living for there is a God back of it all who is a moral being, who created the universe and the people in it to function certain ways. To not live in keeping with the way things are is to invite disaster.

If we accept that Christianity *does* provide for the proper development of character in the individual based on the truth of its teachings, we must then ask *how* that development comes about. Garber believes an important component in that process is a mentor or guide.

Grace Tazelaar graduated from Wheaton College, went into nursing, and later taught in the country of Uganda as it was being rebuilt following the reign of Idi Amin. At some point she asked a former teacher to be her spiritual mentor. Says Garber, "This woman, who had spent years in South Africa, gave herself to Grace as she was beginning to explore her own place of responsible service." Grace saw her mentor's beliefs worked out in real life.{12}

The White Rose was a group of students in Germany who opposed Nazism. Brother and sister Hans and Sophie Scholl were strongly influenced in their work by Carl Muth, a theologian and editor of an anti-Nazi periodical. One writer noted that "The Christian Gospel became the criterion of their thought and actions." Their convictions carried them to the point of literally losing their heads for their opposition.

Being a mentor involves more than teaching others how to have quiet times. They need to see how Christianity is fleshed out in real life, and they need encouragement to extend themselves to a world in need in Jesus' name, using their own gifts and personalities.

Community: A Place to Grow

Garber adds one more important element to the mix of elements important in being a Christian. We've looked at the matter of convictions, the beliefs we hold which give direction and shape to our lives. Then we talked about the development of character, the way those beliefs are worked out in our lives. Community is the third part of this project of "weaving together belief and behavior" (the sub-title of Garber's book), the place where we see that character worked out in practice.

Christian doctrines can seem so abstract and distant. How does one truly hold to them in a world which thinks so differently? Bob Kramer, who was involved in student protests at Harvard in the '60s, said he and his wife learned the importance of surrounding themselves with people who also wanted to connect *telos* with *praxis*. He said, "As I have gotten involved in politics and business, I am more and more convinced that the people you choose to have around you have more to do with how you act upon what you believe than what you read or the ideas that influence you. The influence of ideas has to be there, but the application is something it's very hard to work out by yourself."{13}

The Christian community (or the church), if it's functioning properly, can provide a solid plausibility structure for those who are finding their way. To read about love and forgiveness and kindness and self-sacrifice is one thing; to see it lived out within a body of people is quite another. It provides significant evidence that the convictions are valid. "We discover who we are," says Garber, "and who we are meant to be—face to face and side by side with others in work, love and learning."[{14}]

During their university years and early twenties, if they care about the course of their lives, young people will have to make major decisions about what they believe and what those beliefs mean. Garber writes, "Choices about meaning, reality and truth, about God, human nature and history are being made which, more often than not, last for the rest of life. Learning to make sense of life, for life, is what the years between adolescence and adulthood are all about."[{15}]

Convictions, character, and community are three major ingredients for producing a life of meaningful service in the kingdom of God, for putting together our *telos* and our *praxis*.

Notes

1. Steven Garber, *The Fabric of Faithfulness: Weaving Together Belief and Behavior During the University Years* (Downers Grove: InterVarsity Press, 1996). An expanded edition was published in 2007 under the shortened title *The Fabric of Faithfulness: Weaving Together Belief and Behavior*.

2.Ibid., 27.

3. Ibid., 37.

4. Erik Erikson, *Insight and Responsibility: Lectures on the Ethical Implications of Psychoanalytic Insight* (New York: W.W. Norton, 1964), 138, quoted in Garber, 17.

5. Christian Smith and Patricia Snell, *Souls in Transition: The Religious and Spiritual Lives of Emerging Adults* (Oxford University Press, 2009).

6. Steve Cable, "Emerging Adults and the Future of Faith in America," Probe Ministries, 2010, www.probe.org/emerging-adults-and-the-future-of-faith-in-america/.

7. Jacques Ellul, *Reason for Being: A Meditation on Ecclesiastes* (Grand Rapids: Eerdmans, 1990), 282-83, quoted in Garber, 39.
8. Colin Brown, ed., *The New International Dictionary of New Testament Theology* (Grand Rapids: Zondervan, 1976), s.v. "Work," by H.-C. Hahn (3:1157-58). [Note: The hyphen is there in the source text.]

9. J. B. Lightfoot, *Notes on the Epistle of St. Paul*, 322, quoted in Brown, NIDNTT, s.v. "Head," by C. Brown (2:163).
10. Garber, Fabric, 122.

11. Ibid., 59.

12. Ibid., 130.

13. Ibid., 149.

14. Ibid., 147.

15. Ibid., 175.

Putting Beliefs Into Practice

Rick Wade uncovers and analyzes three major ingredients to help students produce a life of meaningful service in the kingdom of God: convictions, character, community.

Why Do You Get Up in the Morning?

"Why do you get up in the morning?"

That's a question Steven Garber likes to ask college students. It might sound like a rather silly question at first. We get up in the morning because there are things to be done that won't get done if we lie in bed all day. But Garber wants to know something more important. What are the things that lie ahead of us that make it worth getting out of bed? What do we intend to accomplish? Are our ambitions for the day worthy ones? More importantly, How do they fit with our view of life, or our worldview?

Wait a minute. This is getting rather heavy. Should the activities of our day—routine and non-routine—be tied somehow to a worldview? This implies that our basic beliefs are significant for the way we live, and, conversely, that what we do with our days reflects what we really believe.
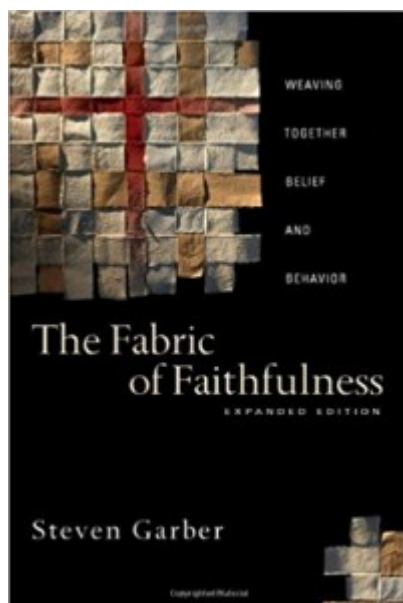
Steven Garber believes both are true. Garber is on the faculty of the American Studies Program in Washington, D.C. In 1996 he published a book titled *The Fabric of Faithfulness: Weaving Together Belief and Behavior During the University Years.* {1} The purpose of this book is to help students in the critical task of establishing moral meaning in their lives. By *moral meaning* he is referring to the moral significance of the general

direction of our lives and of the things we do with our days. What do our lives mean on a moral level? "How is it," he asks, "that someone decides which cares and commitments will give shape and substance to life, for life? This question and its answer are the heart of this book." {2}

In this article we will look at the three significant factors to which Garber draws attention, factors that form the foundations for making our lives fit our beliefs: convictions, character, and community. {3}

For many young people, college provides the context for what the late Erik Erikson referred to as a *turning point*, "a crucial period in which a decisive turn *one way or another* is unavoidable." {4} College students no longer have Mom and Dad looking over their shoulders; their youth pastors are back home; their friends and other significant adults are not around to keep those boundaries in place that once defined their lives. They are on their own, for the most part. *In loco parentis* was the place the university once held in students' lives: "In the place of the parents." No more. One writer says tongue in cheek that the new philosophy is *non sum mater tua*: "I'm not your mama."{5}

Even worse for Christian students, when they are on campus they don't find themselves on their own in a perfectly innocuous environment that seeks to continue in the students' lives what their parents began. Professor J. Budziszewski, a faculty member at the University of Texas at Austin, says that "The modern university is profoundly alienated from God and hostile to Christian faith." {6} Thus it is that in the college environment Christian students are really put to the test. Given the loss of the support group at home, on the one hand, and the input of new ideas and activities that are antithetical to their faith, on the other, how will they not only stand firm in their faith, but actively move forward in developing a life that is consistent with what they believe?

Before considering what Garber says about convictions, character, and community, let's think about beliefs and practice in general.

Telos **and** *Praxis*

Many students think of the college years as their chance to finally break loose of the constraints of home and have a good time—a *really* good time—before settling down into the hum-drum routine of adult life. They see education simply as a means for getting good jobs. Thus, academics are too often governed by the marketplace. Students who try to discuss ideas and issues outside the classroom are often put down by their peers. The attitude seems to be to do just enough to get the grades, and let the party begin! {7}

Is this why we send our children to college? Just to get good grades to get good jobs? For the Christian student this question is ever so vital.

Hear how Jacques Ellul expands the message of Ecclesiastes chapter 12:

> Remember your Creator during your youth: when all possibilities lie open before you and you can offer all your strength intact for his service. The time to remember is not after you become senile and paralyzed! Then it is not too late for your salvation, but too late for you to serve as the presence of God in the midst of the world and the creation. You must take sides earlier—when you can actually make choices, when you have many paths opening at your feet, before the weight of necessity overwhelms you. {8}

Students don't understand the pressures that will come with career and marriage and family and all the other ingredients of adult life. The time to think, choose, and begin acting is when the possibilities still lie open before them.

Steven Garber uses two Greek words to identify the two aspects

of life which must be united: *telos* and *praxis*. *Telos* is the Greek word for the end toward which something is moving or developing. It isn't just the end in the sense of the final moment in time; it is the goal, the culmination, the final form that gives meaning to all that goes before it. The goal that defines all human life is the time when Christ will return and reign forever and believers will be conformed to His image completely. This *telos* or goal should govern our actions. In fact, the adjectival form of the word, *teleios*, is the word Paul and James use when they call us to be perfect or complete (Col. 1:28; James 1:4).

Garber's second word, *praxis*, means action or deed. [{9}](#) In Matthew 16:27, for example, Jesus speaks of us being repaid according to our deeds or *praxis*.

The question we all need to ask ourselves is whether we are ordering our *praxis* in keeping with our *telos*. Does the end toward which we are heading as children of God define the activities of our lives?

While everyone engages in some kind of *praxis* or deeds, in the postmodern world there *is* no *telos*, no end toward which everything is moving. Westerners no longer even look for the perfection of man, as in modernism. College students are told in so many different ways that their lives are either completely open—the "freedom" of existentialism, or completely determined—in which case freedom is an illusion. So either there is nothing bigger than us to which we might aspire, or we're just being carried along by forces we can't control. In either case, how are students to make any sense of their lives in general or their studies in particular? Emotivism and pragmatism rule. We choose based upon our own feelings or desires—which can change frequentlyor in accordance with what works or both. And what "works" is what gives them the best chance in the marketplace. Is there anything bigger that should give students a focus for their studies and their lives?

Convictions—The Foundation of Basic Beliefs

Foundational to how we live is the body of basic beliefs we hold. I noted earlier Garber's use the words *telos* and *praxis* to refer to the end toward which we are moving and the practice or deeds of our lives. The matter of *telos* or end points to the content of our faith, or our worldview, which forms our basic convictions. Let's look more closely at the importance of convictions.

When we think of our end in Christ we're thinking of something much bigger and more substantive than just where we will spend eternity. We're thinking of the goal toward which history is marching. In His eternal wisdom God chose to sum up all things in Christ (Eph. 1:10). Here's how J. B. Lightfoot puts it. It speaks of "the entire harmony of the universe, which shall no longer contain alien and discordant elements, but of which all the parts shall find their centre and bond of union in Christ." {10} It is the *telos* or end of Christians to be made perfect parts of the new creation.

This isn't mere philosophical or theological speculation, however, for we have the reality of the historical presence of God in Christ on earth which gave evidence of the truth of these beliefs of a sort we can grasp. This is so important in our day of religious pluralism, an approach to religion that abstracts ideas from various religions in the search for ultimate truth. Christianity isn't an abstract set of beliefs; it is true religion grounded in objective, historical events. Historical events and revealed meanings provide the objective ground for our convictions. And these convictions provide the ground and direction for the way we live.

It is critical, then, for students to understand Christian doctrine thoroughly and its meaning and application to the various facets of life.

This whole matter of doctrine grounded in historical fact is troublesome in itself today because there has been a rift created between fact and value. Facts are those things that can be measured scientifically. All else, especially religion and morality, is considered value; it is subjective and varies according to personal preference, culture, etc. Students are told that their most basic beliefs are "noncognitive emotional responses or private subjective preferences." {11} They are told that it doesn't matter whether what they believe is objectively true; all that matters is whether it is meaningful to them. But as Garber notes, "What is real?' informs What is true?' which informs What is right?'" {12} Our beliefs and actions find their ultimate meaning—apart from how we might feel about them—in the fact that they are based on reality.

Garber tells the story of Dan Heimbach who, among other things, served on President Bush's Domestic Policy Council. Heimbach was raised in a Christian home, but sensed a need while in high school to be truly authentic with respect to his beliefs. He wanted to know if Christianity was really true. When serving in Vietnam he began asking himself whether he could really live with his convictions. He says:

> Everyone had overwhelmingly different value systems. While there I once asked myself why I had to be so different. With a sense of tremendous internal challenge I could say that the one thing keeping me from being like the others was that deep down I was convinced of the truth of my faith; this moment highlighted what truth meant to me, and I couldn't turn my back on what I knew to be true. {13}

Likewise, when some of Jesus' disciples left Him, He asked those who remained if they would leave also. Peter answered, "Lord, to whom shall we go? You have words of eternal life" (Jn. 6:68). It was what Peter believed that kept him close to Jesus when circumstances called for retreat.

What we believe gives meaning to our existence; it provides an

intellectual anchor in a world of multiple and conflicting beliefs, and it gives broad direction for our lives. For a student to live consistently as a Christian, he or she must know what Christianity is, and be convinced that it is "true truth" as Francis Schaeffer put it: the really true.

Character—Living One's Beliefs

So convictions grounded in reality are significant for the way we live. But convictions alone aren't enough in the Christian life. They need to be matched by character that is worthy of the One who redeemed us, the One whom we represent on earth. It can be hard for students, though, to feel encouraged to develop Christ-like character given the attitudes of people all around them.

Steven Garber sees the TV show *Beavis and . . .* (well, that other guy) as symptomatic of the attitude of many young people today. He quotes a Harvard student who described the show this way: "Two teenaged losers . . . mindlessly watch videos, and they snicker. . . . [They] help us understand what the next century will be like. The founding principle will be nihilism. Rampant disregard for other living things . . . will be in. Taking responsibility for one's actions will be out. . . . It's proof that there is a whole new generation out there that completely understands all of this society's foibles. And can only snicker." [14]

How shall we inspire our students to develop character in keeping with their convictions so they don't end up "getting all A's but flunking life," in Walker Percy's words? [15] How can we turn them away from the destructiveness of a nihilistic worldview in which nothing has meaning?

Having abandoned the Christian *telos* our society is characterized by "an ethic of emotivism, one which asserts that all moral judgments are nothing but expressions of preference.'" [16] This goes back to the split between fact

and value I spoke of earlier. Values are person-centered; they have no force beyond the individual's power to live them out and impose them on others. They aren't grounded in anything more ultimate than an individual or at best a particular society.

What has this gotten us? We're free to construct our reality any way we wish now that God is supposedly dead. But what have we done with our freedom? Henry Grunwald, former ambassador to Austria and editor-in-chief of Time, Inc., said this:

> Secular humanism . . . stubbornly insisted that morality need not be based on the supernatural. But it gradually became clear that ethics without the sanction of some higher authority simply were not compelling. The ultimate irony, or perhaps tragedy, is that secularism has not led to humanism. We have gradually dissolved—deconstructed¾the human being into a bundle of reflexes, impulses, neuroses, nerve endings. The great religious heresy used to be making man the measure of all things; but we have come close to making man the measure of nothing. {17}

Morality is inextricably wedded to the way the world is. A universe formed by matter and chance cannot provide moral meaning. The idea of a "cosmos without purpose," says Garber, "is at the heart of the challenge facing students in the modern world." {18} It provides no rules or structure for life. Christianity, on the other hand, provides a basis for responsible living for there is a God back of it all who is a moral being, who created the universe and the people in it to function certain ways, and who will call us to give an account in the end.

Bob Kramer was a campus leader for student protest at Harvard in the '60s. He wanted to bring about social change, but when he discovered in his classes that his basic beliefs about right and wrong, truth and justice were wrong, he dropped out. "There was no real foundation for what I believed," he says,

"beyond that I believed it." {19}

If we accept that Christianity does indeed provide direction and firm foundations for the development of character in the individual, still we must ask how that development comes about. Can we expect students to just read the Bible and go out and live Christianly? For Steven Garber, this leads us to consider the importance of a mentor, a person under whom the student can learn how to live as a person of high moral character.

Garber tells the story of Grace Tazelaar who graduated from Wheaton College and then went into nursing. She then taught in the country of Uganda as it was being rebuilt following the reign of Idi Amin. At some point she asked a former teacher to be her spiritual mentor. Says Garber, "This woman, who had spent years in South Africa, gave herself to Grace as she was beginning to explore her own place of responsible service. At the core of her teacher's life, Grace recalls, I saw much love amidst trauma.'" "Those lessons," says Garber, "cannot be taught from a textbook; they have to be learned from a life." {20}

The White Rose was a group of students in Germany who opposed Nazism. Brother and sister Hans and Sophie Scholl were strongly influenced in their work by Carl Muth, a theologian and editor of an anti-Nazi periodical. One writer noted that, "The Christian Gospel became the criterion of their thought and actions." {21} Their convictions carried them to the point of literally losing their heads for their opposition.

The development of moral character was once an integral part of education. Christians must once again seek the development of the whole person in education. That means, on the one hand, finding adults who are willing to become mentors for students, and, on the other, drawing students out and interesting them in forming significant relationships with adults, whether they be relatives, professors, pastors, or perhaps professionals in

their fields of interest. This involves more than teaching students how to have quiet times. The kind of pietistic Christianity which pulls into itself to simply develop one's own spiritual experience won't do if we're to have an impact on our world. Students need to be shown how to apply the "do not's" in Scripture, but also how to find the "do's" and . . . well, do them. They need to see how Christianity is fleshed out in real life, and they need encouragement to extend themselves in Jesus' name to a world in need using their own gifts and personalities.

Community—Finding and Giving Support

If convictions provide our foundations and our instructions, mentors can be our guides as we see in them how those convictions take shape in someone's life. Community, the third element, then provides a context within which to practice . . . our practice!

Garber notes that "community is the context for the growth of convictions and character. What we believe about life and the world becomes plausible as we see it lived out all around us. This is not an abstraction, though. Its reality is seen in time and space, in the histories and circumstances of real people living real lives." Working together with other believers "allows for young people to make stumbling and fumbling choices toward a *telos* whose character is not altogether known at the time; it also allows for grace, which is always a surprise." [{22}](#)

Christian doctrines can seem so abstract and distant. How does one truly hold to them in a world which thinks so differently? When Donald Guthrie, who has worked with the Coalition for Christian Outreach, was asked what makes it hard to connect beliefs with life's experience, he replied, "The cynical nature of our culture, as it permeates the lives of people around me—and me. And only community can stand against that." [{23}](#) "We discover who we are," he continued, "and who we are

meant to be—face to face and side by side with others in work, love and learning." {24} Bob Kramer, whom we spoke of earlier, said he and his wife believed it was important to surround themselves with people who also wanted to connect *telos* with *praxis*. He says, "As I have gotten involved in politics and business, I am more and more convinced that the people you choose to have around you have more to do with how you act upon what you live than what you read or the ideas that influence you. The influence of ideas has to be there, but the application is something it's very hard to work out by yourself." {25} "My best friend's teachers were my best friends. We were all trying to figure this out together." {26}

The Christian community, if it's functioning properly, can provide a solid plausibility structure for those who are finding their way. To read about love and forgiveness and kindness and self- sacrifice is one thing; to see it lived out within a body of people is quite another. It provides significant evidence that the convictions are valid.

During the university years, if they care about the course of their lives, students will have to make major decisions about what they believe and what those beliefs mean. "Choices about meaning, reality and truth, about God, human nature and history are being made which, more often than not, last for the rest of life. Learning to make sense of life, for life, is what the years between adolescence and adulthood are all about." {27} Says the Preacher, "Remember also your Creator in the days of your youth."

Convictions, character, community. Three major ingredients for producing a life of meaningful service in the kingdom of God. Students who would put together *telos* and *praxis*, the goal of life and the practice of life, must know what they believe and determine to live in accordance with those beliefs. They should consider finding a mentor and learning from that person how one weaves faith and life. And they should embed themselves in a group of Christians equally committed to

living the Christian life fully. "Somewhere, deep in the mysteries of how we learn to see and hear, and what we learn to care for and about, there is a place where presupposition meets practice, where belief becomes behavior," says Steven Garber. {28}

Let me encourage you to get a copy of Steven Garber's book, *The Fabric of Faithfulness*, both to read yourself and to give to your students. It's published by InterVarsity Press. You might also want to consider how to apply what it says in your church. Let's make it our common aim to help our young people be and live the way God intended.

Notes

1. Steven Garber, *The Fabric of Faithfulness: Weaving Together Belief and Behavior During the University Years* (Downers Grove, IL: InterVarsity Press, 1996).
2. Ibid., 27.
3. Ibid., 37.
4. Erik Erikson, *Insight and Responsibility: Lectures on the Ethical Implications of Psychoanalytic Insight* (New York: W.W. Norton, 1964), 138, quoted in Garber, 17.
5. David Hoekema, *Campus Rules and Moral Community: In Place of In Loco Parentis* (Lanham, MD: Rowman & Littlefield Pub., 1994), 140, cited in William H. Willimon and Thomas H. Naylor, *The Abandoned Generation: Rethinking Higher Education* (Grand Rapids: Eerdmans, 1995), 51.
6. J. Budziszewski, *How to Stay Christian in College: An Interactive Guide to Keeping the Faith* (Colorado Springs: Navpress, 1999), 25.
7. For an alarming look at the attitude of students and especially the importance of alcohol on campus, see Willimon and Naylor, chaps. 1 and 2.
8. Jacques Ellul, *Reason for Being: A Meditation on Ecclesiastes* (Grand Rapids: Eerdmans, 1990), 282-83, quoted in Garber, 39.
9. Colin Brown, s.v. "Work," by H.C. Hahn.

10. Colin Brown, s.v. "Head," by C. Brown.

11. Richard Bernstein, *Beyond Objectivism and Relativism: Science, Hermeneutics and Praxis* (Philadelphia: University of Philadelphia Press, 1983), 18, quoted in Garber, 53.

12. Garber, 56.

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14. Joe Matthews, "Beavis, Butthead & Budding Nihilists: Will Western Civilization Survive?" *Washington Post*, October 3, 1993, p. C1, quoted in Garber, 40-41.

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22. Garber, 146.

23. Ibid., 147.

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25. Ibid., 149.

26. Ibid., 152.

27. Ibid., 175.

28. Ibid., 174.