

The Value of Suffering: A Christian Perspective

Sue Bohlin looks at suffering from a Christian perspective. Applying a biblical worldview to this difficult subject results in a distinctly different approach to suffering than our natural inclination of blame and self pity.

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



There is no such thing as pointless pain in the life of the child of God. How this has encouraged and strengthened me in the valleys of suffering and pain! In this essay I'll be discussing the value of suffering, an unhappy non-negotiable of life in a fallen world.

Suffering Prepares Us to Be the Bride of Christ

Among the many reasons God allows us to suffer, this is my personal favorite: it prepares us to be the radiant bride of Christ. The Lord Jesus has a big job to do, changing His ragamuffin church into a glorious bride worthy of the Lamb. Ephesians 5:26-27 tells us He is making us holy by washing us with the Word—presenting us to Himself as a radiant church, without stain or wrinkle or any other blemish. Suffering develops holiness in unholy people. But *getting there* is painful in the Lord's "laundry room." When you use bleach to get rid of stains, it's a harsh process. Getting rid of wrinkles is even more painful: ironing means a combination of heat plus pressure. Ouch! No wonder suffering hurts!



But developing holiness in us is a worthwhile, extremely important goal for the Holy One who is our divine Bridegroom. We learn in Hebrews 12:10 that we are enabled to share in His

holiness through the discipline of enduring hardship. More
ouch! Fortunately, the same book assures us that discipline is
a sign of God's love (Heb. 12:6). Oswald Chambers reminds us
that "God has one destined end for mankind—holiness. His one
aim is the production of saints."[\[1\]](#)

It's also important for all wives, but most especially the
future wife of the Son of God, to have a submissive heart.
Suffering makes us more determined to obey God; it teaches us
to be submissive. The psalmist learned this lesson as he wrote
in Psalm 119:67: "Before I was afflicted I went astray, but
now I obey your word. It was good for me to be afflicted so
that I might learn your decrees."

The Lord Jesus has His work cut out for Him in purifying us
for Himself (Titus 2:14). Let's face it, left to ourselves we
are a dirty, messy, fleshly people, and we desperately need to
be made pure. As hurtful as it is, suffering can purify us if
we submit to the One who has a loving plan for the pain.

Jesus wants not just a *pure* bride, but a mature one as
well—and suffering produces growth and maturity in us. James
1:2-4 reminds us that trials produce perseverance, which makes
us mature and complete. And Romans 5:3-4 tells us that we can
actually rejoice in our sufferings, because, again, they
produce perseverance, which produces character, which produces
hope. The Lord is creating for Himself a bride with sterling
character, but it's not much fun getting there. I like
something else Oswald Chambers wrote: "Sorrow burns up a great
amount of shallowness."[\[2\]](#)

We usually don't have much trouble understanding that our
Divine Bridegroom loves us; but we can easily forget how much
He longs for us to love Him back. Suffering scoops us out,
making our hearts bigger so that we can hold more love for
Him. It's all part of a well-planned courtship. He does know
what He's doing . . . we just need to trust Him.

Suffering Allows Us to Minister Comfort to Others Who Suffer

One of the most rewarding reasons that suffering has value is experienced by those who can say with conviction, “I know how you feel. I’ve been in your shoes.” Suffering prepares us to minister comfort to others who suffer.

Feeling isolated is one of the hardest parts of suffering. It can feel like you’re all alone in your pain, and that makes it so much worse. The comfort of those who have known that same pain is inexpressible. It feels like a warm blanket being draped around your soul. But in order for someone to say those powerful words—“I know just how you feel because I’ve been there”—that person had to walk through the same difficult valley first.

Ray and I lost our first baby when she was born too prematurely to survive. It was the most horrible suffering we’ve ever known. But losing Becky has enabled me to weep with those who weep with the comforting tears of one who has experienced that deep and awful loss. It’s a wound that—by God’s grace—has never fully healed so that I can truly empathize with others out of the very real pain I still feel. Talking about my loss puts me in touch with the unhealed part of the grief and loss that will always hurt until I see my daughter again in heaven. One of the most incredibly comforting things we can ever experience is someone else’s tears for us. So when I say to a mother or father who has also lost a child, “I hurt with you, because I’ve lost a precious one too,” my tears bring warmth and comfort in a way that someone who has never known that pain cannot offer.

One of the most powerful words of comfort I received when we were grieving our baby’s loss was from a friend who said, “Your pain may not be about just you. It may well be about other people, preparing you to minister comfort and hope to

someone in your future who will need what you can give them because of what you're going through right now. And if you are faithful to cling to God now, I promise He will use you greatly to comfort others later." That perspective was like a sweet balm to my soul, because it showed me that my suffering was not pointless.

There's another aspect of bringing comfort to those in pain. Those who have suffered tend not to judge others experiencing similar suffering. Not being judged is a great comfort to those who hurt. When you're in pain, your world narrows down to mere survival, and it's easy for others to judge you for not "following the rules" that should only apply to those whose lives aren't being swallowed by the pain monster.

Suffering often develops compassion and mercy in us. Those who suffer tend to have tender hearts toward others who are in pain. We can comfort others with the comfort that we have received from God (2 Cor. 1:4) because we have experienced the reality of the Holy Spirit being there for us, walking alongside us in our pain. Then we can turn around and walk alongside others in their pain, showing the compassion that our own suffering has produced in us.

Suffering Develops Humble Dependence on God

Marine Corps recruiter Randy Norfleet survived the Oklahoma City bombing despite losing 40 percent of his blood and needing 250 stitches to close his wounds. He never lost consciousness in the ambulance because he was too busy praying prayers of thanksgiving for his survival. When doctors said he would probably lose the sight in his right eye, Mr. Norfleet said, "Losing an eye is a small thing. Whatever brings you closer to God is a blessing. Through all this I've been brought closer to God. I've become more dependent on Him and less on myself." [\[3\]](#)

Suffering is excellent at teaching us humble dependence on God, the only appropriate response to our Creator. Ever since the fall of Adam, we keep forgetting that God created us to depend on Him and not on ourselves. We keep wanting to go our own way, pretending that we are God. Suffering is powerfully able to get us back on track.

Sometimes we hurt so much we can't pray. We are forced to depend on the intercession of the Holy Spirit and the saints, needing them to go before the throne of God on our behalf. Instead of seeing that inability to pray as a personal failure, we can rejoice that our perception of being totally needy corresponds to the truth that we really are that needy. 2 Corinthians 1:9 tells us that hardships and sufferings happen "so that we might not rely on ourselves but on God, who raises the dead."

Suffering brings a "one day at a time-ness" to our survival. We get to the point of saying, "Lord, I can only make it through today if You help me . . . if You take me through today . . . or the next hour . . . or the next few minutes." One of my dearest friends shared with me the prayer from a heart burning with emotional pain: "Papa, I know I can make it through the next fifteen minutes if You hold me and walk me through it." Suffering has taught my friend the lesson of total, humble dependence on God.

As painful as it is, suffering strips away the distractions of life. It forces us to face the fact that we are powerless to change other people and most situations. The fear that accompanies suffering drives us to the Father like a little kid burying his face in his daddy's leg. Recognizing our own powerlessness is actually the key to experience real power because we have to acknowledge our dependence on God before His power can flow from His heart into our lives.

The disciples experienced two different storms out on the lake. The Lord's purpose in both storms was to train them to

stop relying on their physical eyes and use their spiritual eyes. He wanted them to grow in trust and dependence on the Father. He allows us to experience storms in our lives for the same purpose: to learn to depend on God.

I love this paraphrase of Romans 8:28: "The Lord may not have planned that this should overtake me, but He has most certainly permitted it. Therefore, though it were an attack of an enemy, by the time it reaches me, it has the Lord's permission, and therefore all is well. He will make it work together with all life's experiences for good."

Suffering Displays God's Strength Through Our Weakness

God never wastes suffering, not a scrap of it. He redeems all of it for His glory and our blessing. The classic Scripture for the concept that suffering displays God's strength through our weakness is found in 2 Corinthians 12:8-10, where we learn that God's grace is sufficient for us, for His power is perfected in weakness. Paul said he delighted in weaknesses, hardships, and difficulties "for when I am weak, then I am strong."

Our culture disdains weakness, but our frailty is a sign of God's workmanship in us. It gets us closer to what we were created to be—completely dependent on God. Several years ago I realized that instead of despising the fact that polio had left me with a body that was weakened and compromised, susceptible to pain and fatigue, I could choose to rejoice in it. My weakness made me more like a fragile, easily broken window than a solid brick wall. But just as sunlight pours through a window but is blocked by a wall, I discovered that other people could see God's strength and beauty in me because of the window-like nature of my weakness! Consider how the Lord Jesus was the exact representation of the glory of the Father—I mean, He was all window and no walls! He was

completely dependent on the Father, choosing to become weak so that God's strength could shine through Him. And He was the strongest person the world has ever seen. Not His own strength; He displayed the Father's strength because of that very weakness.

The reason His strength can shine through us is because we know God better through suffering. One wise man I heard said, "I got theology in seminary, but I learned reality through trials. I got facts in Sunday School, but I learned faith through trusting God in difficult circumstances. I got truth from studying, but I got to know the Savior through suffering."

Sometimes our suffering isn't a consequence of our actions or even someone else's. God is teaching other beings about Himself and His loved ones—us—as He did with Job. The point of Job's trials was to enable heavenly beings to see God glorified in Job. Sometimes He trusts us with great pain in order to make a point, whether the intended audience is believers, unbelievers, or the spirit realm. Quadriplegic Joni Eareckson Tada, no stranger to great suffering, writes, "Whether a godly attitude shines from a brain-injured college student or from a lonely man relegated to a back bedroom, the response of patience and perseverance counts. God points to the peaceful attitude of suffering people to teach others about Himself. He not only teaches those we rub shoulders with every day, but He instructs the countless millions of angels and demons. The hosts in heaven stand amazed when they observe God sustain hurting people with His peace."[\[4\]](#)

I once heard Charles Stanley say that nothing attracts the unbeliever like a saint suffering successfully. Joni Tada said, "You were made for one purpose, and that is to make God real to those around you."[\[5\]](#) The reality of God's power, His love, and His character are made very, very real to a watching world when we trust Him in our pain.

Suffering Gets Us Ready for Heaven

Pain is inevitable because we live in a fallen world. 1 Thessalonians 3:3 reminds us that we are “destined for trials.” We don’t have a choice whether we will suffer—our choice is to go through it by ourselves or with God.

Suffering teaches us the difference between the important and the transient. It prepares us for heaven by teaching us how unfulfilling life on earth is and helping us develop an eternal perspective. Suffering makes us homesick for heaven.

Deep suffering of the soul is also a taste of hell. After many sleepless nights wracked by various kinds of pain, my friend Jan now knows what she was saved from. Many Christians only know they’re saved without grasping what it is Christ has delivered them from. Jan’s suffering has given her an appreciation of the reality of heaven, and she’s been changed forever.

I have an appreciation of heaven gained from a different experience. As my body weakens from the lifelong impact of polio, to be honest, I have a deep frustration with it that makes me grateful for the perfect, beautiful, completely working resurrection body waiting for me on the other side. My husband once told me that heaven is more real to me than anyone he knows. Suffering has done that for me. Paul explained what happens in 2 Corinthians 4:16-18:

“Though outwardly we are wasting away, yet inwardly we are being renewed day by day. For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. So we fix our eyes not on what is seen, but on what is unseen, for what is seen is temporary, but what is unseen is eternal.”

One of the effects of suffering is to loosen our grasp on this life, because we shouldn’t be thinking that life in a fallen

world is as wonderful as we sometimes think it is. Pastor Dick Bacon once said, "If this life were easy, we'd just love it too much. If God didn't make it painful, we'd never let go of it." Suffering reminds us that we live in an abnormal world. Suffering is abnormal—our souls protest, "This isn't right!" We need to be reminded that we are living in the post-fall "Phase 2." The perfect Phase 1 of God's beautiful, suffering-free creation was ruined when Adam and Eve fell. So often, people wonder what kind of cruel God would deliberately make a world so full of pain and suffering. They've lost track of history. The world God originally made isn't the one we experience. Suffering can make us long for the new heaven and the new earth where God will set all things right again.

Sometimes suffering literally prepares us for heaven. Cheryl's in-laws, both beset by lingering illnesses, couldn't understand why they couldn't just die and get it over with. But after three long years of holding on, during a visit from Cheryl's pastor, the wife trusted Christ on her deathbed and the husband received assurance of his salvation. A week later the wife died, followed in six months by her husband. They had continued to suffer because of God's mercy and patience, who did not let them go before they were ready for heaven.

Suffering dispels the cloaking mists of inconsequential distractions of this life and puts things in their proper perspective. My friend Pete buried his wife a few years ago after a battle with Lou Gehrig's disease. One morning I learned that his car had died on the way to church, and I said something about what a bummer it was. Pete just shrugged and said, "This is nothing." That's what suffering will do for us. Trials are light and momentary afflictions . . . but God redeems them all.

Notes

1. Oswald Chambers, *Our Utmost for His Highest*, September 1.
2. Chambers, June 25.
3. *National and International Religion Report*, Vol. 9:10, May

1, 1995, 1

4. Joni Eareckson Tada, *When Is It Right to Die?* (Grand Rapids, MI: Zondervan, 1992), 122.

5. Tada, 118.

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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.

“How Can Dementia Turn a Mature Christian So Ugly?”

I am worried by the behaviour of Christians I know who suffer from dementia. I have frequently seen them displaying racism, sexually suggestive behaviour, and generally rude and difficult behaviour unthinkable to their pre-dementia selves. How does this tie up with the idea of a Christian being transformed within? I am bothered by the thought that sanctification is only skin deep, as it were—a learned veneer.

That’s an excellent question!

I too have seen incredibly godly, mature Christians heartbreakingly transformed by Alzheimer’s and dementia into ugly caricatures of their former selves. I believe the answer lies in the nature of the two kinds of “flesh” the Bible talks about. Our “new creation” is housed in a body of physical flesh that has been impacted by the fall and marred by sin. The fall makes our brains subject to decay and disease which leads to the tragic behavior you describe. The other flesh—not our physical bodies, but that part of us which operates in our own strength, apart from God (see Romans 7:18, 8:8, 13:14; Galatians 3:3, 5:17)—is never transformed, which is why we have to crucify it and die to self. The transformation of sanctification happens to our souls and in our spirits, but our flesh is unredeemable and still occupies a place in our physical bodies. Racism, sexually suggestive behavior, and rude and difficult behavior are all fruits of the flesh (Galatians 5:19-21). Praise God, the flesh will fall away when we die or are taken up to heaven!

Hope you find this helpful.

Sue Bohlin

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Putting Beliefs Into Practice

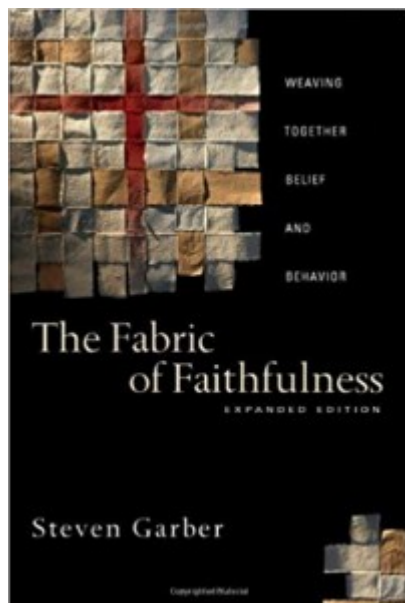
Rick Wade uncovers and analyzes three major ingredients to help students produce a life of meaningful service in the kingdom of God: convictions, character, community.

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 frequently or 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—deconstructed³/₄the 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.

13. Ibid., 122.

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

15. Walker Percy, *The Second Coming* (New York: Farrar, Straus & Giroux, 1980), 32, 93, quoted in Garber, 43.

16. Alister McIntyre, *After Virtue: A Study in Moral Theory* (Notre Dame: University of Notre Dame Press, 1984), 11-12, quoted in Garber, 50-51.

17. Henry Grunwald, "The Year 2000," *Time*, March 30, 1992, 75, quoted in Garber, 54.

18. Garber, 59.

19. Ibid., 61.

20. Ibid., 130.

21. Inge Jens, ed. *At the Heart of the White Rose: Letters and Diaries of Hans and Sophie Scholl* (New York: Harper and Row, 1987), xi, quoted in Garber, 167.

22. Garber, 146.

23. Ibid., 147.
24. Ibid., 147.
25. Ibid., 149.
26. Ibid., 152.
27. Ibid., 175.
28. Ibid., 174.

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Knighthood and Biblical Manhood – A Christian Perspective on True Manliness

Lou Whitworth summarizes an inspiring book which lays out the characteristics of a godly man. The ceremonies and the code of conduct of knights are compared to a biblical perspective on Christian manhood. This model encourages us to live in Christ as examples of godly men.

A Vision for Manhood

In this essay we will be looking at an inspiring book, *Raising a Modern-Day Knight*, in an effort to learn how we can motivate our sons to live lives of honor and nobility. This book, written by Robert Lewis, grew out of his own experiences as he and some close friends struggled to lead their sons into balanced, biblical masculinity.

C. S. Lewis wrote that the disparate strands of manhood—fierceness and gentleness—can find healthy synthesis in the person of the knight and in the code of chivalry. Here these competing impulses—normally found in different

individuals—find their union.(1)

Were one of these two bents given full rein, the balance required for authentic Christian manhood would be lost. Strength and power, without tenderness, for example, give us the brute. Tenderness and compassion without masculine firmness and aggressiveness produce a male without the fire to lead or inspire others.

Biblical examples of these two elements resident in one man are numerous. Jesus Christ, our Lord, revealed both tough and tender aspects in His humanity. Once Jesus expressed a desire to gather the citizens of Jerusalem together as a hen gathers her young under her wings.(2) We know that Christ wept at least twice: once at the tomb of Lazarus(3) and again as He looked out over the city of Jerusalem and reflected on the fate of those who rejected His witness.(4) However, Jesus could also be very stern. Once He made a whip, ran off the money changers in the temple area, and turned over their tables.(5) And, in the Garden of Gethsemane, His mere glance knocked grown men to the ground.(6)

In Paul, we see the same blend of firmness and gentleness. He poured himself out tenderly nurturing his spiritual children,(7) but he endured more hardship than most soldiers(8) and didn't hesitate to castigate false teachers.(9)

In the Old Testament, we see David, who was a poet and singer, but also a warrior and king. He had the fierceness to kill Goliath, the giant, and the tenderness to provide for the needs of Jonathan's descendants after Jonathan was killed.

Keeping the right balance between our impulses toward power and aggression and the need to be gentle and tender is a challenge most men face. In his book, *Raising a Modern-Day Knight*, author Robert Lewis says that Christian fathers can use knighthood as a symbol, an ideal, and a metaphor for

guiding their sons into authentic manhood. In this way opposing drives can be harnessed and balanced.

Now, of course, everyone experiences difficulty balancing competing impulses, but it is specifically the violence by young males that is bringing our society to the verge of breakdown. Our young men need a vision for masculinity that challenges and inspires if our society is to be stable and healthy. In an age of great social, spiritual, and gender confusion, such as ours, there is a desperate need for clear guidelines and models that can inspire young men and harness their aggression for constructive ends.

This is where the image of the knight comes in. Since the Middle Ages these men in iron have fired the imaginations of young men. Knighthood is attractive because of its code and its call to courage and honor. Young men are intrigued by testing themselves against various standards, and the code is inspiring because of its rigor and strictness.

The Need for Modern-Day Knights

In his enthusiastic foreword to Robert Lewis's book, *Raising a Modern-Day Knight*, Stu Weber writes:

Our culture is in deep trouble, and at the heart of its trouble is its loss of a vision for manhood. If it's difficult for you and me as adult males to maintain our masculine balance in this gender-neutral' culture, imagine what it must be like for our sons, who are growing up in an increasingly feminized world.(10)

We must supply our young men with healthy, noble visions of manhood, and the figure of the knight, in this regard, is without equal. In the knight we find a conception of manhood that can lift, inspire, and challenge our young men to new heights of achievement and nobility. One authority asserted: "Not all knights were great men, but all great men were

knights.”(11) According to Will Durant, chivalry and knighthood gave to the world one of the “major achievements of the human spirit.”(12)

C. S. Lewis, in his essay, “The Necessity of Chivalry,” agreed.(13) He wrote that the genius of the medieval ideal of the chivalrous knight was that it was a paradox. That is, it brought together two things which have no natural tendency to gravitate towards one another. It brought them together for that very reason. It taught humility and forbearance to the great warrior because everyone knew by experience how much he usually needed that lesson. It demanded valour of the urbane and modest man because everyone knew that he was likely as not to be a milksop.(14)

In Malory’s *Morte Darthur* a fellow knight salutes the deceased Lancelot saying: “Thou wert the meekest man that ever ate in hall among ladies; and thou wert the sternest knight to thy mortal foe that ever put spear in the rest.” This expresses the double requirement made on knights: sternness and meekness, not a compromise or blend of the two. Part of the attraction of the knight is this combination of valor and humility.

Someone once said history teaches us that, “When most men are soft, a few hard men will rule.” For that reason we must do everything we can to build into our boys the virtues of strength and tenderness so they can be strong, solid family men and so society will be stable.

The lack of connection between fathers and sons in our culture, made worse by broken homes and the busyness of our lives, has left many young men with a masculine identity crisis. That’s why the ideas in this book are so timely and important. Our sons are looking to their fathers for direction. Fathers are searching for real answers in their attempts to guide their sons into godly manhood. This book provides answers and guidelines for this search.

First, from the example of the knight, fathers have a way to point their sons to manhood with clear ideals: a vision for manhood, a code of conduct, and a transcendent cause. Second, the pattern of advancement from page to knight provides fathers with a coherent process for guiding their sons to manhood. Third, numerous suggestions for ceremonies equip dads with a variety of means to celebrate and validate their sons' achievements.

The Knight and His Ideals

Now we will turn our attention to the knight and his ideals. In *Raising a Modern-Day Knight*, author Robert Lewis suggests three major ideals for modern-day knights: a vision for manhood, a code of conduct, and a transcendent cause.

A Vision for Manhood – The author states four manhood principles: Real men (1) reject passivity, (2) accept responsibility, (3) lead courageously, and (4) expect the greater reward. He suggests that though men have a natural inborn aggressiveness, they tend to become passive at home and avoid social responsibility. These principles, if followed, prevent passivity from becoming a significant problem.

A Code of Conduct – The code for modern-day knights comes from the pages of the Bible. Lewis lists 10 ideal characteristics appropriate for modern-day knights taken from the Scriptures: loyalty, kindness, humility, purity, servant-leadership, honesty, self-discipline, excellence, integrity, and perseverance. Modern-day knights must be trained in three important areas. First, the modern-day knight needs to understand that there must be a will to obey (God's will) if there is to be spiritual maturity. The young man must come to know that life is inherently moral and that there is a God who knows everything and who rewards good and punishes evil. He must know that absolute values exist and that the commandments of God are liberating, not confining. Lewis states "True satisfaction in life is directly proportionate to one's

obedience to God. In this context, moral boundaries take on a whole new perspective: they become benefits, not burdens.”

Second, the modern-day knight needs to understand that he has a work to do that is in keeping with his inner design. This work is not just his profession or trade, but refers to work in his home, church, and community. Life is certainly more than a job, and your son should hear this from you lest he get the mistaken perception that manhood is just one duty and obligation after another.

A third realm of responsibility for the modern-day knight is a woman to love. The code of chivalry requires that all women be treated with respect and honor. Sons need to see and hear from their fathers the importance of caring for women in general and loving, leading, and honoring their wives in particular.

The knight in training should be taught the value of work, have summer jobs, do chores around the house, and study hard on his school work. The goal here is to establish patterns of industry and avoid sloth so that a solid work ethic is in place as he gets older.

A Transcendent Cause – Life is ultimately unsatisfying if it is lived solely for self. Jesus said if you give up your life you will find it, so if you live for a cause greater than yourself, you’ll be happy and fulfilled. A transcendent cause is a cause that a person believes is truly heroic (a noble endeavor calling for bravery and sacrifice), timeless (has significance beyond the moment), and is supremely meaningful (not futile).

The only antidote to the futility of life is a transcendent cause and a vision for life that “integrates the end of life with the beginning,” and connects time and eternity. Obviously becoming a Christian, developing a personal relationship with Christ, and living for Him are basic, irreplaceable elements for having a meaningful life.

A Knight and His Ceremonies

At this point, we turn to focus on the importance of ceremonies in the life of a young man. It is said that a knight remembers the occasion of his dubbing (i.e., his installment as a knight) as the finest day of his life. Such is the power of ceremony that it makes celebrated events unforgettable. Ceremonies are also invaluable markers that state emphatically: "Something important has happened here!"

In much of the world, older men have instinctively seen the wisdom of providing for their sons markers of their journey to manhood. These markers have been in the form of periodic ceremonies or a significant, final ceremony. Following such events there is no doubt in the young man's mind that he has reached the stage in his development celebrated in the ceremony. Later he can always look back on the ceremony and remember what it meant.

After the elaborate physical, mental, and religious disciplines endured and passed in relation to his dubbing ceremony, no medieval knight ever wondered, "Am I a knight?" Such matters had been settled forever by the power of ceremony in the presence of other men. This is what our sons need.

Our sons do not normally have such experiences. As Lewis writes, "One of the great tragedies of Western culture today is the absence of this type of ceremony. . . . I cannot even begin to describe the impact on a son's soul when a key manhood moment in his life is forever enshrined and memorialized by a ceremony with other men."(15)

The author suggests that there are natural stages in a young man's life that lend themselves to celebration. Each stage has a parallel in the orderly steps toward knighthood.

Puberty: The Page Ceremony – The first step for a young boy on the path to knighthood was to become a page. He was like an

apprentice, and he learned about horses, weapons, and falconry and performed menial tasks for his guardians. Since puberty occurs in a young boy's life around 13 and is an important point in a young man's journey toward adulthood, it is an excellent time for a simple ceremony involving the boy and his father celebrating this stage of the young man's life.

High School Graduation: The Squire Ceremony – The next stage on the path to knighthood was the squire; he was attached to a knight, served him in many ways, and continued to perfect his fighting skills. This stage is roughly parallel to the time of high school graduation. It should be marked by a more involved ceremony led by the boy's father but involving other men.

Adulthood: The Knight Ceremony – This is the stage in which the squire, after a period of testing and preparation, is dubbed a knight in an elaborate ceremony. This marks the end of youth and the arrival of adulthood for the knight. For the modern-day knight this stage of life is characterized by the completion of college or entering the world of work or military service. The author suggests this stage as a perfect time to have a celebration marking a son's arrival at manhood and full adulthood. This ceremony should be very special; it should involve the young man, his father, his family, and other men.

Some Final Thoughts on Knighthood

In this discussion we have been looking at Robert Lewis's book, *Raising a Modern-Day Knight*, and discussing knights and chivalry in an attempt to promote the knight as a worthy ideal, symbol, and metaphor for young men to emulate. A question left unasked is why young men might need a stirring, vivid image or concept like the knight as a model. After a lifetime of studying cultures and civilizations, both ancient and modern, the eminent anthropologist Margaret Mead made the following observation:

The central problem of every society is to define appropriate roles for the men.(16)

Though Margaret Mead was a controversial figure, and I have sometimes disagreed with her myself, in this statement, I believe she is right on target. Author George Gilder adds a similar insight when he states: "Wise societies provide ample means for young men to affirm themselves without afflicting others."(17)

Men need appropriate roles, and they need the desire to live and perform those roles. They need to be inspired to do so. Men need roles that are considered valuable and held to be worthwhile. This is true because men are psychologically more fragile than women and suffer with their identity more than women do, though feminists would have us think otherwise. Why is this so? It is true because "Men, more than women, are culture-made."(18) This is why it is so important to have a culture-wide vision of manhood.

In modern Western society boys make the journey to manhood without a clear vision for what healthy manhood is. If they get out of control, the whole society suffers. Proverbs 29:18 states: "Where there is no vision, the people perish" [or, "are unrestrained"]. Knights and chivalry can supply a stirring vision of manhood that has been lacking. Yet some may think that the figure of the knight is an inappropriate image to use to inspire Christian young men. Such people need to take a close look at Scripture. The teachings of Jesus and the letters of Paul use the image of the hard working farmer, the athlete, and the soldier to illustrate the points they are trying to make.

Furthermore, there are numerous biblical passages that picture knight-like images, some of whom are angelic beings and others are Christ Himself. Specifically, Revelation is replete with images of courtly life familiar to medieval knights: kings,

thrones, crowns, swords, censers, bows, armies, eagles, dragons, chariots, precious stones, incense, etc.

Actually, we are more indebted to the knightly virtue of chivalry than we realize. Many of the concepts and words have become part of our familiar vocabulary. It is from chivalry, for example, that we acquired the concept of the gentleman (notice the dual stress here—gentle-man) and our concepts of sportsmanship and fair play. It is perhaps no accident that the decline in chivalry parallels the rise of taunting and the “win at any price” attitude among our sports figures.

There is one more aspect to all of this that needs to be emphasized. If we are successful in inspiring our young men to seek to become modern-day knights, we need to remind them and ourselves that one can't become a knight on his own. Our young knights need the company of godly men to be all that they can be; they need the Roundtable. As Robert Lewis states so well: “Boys become men in the community of men. There is no substitute for this vital component. . . . if your boy is to become a man, you must enlist the community.”(19) Why? “First, if a father's presence is weighty, the presence of other men is weightier still. . . . Second, enlisting the community of men results in a depth of friendship that the lonely never experience. . . . And third, the community of men expands a son's spiritual and moral resources.”(20)

Notes

1. C. S. Lewis, “The Necessity of Chivalry,” *Present Concerns* (New York: Harcourt Brace Jovanovich, 1986), pp. 11-16.
2. Matthew 23:37.
3. John 11.

4. Luke 19:41.
5. John 2:13-16.
6. John 18:6.
7. Thessalonians 2: 5-9.
8. 1 Corinthians 11:23-27.
9. Galatians 5:12.
10. Stu Weber cited in Robert Lewis, *Raising A Modern-Day Knight: A Father's Role in Guiding His Son to authentic Manhood* (Colorado Springs, Colo.: Focus on the Family, 1997), vii.
11. Matthew Bennett, "The Knight Unmasked," *The Quarterly Journal of Military History*, vol. 7, no. 4(Summer 1995): 10, cited in Robert Lewis, *Raising a Modern-Day Knight*, 18.
12. Will and Ariel Durant, *The Story of Civilization—The Age of Faith 4* (New York: Simon & Schuster,1950), 578, cited in Robert Lewis, *Raising a Modern-Day Knight*, 18.
13. C. S. Lewis, "The Necessity of Chivalry," 13-26.
14. Ibid.
15. Robert Lewis, *Raising a Modern-Day Knight*, 99.
16. Margaret Mead, *Male and Female: A Study of the Sexes in a Changing World* (New York: Dell, 1968),168, cited in Lewis, 46.
17. George Gilder, *Men and Marriage* (Gretna, La.: Pelican, 1992), 34, cited in Lewis, 46.
18. David Blankenhorn, *Fatherless America* (New York: Basic, 1995), 17, cited in Lewis, 46.
19. Lewis, 150.
20. Ibid., 150-51.

