

# Mapping America

*Jan. 18, 2011*

A new study verifies what many of us have known for some time. Children who grow up in an intact family and attend religious services do better than children who do not. Dr. Patrick Fagan at the Family Research Council documents this in [Mapping America](#). He uses the data collected by Drs. Nicholas Zill and Philip Fletcher from the National Survey of Children's Health.

They found a significant discrepancy between children who grew up in intact families (with both biological parents) and those who came from broken homes. They also found a similar discrepancy between those who attend religious services weekly and those who worship less frequently. They found that children in the former groups were five times less likely to repeat a grade, less likely to have behavior problems at home and school, and more likely to be cooperative and understanding of others' feelings.

The benefits not only accrued to the children, but also had an impact on the parents. For example, parents of kids from intact families who worship regularly were much less likely (21 percent) to be contacted by the child's school about behavior or achievement problems compared to parents (53 percent) whose kids were not living with both parents and not attending church services regularly. Parents of the children in the first group also report less stress, healthier parent-child relationships, and few concerns about their children's achievement.

Even more surprising in the study was the these differences held true even after controlling for family income and poverty as well as for the parents' education level, race, and ethnicity. In essence, the study suggests that the best prescription for society is a stable family and family

worship. In this environment, children thrive emotionally and achieve academically. They become the foundation for the next generation of leaders and citizens.

In a sense, this study is the flip side of studies that were published years ago about the impact of divorce on children. In my book, [Christian Ethics in Plain Language](#), I document the three e's of negative impact of divorce (emotional impact, educational impact, and economic impact). Whether you look at these positive studies or the earlier negative studies, you can see the importance of family and worship. I'm Kerby Anderson, and that is my point of view.

---

## **“Do You Have More Information on School Discipline Problems?”**

In the late 1940s teachers listed the worst problems they faced in school as chewing gum, running in the hall, etc. A few years ago teachers listed some violent crimes as the worst problems. Do you have more detail on this?

One example often used to demonstrate social decline is the list of discipline problems in the public schools. Usually the list contrasts school problems 50 years ago with those today.

Supposedly the top problems in the schools 50 years ago were: talking, chewing gum, running in the halls, making noise, getting out of line, violating the dress code, and littering. According to the survey, today's school problems are: drugs, alcohol, pregnancy, suicide, rape, and robbery.

Unfortunately, the school discipline list is an invention. The lists are not the result of research or surveys. The first list (50 years ago) catalogues daily disturbances. The second list (today) is actually composed of items from a "Safe School" questionnaire. To read more about these school discipline lists, see Barry O'Neill, "The invention of the school discipline lists," *School Administrator*, 51 (1994): 8-11. I would NOT recommend you use these lists to demonstrate social decline.

Perhaps the best way to illustrate social and moral decline in this country would be to cite many of the statistics in Bill Bennett's book *Index of Leading Cultural Indicators* (New York: Simon & Schuster, 1994) or at the Empower America Web Site ([www.empower.org](http://www.empower.org)). These show a dramatic change in social statistics from 1960 and use respected instruments of measurement.

Kerby Anderson  
Probe Ministries