“My Daughter’s School Wants Us to Welcome a Transgendered Student”

I received a letter from my daughter’s public elementary school that they are welcoming a new family with a “transgendered third grade girl.” This letter is urging us to welcome and accept “her” and treat her the same as any other girl. She will be in third grade and my daughter is in second grade. The letter also informs us that our school district does not tolerate discrimination in respect to gender identity and or expression, sexual orientation, ethnicity, disability or religion.

There is a meeting at the school next week for parents to come and ask questions, etc. about transgender children. The parents of this student, staff, district personnel and the principal will be at this meeting.

I am really in need of some advice on how to handle this. We are a strong Christian family who believe that God did not make a mistake when He created this child. I am having a very hard time saying I will go along with the school district and tell my daughter to accept him as a girl. I want to be a loving, yet clear witness for Christ at this meeting.

Oh my word! I am so sorry you have to deal with this very difficult situation. I have thought about your question a lot and sought the wisdom of some of my friends who are immersed in ministry to those with gender issues.

I think you have a challenge here to balance the Lord’s command to be loving and compassionate to this family in crisis, and the need to disciple your own daughter in truth and love and wisdom.

One thing that really strikes me is the presence of overt spiritual warfare. This confused child and the parents most probably have no idea that they have been attacked and conquered by the lies of the enemy who comes to “steal, kill and destroy” (John 10:10). I don’t know about you, but it breaks my heart to think about a child who so despises gender to the point of wanting to change it, and parents that think they are helping by going along with it.

When it comes to the parent meeting, I respectfully suggest that you seek to be overwhelmingly kind in your words and your tone. You might communicate that you are concerned about the ridicule that this child will receive from the other students, regardless of their hope to head it off. Children are still in the concrete stage of operations at this age, and they may not accept that this student is a girl. It’s quite possible that this child will be ostracized and marginalized, called names, and whispered about in ways sure to cause pain. It would be appropriate to ask how the school is planning on handling that. It would also be a good idea for you to be empathetic to the difficult situation that these parents are in. You could say that your prayers are with them during this transition to the new school.

You can’t control what a school does, but you have total control over how you talk to your own children about it. Since you are committed to biblical standards of truth and love, that means framing this unfortunate challenge to your daughter in a way that tells her the truth and honors this new student. Something along the lines of, “Sweetheart, there is a new third grade student using a girl’s name who looks like girl and acts like a girl, but God made him a boy. He isn’t bad, he’s confused. We don’t know why, but he doesn’t understand that being a boy is a good thing, and God makes lots of different kinds of boys. This is very sad, and we need to pray for him and be kind to him.”

This means that your daughter may have an opportunity to show

kindness and compassion to a hurting child—not by joining into this game of "pretend," but by simply reaching out to connect with a smile, an invitation to sit together at the lunch table (if second graders even mingle with third graders?!). . . basically, showing the love of Jesus to this hurting child. Part of that might include encouraging her not to discuss what mommy and daddy say about this child or their family to other children at school.

This is definitely a sticky situation. It's easy to be broadsided by the fact that in your wildest dreams you never thought this would happen at your daughter's school, and therefore rise up in defense for truth and justice regarding these poor children's hearts and souls. That being said, let me encourage you to see yourself as the ambassador of Christ in this circumstance. Try not to get caught in a debate with non-believers. Speak as Jesus would speak, sharing truth in a way that leaves no room for debate or verbal retaliation.

It is very sad that our children are growing up in a generation where they are exposed to things that are difficult for grown adults to understand themselves. I will be praying for you, your family, the family of this child, and your school at large.

As I am writing to you, I am continually reminded that it is God's kindness that leads us to repentance. Therefore I urge you to trust the fight for truth to the Lord. In the meantime, pray for the lost souls that are at your daughter's school, and look for opportunities to communicate the gospel to those who have not trusted Christ, starting with compassion.

I hope you find this helpful.

Sue Bohlin

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See Also *Probe Answers Our Email*:

"What is a Biblical View of Transgendered People and Hermaphrodites?"

"How Does the Bible Support Your View That God Intends for Males to Grow into Masculinity and Females to Grow into Femininity?"

See Also Staff Blog Posts:

The 3rd Grade Transgender Bus Driver

DWTS and the T in GLBT

"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). These show a dramatic change in social statistics from 1960 and use respected instruments of measurement.

Kerby Anderson
Probe Ministries

Educational Opportunity

What Produces Effective Education?

Parents want a good education for their children. Some may have greater resources or a more precise picture of how to accomplish their goal, but most parents in our society are aware that a good education is fundamental to financial, professional, and personal success. If we can assume that this is true, why is it that so many of our students are doing so

poorly? Many feel that poverty, crime, and the breakdown of the family are an important part of the answer. In fact, research consistently reveals that parental income and educational success are the best indicators for predicting the educational achievement of a child. Unfortunately, this is not something that schools can impact easily.

Recent research has discovered that after the socio-economic well-being of the parents, the next most important variable predicting student success is the way in which a school is organized. Research has also discovered that effective schools have similar traits. Such schools have strong educational leaders who possess a clear vision of what it means to be an educated person and who have the authority to assemble a staff of like-minded teachers. These schools set high academic standards and encourage the belief that, with few exceptions, children are capable of achieving at high levels. They encourage collegial and professional staff relationships, and establish a disciplined, and drug-free, educational environment.

An example of an effective school, in one of the most difficult of circumstances, is the Westside Preparatory School in Chicago. Marva Collins has proven that when these criteria are met students from low income, single-parent families can achieve. In describing
her inner city program she states that, “The expectations are as high here as in the most nurtured suburban area.”(1) Her motto for
the children is that, “we are known by our deeds, not our needs.”

If we know what makes a school effective, how do we go about converting the vast number of ineffective schools, many of which are in our nations cities? The expensive reforms of the last few decades have yielded marginal results. Between 1960 and 1990 a great deal of money and effort went into school reforms. Total expenditures went from 63 billion to 207

billion in constant dollars.

During the period of steepest decline in student performance, the decade of the 70s, per-pupil expenditures increased by 44% in real terms. Much of the money went towards two areas often noted as fundamental to better schools: teachers salaries, which increased
faster than any other occupation in the last two decades, and towards reducing class size. Most indicators, including SAT scores,
reflect little increase in student achievement as a result of these types of reforms. These efforts failed to produce effective
schools.

In their recent book *Politics, Markets, and America's Schools*, John Chubb and Terry Moe argue that the greatest hindrance to having effective schools is bureaucracy. Conversely, the most important ingredient for creating effective schools is autonomy. Few public schools have autonomy, many private schools do. The key then to educational reform is to find a mechanism for creating school autonomy while maintaining some form of accountability.

The One Best System?

Since most Americans understand the need for a good education and more money than ever is being devoted to that end, why are we not more successful in educating our children, especially in urban areas?

Chubb and Moe argue further that government financed schools are by nature bureaucratic and ineffective. The current democratic system of governing our schools exposes them to special interest groups at the local, state, and federal levels. Everything from AIDS education to bi-lingual programs have their lobbyists advocating program expansion and higher spending. Local school boards, state legislators, and the

federal government respond by enacting regulations that local schools are required to observe. Instead of being an educational leader, the local principal often becomes a middle manager, much more concerned about following regulations than enacting a personal vision of educational excellence.

One recommended reform aimed at increasing autonomy and accountability in schools is a voucher plan. According to Chubb and Moe, a voucher plan promises much better results because it inverts the way schools are controlled. Decision-making authority would be
decentralized, returning local principals to the role of educational leader. The influence of outside interest groups like unions and state legislatures would be diminished. Schools would be held accountable by the market system; if they fail to attract students they will go out of business.

The concept of a voucher plan is relatively simple. The government would determine how much money it is willing to spend per student in the state or district. Parents would then receive a voucher for that amount for each of their children. Once a school is selected by the parents the school redeems the voucher for state funds.

A key attribute of vouchers is that they give parents in our worst school districts a choice of where to send their children. If local public schools are dangerous and fail to educate, a choice or voucher plan gives parents the ability to go elsewhere. Milwaukee,
Wisconsin, is an example of an urban center which has adopted a choice mechanism for school reform. Thousands of economically
disadvantaged students are receiving vouchers of up to $1000 per year of public money to attend private schools. Over 1000 students
are on a waiting list for future spots, mainly because the program has exempted religious schools from participating, an issue that is

now in court.

Although attempts to enact statewide voucher plans in Colorado and California have failed by more than a two to one margin, many are optimistic that some form of choice will be implemented by a state soon. The next attempt will probably be a more limited program aimed at disadvantaged students. The goal of reformers is not to replace public schools, but to make them better. Competition will cause schools to become more responsive to the parents they are serving rather than to outside interest groups.

Myths About Choice

Schools become more effective when they are autonomous from bureaucratic regulations. Educational choice via vouchers has been suggested by reformers on both sides of the political fence as the best way to produce autonomous schools and thus more effective schools.

What then is blocking the school choice reform movement? The greatest opposition to vouchers has come from the teacher's unions: the National Education Association and the American Federation of Teachers. Keith Geiger, NEA president has said, "Free market economics works well for breakfast cereals, but not for schools in a democratic society. Market-driven school choice would create an inequitable, elitist educational system."(2) The NEA has worked hard and spent large sums of money to defeat choice legislation in Colorado and California. Let's consider some of the specific reasons given by those opposing vouchers.

One argument often heard is that vouchers will undermine the unity of America which was created and has been maintained by tax- supported common schools. The original ideal espoused by Horace Mann and others was that students of all socio-economic classes would be schooled together and that this would create mutual respect. Unfortunately, sociologist James Coleman and

others have pointed out that this has not become a reality. Public schools are extremely segregated, by race and economics. The wealthy are able to purchase homes in elite suburban school districts, others are trapped in schools that are ineffective and often dangerous. Choice would actually help to re-create the common school notion. Parents could decide where to place their children in school regardless of geography and, as a result, the schools would become more accountable to local control.

Another criticism against choice might be called the Incompetent Parent Argument. Critics feel that parents of minority or lower-
income students will not know the difference between good schools and poor ones, thus they will get stuck in second-rate schools. They argue that the best students will be siphoned off and the difficult students will remain creating a two-tiered education system. Others are afraid that poor parents are not used to making important decisions or will make a schooling choice based on athletics rather than academics.

In response, it must be noted that today's public schools are about as unequal as they can get. Jonathan Kozal's book *Savage Inequalities* has documented this fact dramatically. Experience indicates that choice reduces this inequality. Magnet schools have
been touted for their ability to attract diverse students bodies and have been achieving better results in over 100 cities nationwide. Choice carries this concept one step further.

Actually, political scientist Lawrence Mead has found that the poor respond well and choose wisely when given the power to make
important decisions concerning their children's education. Those who don't participate will be assigned a school, as they are today.

More Myths About Choice

Senator Edward Kennedy has stated that educational choice will be “a death sentence for public schools struggling to serve disadvantaged students, draining all good students out of poor schools.”(3) This Selectivity Argument is one of the most used criticisms against private schools and choice.

It is true that many private schools have high standards for admissions. But many also have been serving the disadvantaged for years. Catholic schools have been open to the needs of urban city children for decades, and recently, private schools have opened for students who have failed, or been failed by the public schools—in other words, the hard cases. The Varnett School in Houston is an example, as is the work of Marva Collins in Chicago. Sociologist James Coleman argues that Catholic schools have succeeded in raising the academic achievement of students that do poorly in public schools, including Blacks, Hispanics, and a variety of children from poor socio-economic backgrounds.

Another concern many have about vouchers might be called the Radical Schools Scare. Past California school superintendent Bill
Honig writes that choice, “opens the door to cult schools.”(4) He also argues that by placing the desires of parents over the needs
of children we encourage societal tribalism and schools that will teach astrology or creationism instead of science.

Will there be a market for schools that are somehow bizarre or extremist? Private colleges in America are schools of choice, receive government funds, and are considered world class. Having to compete for existence quickly weeds out schools that fail to
educate. Of course, any choice plan would allow the government to protect parents against educational fraud and against schools that

fail to do what they advertise they will do. Although one wonders why this standard doesn't apply to many of our public schools
today.

In many minds, the idea that tax money might end up in the hands of a Christian school is enough to cancel any choice plan. To them,
this represents a clear violation of church-state separation. In fact, the church-state argument is not a very strong one. According
to Michael McConnell, a law professor at the University of Chicago, the federal government does not maintain a very high wall of
separation when it comes to education. "The federal government already provides Pell grants to students at private, religious affiliated colleges" and "the GI Bill even covers tuition at seminaries."(5) Lawrence Tribe, a liberal constitutional law professor at Harvard's Law School, states that a "reasonably well-designed" choice plan would not necessarily violate the separation of church and state.

Many Christians feel that government intervention will follow public vouchers. But even if Christian schools refuse to participate, many other children will benefit from new, more effective schools, which will be competing for their tuition vouchers—schools that Christians may begin as a ministry to those suffering in our troubled cities.

Other Mechanisms For Creating Effective Schools

The threat of vouchers has resulted in the passing of charter school legislation in a number of states. In 1993, Colorado passed the Charter Schools Act which allows the creation of publicly funded schools operated by parents, teachers, and/or community members under a charter or contract with a local

school district. A charter school is defined by the legislature as a "semi-autonomous public school of choice within a school district." Legislators have recognized that for schools to be effective they must be autonomous. As a result, charter schools can request waivers from district and state regulations that interfere with their vision.

California and Minnesota have also passed charter legislation. Minnesota's program is a good example of why charter laws are more a political response to the voucher threat than a real attempt to free schools from excessive bureaucracy. Their charter schools must
be started by licensed teachers who must comprise a majority of the board. They must also meet state education standards called
outcomes. Charter schools may establish their own budget and establish curricula, but the goals of individual schools will be
dictated by the state. The state-wide teacher union would be a powerful force within these teacher-controlled schools.

Another plan for creating more effective schools is centered around private vouchers. In 1991 J. Patrick Rooney, Chairman of the
Board of the Golden Rule Insurance Company convinced his organization to pledge $1.2 million for the next three years to fund half the private school tuition for approximately 500 Indianapolis students. To qualify, the students must be eligible for free or reduced-priced lunches according to federal guidelines. By 1993 the program had placed over 1000 students in eighty schools.

Inspired by Mr. Rooney's concept, Dr. James R. Leininger of San Antonio created the Children's Educational Opportunity Foundation which has gathered $1.5 million in pledges from various Texas businesses. Off-shoot groups are starting in Austin, Albany, Denver, Phoenix, and Dallas. The Center for the study of Education Reform at the University of North Texas

has conducted a analysis on the effects of these private voucher initiatives and found that parents are extremely satisfied with the program even though they only fund one half the cost of their children's private education.

Although charter schools and private choice programs both attempt to create more effective schools by encouraging autonomy, both ideas have limitations. Charter school's survival depends on the very bureaucracy that creates ineffective schools, and private vouchers are limited to the good will of corporations willing to invest in them. This leaves publicly funded choice through vouchers as the best hope for real change in schooling for most children.

Our interest in this debate over educational reform should not be driven by our own family's educational needs alone. God told His
people, while captive in Babylon, to "seek the welfare of the city where I have sent you into exile, and pray to the Lord on its behalf; for in its welfare you will have welfare" (Jer. 29:7). Thus, the welfare of all children in our nation should be our concern.

Notes

1. Cohen, Deborah I. "Streets of Despair," *Education Week*, 1 December 1993, p. 28.
2. Jeanne Allen, *Nine Lies About School Choice: Answering the Critics*, The Center for Educational Reform, Washington, D.C.
3. Ibid.
4. Ibid.
5. Ibid.

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Crusader Terrorists? – How Should Christians Respond

In this day of multiculturalism and political correctness, Christians should have been prepared to learn that a New Jersey school district recently chose Christian Crusaders as an imaginary terrorist group for its first live action hostage response drill. To portray the terrorists, the school district organizers made up a right-wing fundamentalist group that denies the separation of church and state. Then, they created a fake hostage situation instigated by the supposedly angry parent of a student expelled for praying.

The stated goal of the event was summarized nicely by the district superintendent. He claimed that "You perform as you practice. We need to practice under conditions as real as possible in order to evaluate our procedures and plans so that they're as effective as possible." While many comments could be made about the phrase as real as possible, the most critical aspect of this issue is a deeper consideration.

Sadly, just as the impact of the aforementioned PC dogma on our schools is predictable, so is the vehement response of the local Christian community to this perceived offense. One Christian demanded that a public apology be given by school officials, along with their resignations. Other critics pointed out the obvious bigotry against Christians and the absurdity of the scenario itself. Christians have the legal right to pray in schools, and they are far more likely to bring their lawyers than their guns.

Still others mentioned that this is not the first time a school district had deliberately steered clear of the obvious terrorist groups, deciding instead to pick on Christians. For example, three years ago a Michigan school district substituted a group of crazed Christian homeschoolers called

Wackos Against Schools and Education for their mock terrorism drill to avoid offending any Muslims.

Unfair scenarios such as these have a lot of Christians upset, and in a perfect world, they have a right to be. But is this the best response to events such as these? How should an ambassador for Christ handle them? May I suggest an alternative?

Instead of the immediate declaration of how persecuted and indignant we Christians are, perhaps we should ask ourselves why school officials see the followers of Jesus in this light in the first place. Are we doing anything that prompts this kind of stereotyping? Unfortunately, many school administrators only hear from outraged believers when there is a problem. Rarely are Christians viewed as beneficial to the school and surrounding community.

I know of a small evangelical church in New Zealand that was marginalized as an almost cultish group until they decided to pick a school to bless each spring. Church members take one week each year to clean, paint, and repair at the church's expense whatever needs fixing at the selected school. Their Christ-like service has completely changed the surrounding communitys attitude regarding the church, and school officials have even attended services as a result of their gratitude. A similar scenario played out recently in a small village in China. An underground church went from being persecuted to being appreciated when they decided to restore a bridge vital to that city.

It is relatively easy and natural to respond to negative stereotyping, even persecution, with a demand for political rights and privileges. It is far more difficult and supernatural to bless those who curse you and pray for those who mistreat you.

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Our Cheatin' Hearts (Radio Version)

From classroom to boardroom, from sports to shoplifting, people try to get something that's not rightfully theirs. What are the roots of dishonesty? Why do people cheat? How does cheating impact society? Is there a solution? Rusty Wright considers cheating.

 *This article is also available in Spanish.*

Cheating Ways

Cheating is rampant these days. Just ask the nation's retailers, educators, and investors. From classroom to boardroom, from filling stations to airplanes, folks everywhere are trying to get something that's not rightfully theirs.

The *Wall Street Journal* has reported a rash of petty personal cheating ranging from zipping through turnpike tollbooths without paying to pocketing restaurant silverware.{1}

One Los Angeles network television employee described the rush he felt from sneaking into an airline First Class seat from his coach section. "It was exhilarating," he explained of his stealth upgrade. "I felt like I robbed a bank."

A Las Vegas restaurant lost $10,000 in pilfered ashtrays during its first two weeks of operation. A New Jersey engineer refuses to pay automated tolls on the Garden State Parkway because he feels the toll plazas are poorly designed and irritating. The state established a bad system, he reasons, so "you have to abuse it." Convenience stores report massive

losses from “pump-and-flee” customers who fill their gas tanks and take off without paying.

A Knoxville-based theater chain watches for discount cheaters who purchase pay-by-phone automated tickets at undeserved senior discounts and hope ticket takers won’t notice. Shoppers buy party dresses and power tools, use them, and return them for refunds. A California bookseller laments the customers who try for full-price refunds on books they’ve purchased from discount outlets. “You want to send them to Miss Manners,” she says.{2}

Prominent sports figures have been flagged for un-citizen-like conduct. George O’Leary lost the head football coaching job at Notre Dame within a week of his hiring for padding his résumé. U.S. Olympic Committee president Sandra Baldwin resigned after confessing lies about her academic background.{3}

Golfers not only adjust the lay of the ball. Some duck pricey greens fees by sneaking onto the course.

I know something about golf ethics. My childhood Miami home bordered a golf course. Occasionally, stray balls landed in our back yard. Neighborhood kids decided a ball was fair game only after the golfer had walked by without retrieving it. But it was entirely ethical, we determined, to cover the ball with a large almond leaf until the golfer passed.

What are the roots of dishonesty? Why do people cheat? How does cheating impact society? Is there a solution, and what is it? This article explores these themes.

Campus Cheating

What part does education play in cheating? Duke University president Nannerl Keohane says that 45 percent of Duke students have cheated at least once during college. *US News and World Report* quoted one Duke student who plagiarized an assignment: “It’s not a big deal because it’s just a mindless

assignment. It’s not a final or a midterm.”{4}

The Center for Academic Integrity reports that:{5}

- On most university campuses more than 75 percent of students admit to some cheating.
- About one-third of students in one nationwide survey admitted to “serious test cheating.”
- Half of the students in that survey admitted to “one or more instances of serious cheating on written assignments.”

The Internet expands choices and convenience. Web access and a credit card can buy ready-made term papers or customized writing. Cybercheating can backfire though. Special computer searches sometimes allow suspicious professors to discover the original sources in only minutes.{6}

Cheating is bad enough when students do it to boost their academic standing. It’s a mess when teachers and administrators orchestrate it. So-called “high-stakes testing” has tempted some educators to cheat to retain their jobs, earn merit pay or even preserve their schools. Some states base financial allocations on school test scores. Administrators anxious over funding cuts prompt teachers to provide, shall we say, inappropriate assistance.

New York City teacher Stacey Moscowitz gave her students answers to tests, raising their scores and the school’s academic ranking. She says the school principal encouraged the practice. Later, Moscowitz felt she had betrayed her kids. Students needing remedial help did not qualify for it due to their artificially high test scores.

Moscowitz blew the whistle, prompting an investigation by Edward Stancik, the New York City School District independent investigator. Stancik found fifty-two educators implicated in thirty-two schools. Among the methods he uncovered was the “scrap paper” method: Students took the exam on scrap paper, a

teacher corrected the answers, then the answers went onto the standardized answer sheets, so as not to reflect erasures. In the "group testing" method, students called out the answers, the group agreed on the correct answer, and everyone filled it in.{7}

Cheating in school might seem fairly harmless to some. Lots of people do it. But what happens when corporate leaders cheat?

Corporate Cheaters

Corporate cheating has had devastating effects. U.S. corporate scandals have seen thousands of employees lose their jobs while stocks plummet and corporate executives are led off in handcuffs. Enron, WorldCom, Arthur Anderson, AOL Time Warner, Adelphia, Xerox . . . sometimes the patterns of financial scandals can be confusing.

Consider a simple illustration. Suppose you want your local bank to lend you money so you can purchase your dream house. The bank views you as a means for them to make money. They want to assess their risk of investing in you to be sure you can pay them back faithfully and with interest. So they check your credit, income, assets and liabilities, and get you to fill out lots of forms.

Suppose you deceive the bank into believing that your financial status is better than it really is. You lie about your income and indebtedness. They believe you and lend you the funds. You buy your castle, then can't make the payments. You default on the loan, declare bankruptcy, and the bank loses its money.

That's a snapshot of just one type of scandal plaguing corporate America. Corporations that cook the books look like better investments than they really are. Investors buy their stock, driving the price up and enriching leaders who profit personally from stock gains. When irregularities are exposed,

companies restate their actual earnings and indebtedness and lay off employees. Investors, realizing they've been hoodwinked, sell their stock. Stock prices plummet. Investors question the sincerity of other corporations and are reluctant to buy. The market system falters.

Federal Reserve Chairman Alan Greenspan summarized for Congress corruption's impact on the nation: "Fraud is theft. . . . It is indistinguishable from going into a bank and stealing something. . . . Our free market capitalist system cannot function in an environment in which fraud and misrepresentation are critical elements, because trust is so essential to making that system work."{8}

Corrupt CEOs wielded power similar to economic "weapons of mass destruction," said University of Minnesota accounting professor Brian Shapiro.{9} Consumer advocate Ralph Nader called it "greed on steroids."{10}

Moses, the great liberator of ancient Israel, once received some counsel on leadership from his father-in-law, who advised him to pick able leaders who "fear God" and "hate dishonest gain."{11} Not bad advice. As national scandals have shown, to do otherwise can be disastrous.

Cheating's Costs

Epidemic cheating has serious costs. Whom can you trust?

TIME magazine compared what executives of seven troubled companies received (in stock sales and severance) with what their shareholders got.{12} Adelphia's John Rigas gained $4.2 million in severance. When Adelphia filed for bankruptcy, its stock was worth 14 cents, a decline of over 99 percent in about a year. Enron's Jeffrey Skilling made $78 million in stock sales over a two-year period. Shareholders got a bankrupt company.

Have your medical insurance premiums been rising? Some of the

increase may be offsetting corruption losses. Big names in healthcare like Columbia/HCA, National Health Laboratories, and GlaxoSmithKline have paid millions in fines to settle billing or fraud charges or investigations. While corporate accounting scandals may seem complex, much of the healthcare crisis involves outright theft such as overcharging for hospital care. This profitable game has even drawn drug criminals and the Russian mafia. Some have called the healthcare industry terminally ill.{13}

The African Union claims "corruption costs Africa almost $150 billion a year." That's about one quarter of the continent's gross domestic product.{14} One Nigerian doctor told me bribery had become so commonplace in his country that corporations were including bribery allowances in staff budgets. They called it "public relations." Problems arose when employees began pocketing the "public relations" money instead of using it for bribes.

Identity thieves use computers to snoop. The biggest identity theft in U.S. history garnered information on 30,000 people. Thieves used pilfered data to siphon bank accounts and tap credit card accounts. The prosecutor described the situation as "every American's worst financial nightmare multiplied tens of thousands of times."{15}

Cheating that may begin in school can have disastrous results in society. Duke's president Keohane aptly summarizes: " (A)n education that involves cheating instead of learning . . . is no education at all. . . . (I)n the real world, when you set out to build a bridge or craft a legal document or begin brain surgery, just knowing what the result is supposed to be is of mighty little use in making it happen; pity the poor patients and clients!"{16}

Why do people cheat, and what is the solution?

The Psychology of Cheating

Why do people cheat? Some seek the thrill of beating the system. Others want to make ends meet, protest high prices or achieve difficult—perhaps unattainable—standards.

Actress Winona Ryder's shoplifting conviction prompted questions about why a wealthy person would steal items they could easily afford. Often anxiety or depression accompanies kleptomania. The rush of theft may assuage deep emotional pain. Young shoplifters have stolen on dares from their peers.{17}

Desires for approval, advancement, avoiding embarrassment—all influence self-esteem. People sometimes take foolish risks to feel good about themselves.

Self-centeredness and lax standards seem obvious roots of dishonesty. The Securities and Exchange Commission began requiring CEO's of major companies to personally affirm "in writing, under oath and for publication " that their corporate reports are "complete and accurate."{18}

Restructuring business relationships to avoid conflicts of interest could reduce temptation. Stiff penalties—suspension, expulsion, prosecution—may help slow moral hemorrhaging. Strong role models, peer support, and ethical codes are significant.

Ultimately, honesty is an individual matter. Alan Greenspan told Congress of "an infectious greed" that influenced corporate scandals. "Greed is not an issue of business," he emphasized, "it's an issue of human beings."{19}

My sophomore year in college, I swiped a plastic bucket from behind the lectern in the psychology lecture hall. It had been there every day during the semester. "No one wants it," I convinced myself. "It deserves to be taken." I used it to wash my car.

Two years later, I encountered a statement by an early follower of Jesus: “If we confess our sins to him, he (God) is faithful and just to forgive us and to cleanse us from every wrong.”{20} I not only needed to admit my theft to God. I needed to make restitution.

My booty long since lost, I purchased a new bucket and carried it sheepishly across campus one afternoon. Finding no one in the psychology building to confess to, I left the bucket in a broom closet with a note of explanation. Maybe a janitor read it. My conscience was clear.

Solid spiritual commitment can help develop inner strength to resist temptation and act honorably. It can provide reasonable standards for civil society. And it can bring forgiveness and power to rebound from personal failure.

This article is adapted with permission from Rusty Wright, “Our Cheatin’ Hearts,” *The Plain Truth*, September/October 2003, pp. 6-10.

Notes

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The Value of the Internet for Christians

Sue Bohlin's article, originally written in 1995, asks, How should Christians deal with this new culture force? There are many worthwhile places on the Internet for believers, and this essay is heavily documented with the electronic addresses. The dangers of pornography and unwise intimacy with computer-mediated relationships are also discussed.

An Exciting Technology

The internet is a cultural force that is changing the way we live and communicate, but many people don't understand it. In this essay we'll examine the Internet as a tool for Christians to use to the glory of God while at the same time employing discernment to be wise in our use of a most exciting technology.

The internet is like our highway system, only it includes both the destinations as well as the roadways. Just as you can travel in a car over a series of connected interstates, state highways, city streets, farm-to-market roads, and gravel paths, the internet lets you travel electronically through a network of computers that lets you get just about anywhere in no time flat. The internet also includes the destinations in your electronic travels, much like different kinds of malls, where the stores are right next to each other. There are entertainment malls, where you can see pictures ranging from fine art in the Louvre (www.louvre.fr) to breaking news stories,{1} watch video clips of live performances, and listen

to speeches, {2} music,{3} and radio stations on the other side of the globe (www.radio.com or www.christianradio.com). There are information malls where you can do research and gather information on everything from Caribbean vacations to the Crusades to castles.{4} There are library malls where, instead of books, you can get files of everything from games to computer software to historical documents.{5} And there are conversation malls where you can talk to people across town or around the world.{6}

The internet also provides almost instantaneous electronic mail, or e-mail, which allows people to communicate so quickly, easily, and cheaply that e-mails now outnumber physical mail aptly nicknamed "snail mail." You don't have to track down paper and pen, handwrite the note or letter (and these days, legible handwriting is becoming all too rare), find a stamp and then walk it to a mailbox. Instead, those who can type find that it's a lot faster to zip off a letter at a keyboard, type in an e-mail address, hit the "send" button, and bam! Your letter is in the other person's mailbox waiting for them to log on and read it.

You can also subscribe to electronic, automated mailing lists, which are a blend of newsletter and discussion group devoted to a single, specialized topic. My friend Bill, whose 8-year-old daughter Cheska lost a courageous battle with cancer, was grateful for the Brain Tumor list.{7} Subscribers to this list are people with brain tumors, those whose families or friends have brain tumors, and health-care professionals who treat these patients or do research into the disease. Bill gleaned exceedingly valuable information and leads on research and therapies. He also gave and received support and encouragement from this virtual community of people bound by a common tragic bond.

The instant, easy communication of e-mail also made it possible for Cheska to receive prayer support from literally around the world. By sending prayer updates to a little more

than 200 people, her father discovered that by word of mouth and computer, thousands of people all over the globe prayed for her. I discovered that same wonderful phenomenon when sending out requests for prayers and cards to the Barbershop (singing) community for my father during his battle with cancer, and he was delighted to receive encouragement from all sorts of people he didn't know.The internet is one of the most exciting developments that the world has ever seen. Many Christians are both fearful and ignorant of it, though we don't have to be. Like any other kind of technology, the internet is morally neutral. It's how we use it or abuse it that makes the difference.

Home-Schoolers and Missionaries

The technology of the internet has been a tremendous boon to families. Many of them have discovered that the internet's rich informational resources have provided a way to share common interests. One father and his son like to surf the World Wide Web to explore their passions for the Civil War and astronomy.{8} Another father-son duo used the internet to decide what historical places they would visit while planning a battlefield tour. Many families have enjoyed researching their vacation destinations before leaving home. In our family, we used the internet to learn as much as we could about Costa Rica before our son headed there on a missions trip. Our other son, researching a paper for school on the artist M.C. Escher, found biographical information and examples of his artwork on the World Wide Web. It yielded excellent information and saved us a trip to the library, making both of us happy campers!

Many home-school families have discovered the benefits of the internet. There is a great deal of information online that can supplement lessons and provide resources for the parent teacher. Online encyclopedias,{9} newspapers and libraries{10} offer more information to home-schoolers than has ever been

available before. But for many families, the best part of the internet (as well as forums on the online services like CompuServe and America Online) is the support and interaction they can enjoy with other home-schoolers. Families in the most remote corners of Canada can enjoy an electronic camaraderie with those in suburban Atlanta and even military families in Germany. They share insights and experiences with each other as well as brainstorming together on problems and challenges such as finding a different way to teach a child having trouble grasping a concept, or what to do with a special needs child. “Plugged-in” home-school families report that the encouragement of their online home-school communities is often what keeps them going.

As video capabilities become cheaper and more accessible, home-school families look forward to networking with others in some learning exercises. A family’s geographical location won’t make any difference in a virtual (electronic) classroom.

For missionaries and mission organizations, the internet has become a huge blessing. Radio and satellite links give missionaries in even the most remote outposts access to instant, inexpensive, reliable communication with their organizations and families via e-mail. The internet has shrunk the world, and missionaries no longer have to feel so isolated. One missionary in the former Soviet Union told me via e-mail that she was very grateful for almost instant access to loved ones as well as mature, wise believers who can encourage and guide her as she deals with the challenges of missions work. But the best thing, she said, was that she can ask people to pray specifically and immediately for needs and problems, and start seeing answers within hours instead of weeks or months. A missionary battling discouragement, homesickness and weakness, not to mention the intensity of spiritual warfare, can summon real-time prayer assistance from the other side of the world and experience very real support and a sense of being truly connected to the larger Body of

Christ.

Whether a parent is saying goodbye to a child headed for the mission field, a foreign military post, or even to college in another part of the state, the internet has made it easier to separate knowing they can stay in close contact with their loved ones, in a world that has grown considerably smaller as the internet has grown larger.

Dangers on the Internet

The internet provides a wealth of information, but not all the information is edifying or wise. Much of it is downright silly, but some of it is actually dangerous. Fortunately, you don’t have to worry that you’ll turn on your computer and a pornographic picture will fall out of your monitor into your home; however, porn pushers are getting increasingly aggressive in finding ways to send their pictures to unsuspecting people, often children.

The key to protecting our children from online pornography is the same way we protect them from printed pornography: parental vigilance. Parents need to know what their children are doing at the computer, which is why it’s wise to keep the family computer in a public place. And it’s also wise to become computer and internet literate ourselves. But there are some powerful tools to help parents and schools keep adult-oriented material away from children: software programs that filter out objectionable sites and prevent access to them. There are several filtered internet service providers (ISP), where the filter resides on a remote computer. This is the safest and most effective system, much harder for technically savvy kids and teens to circumvent than a filtering program that you install on your own computer.

Just having a filtering program isn’t enough. Some programs work so poorly that they’re actually worse than nothing at all because they give a false sense of security. Not all filtering

software is created equal! Nothing will ever take the place of parental involvement and vigilance, and that will always need to be our first line of defense. But what about when our kids are at school? Administrators are very much aware of the dangers of the internet, while desiring students to have access to the incredible resources it offers. Many school districts are in the process of developing Acceptable Use Policies that will provide stringent parameters for student internet access. It’s essential that parents check on the policies of both their children’s schools and the local public libraries, which often provide unfiltered access to both adults and children out of a misguided (in my opinion) allegiance to the concept of no censorship.

Another danger of a very different kind also requires our vigilance. There are a lot of computer viruses floating around on the internet, which are transmitted when you transfer a file from a remote computer to your own (downloading), or from an infected diskette to a clean one.

A virus is an invisible program, written by programmers ranging from mischievous to mean-spirited, that attaches itself to a file and wreaks some degree of havoc on an unsuspecting person’s computer. It’s important to use software that scans your hard disk and diskettes for viruses and then destroys them. I used to neglect to keep checking my computer for viruses, and when I turned it on the day of Michelangelo’s birthday, March 6, the virus of the same name wiped out all my data—mine and a few other thousand people’s! A little caution goes a long way. Be sure to use, and update, virus protection software by good companies such as Norton or McAfee.

Online Communication

Both Ann Landers and Dear Abby have run an increasing number of letters in their advice columns about spouses who emotionally or physically abandoned their families after meeting people through the computer. Those who have never

developed a relationship with someone who lives on the other side of a screen and a telephone line have a hard time understanding how such a thing could happen, but there is an electric thrill in the immediacy of computer communication, as if a radio personality suddenly started conversing with you through your radio.

The dynamics of computer conversation are vastly different from face-to-face discussion. There is no non-verbal element, which comprises 93% of our communication. When body language and tone of voice are missing, and words are all you have to work with, words become much more important. And words, especially those of a direct and personal nature, are very powerful. But words on a screen are enough to allow friendships to sprout up quickly and mature under the right circumstances. Many people count their online friends, some of whom they've never met, as among their most cherished relationships. And many Christians are grateful for the depth of fellowship with other believers they have found through the computer.

However, it's important to understand how online relationships differ from those in the "real world." Because we have very limited information about the people we communicate with, we project our preconceptions and fantasies onto them, quite unconsciously. Real life can be ordinary and drab compared to the idealized image we relate to on the screen. One person finally realized that the reason she preferred her online friends to her real-life ones was that, as she put it, she "had imbued them with magic."

That's why there are emotional potholes in cyberspace. A false sense of emotional intimacy is easily achieved when all you have to work with is words and thoughts and feelings. What is missing is the fullness of another person's whole personality and the context of his or her three-dimensional life. Therefore, what people experience is generally not true intimacy, although a relationship can indeed be extremely

intense and most people are unprepared for the level of intensity that can characterize online communication. Sometimes, though, that experience of emotional intimacy can come at the cost of intimacy in one's "real life" relationships. Many husbands and wives feel shut out of their spouse's heart and mind because they spend hours a day at the computer, communing with unseen people with whom they readily share their deepest selves.

Women are especially vulnerable in online communication for two reasons: first, because God made us verbal creatures, and we respond deeply to words. And words are everything in cyberspace. Secondly, women are vulnerable because of the pervasive loneliness in our culture. Even those in marriages and families experience unmet needs for attention, warmth, and interaction. Many women are starving for romance, and any attention from a man can feel like the romance they're starving for. When a woman receives focused attention from a man who is listening to her heart as well as her words, it can feel like the romance God designed her to receive, and that's why a frightening number of women become infatuated with men they've never even laid eyes on, although this happens to men as well. The word of God tells us to guard our hearts (Proverbs 4:23), and this is wise advice for all online communications and relationships.

Christian Resources

Never before has it been so easy to access so many Christian ministries and their material. It's now possible for us at Probe to make our radio transcripts available to anyone in the world with internet access, without printing or mailing costs. And internet surfers can stumble across biblically-based, Christian perspectives without even meaning to by using search engines,{11} programs that scour the net for anything they can find on a given subject. For example, someone looking for information on angels will find Probe's essay{12} right

alongside articles from a typically New Age perspective.

If you have a computer, a modem, and an internet provider, you have access to literature and reference works beyond the scope of many libraries. One favorite internet site is the Institute for Christian Leadership's amazing "Guide to Christian Literature on the Net."{13} Here you can browse various Bibles, articles, classic essays, creeds and confessions, sermons, and reference works. They also offer the "Guide to Early Church Documents on the Net,"{14} a real find for church history buffs. Wheaton College sponsors the "Christian Classics Ethereal Library (www.ccel.org), offering writings by great saints such as Thomas Aquinas and Augustine, John Calvin and Jonathan Edwards. Their collection of reference works is thrilling to Bible students. Here you can find a concordance, Bible dictionary, a topical Bible, and Matthew Henry's commentary. One of the best Christian resource is the Bible Gateway (