

- » pg. 2 From the President's Desk
- » pg. 5 Doc's recent reading on education, free speech, and climate change
- » pg. 7 A fresh look at Summit's *Understanding the Times*

- » The latest announcements and news
- » Find us on Facebook
- » Check our Twitter feed: @summitmn

The Common Core Debate: National Standards Can't Save Education. But Here's What Can.

Americans are unhappy with K-12 education in the United States, and for good reason. Despite spending more on education than any other developed country in the world, American 15-year-olds rank 31st in math literacy and 23rd in science literacy. Unless we intend to become a third-world country, we need ideas. And fast.

But the latest idea — the Common Core State Standards Initiative — which has been adopted by 45 states and the District of Columbia, has stirred considerable debate and rousing opposition. Even though Common Core was launched in 2009 and has received ample media coverage, including serving as the brunt of jokes by well-known comedians, 61 percent of respondents to a recent Gallup poll reported that they knew little to nothing about it.

At Summit, we place a high value on education and the work of parents and godly educators devoted to developing children's hearts and minds. We cannot afford to be complacent in the debate over whether the top-down, uniform standards proposed by Common Core benefit or hurt our nation's youth.

What Is Common Core?

The Common Core Standards Initiative is a state-led program spawned when a group of governors expressed a desire to create uniform milestones to establish what students need to know to be college-and-career ready. Authored by a group of educational experts, Common Core is not intended to serve as a national curriculum. That would be illegal according to the General Education Provisions Act. Instead, Common Core is meant to act as a guideline, a minimum set of standards in mathematics and English language arts that assures parents that children in their state are receiving just as good of an education as children in other states.

The concern advocates say drives Common Core, that American high school graduates are not college ready, is



By Aaron Zubia

true. Sixty percent of students entering four-year colleges are required to take remedial courses in English or mathematics, while a whopping 75 percent of students entering two-year colleges need remedial instruction in one or both of those subjects. These remedial courses cost students, families, taxpayers, and colleges billions of dollars. And it goes without saying that if students are not ready for college, they are probably not ready for the workplace, either.

Thus, most states have adopted Common Core in an attempt to improve U.S. educational performance, prepare students for college and the workplace, and provide standard measures for academic success. Advocates find these goals, and their means of approaching them, completely uncontroversial. Opposition to Common Core is characterized as a case of ideology trumping common sense. But growing opposition from high levels indicates that Americans are becoming concerned that Common Core adds a layer of bureaucracy that will take power away from those who know students best and may actually make America's educational problems worse.

What's Wrong With Common Core?

There have been plenty of practical problems surrounding the implementation of Common Core. Many educators complain that math standards are poorly sequenced and math questions are poorly worded, for example. But for the sake of this article, we are focusing instead on what we believe to be a larger problem — the philosophy behind Common Core, which we believe is severely misguided for at least five reasons:

Common Core empowers national leadership instead of parents and teachers. Teachers and parents know children best, not office workers in a far-away cubicle or ivory-tower office. The "architect" of Common Core — David Coleman, a Yale graduate and Rhodes Scholar — has never even taught in a secondary or elementary classroom. Yet he and his associates have been given tremendous control over academic content, standards, and testing.

Furthermore, when a teacher's success is measured by her adherence to Common Core, she is made accountable. See **common core debate** page 3

from the president's desk

a word from dr. jeff myers



Thirty years ago, as a teenager, I stepped into the lobby of the Summit hotel, met Dr. Noebel and said, "I hope you have a lot of answers, because I have a lot of questions." I still can't believe I said something so arrogant. But it didn't bother Doc at all. He just replied, "Fair enough, but first I have a question for you: How would you like to have something worth living for that you'd be willing to die for?" That heroic vision of life in Christ has dominated my thinking and decision making ever since.

Having the opportunity to provide leadership to our Summit team is a dream come true for me. I've decided to take my column this month to tell you about several significant initiatives our Summit team is undertaking and how they represent a significant leap forward for preparing godly, courageous leaders in our nation.

Summit Hotel Upgrades: Now the Safest Building in Manitou

By the time you read this, we'll be well underway with our summer program in Colorado and will have begun our brand new two-week program in California, on the campus of Biola University. We are anticipating one of our highest levels of enrollment ever.

One of the most humbling things I do is watch our staff get the Summit Hotel ready for the summer. It's a huge amount of work and was an even bigger task this year because the cleaning crew was following on the heels of the construction crew as they put the final touches on the largest upgrade to the hotel in Summit's history — the addition of a robust life-safety system, including a sprinkler system, fire exits,

a fire-rated stair tower (which has actually become a beautifully finished main access through all floors of the hotel), and many other upgrades.

One student, Joshua, arrived two days before the first session and said of the staff he saw cheerfully preparing the building, "I witnessed firsthand the amount of dedication and some of the crucial preparation that the staff

"Having the opportunity to provide leadership to our Summit team is a dream come true for me."

Dr. Jeff Myers

went through to get Summit ready to receive students. These Summit staffers are a dedicated group of young individuals that believe they can be witnesses for Christ in our culture."

Next Phase for the Summit Hotel: Preparing for Year-Round Use

The safety of our students is our highest priority, and you can imagine how pleased the Summit team was when the fire inspector in our area recently proclaimed the remodeled Summit Hotel to be the safest building in Manitou Springs. We are so grateful for the financial support that made this phase possible and very much appreciate your prayer for continued upgrades that will prepare the building for handicap accessibility and year-

round use (right now, the hotel is closed eight months of the year).

Summit Curriculum: Updated to Reach a Whole New Generation

Our curriculum team has also been busy updating and enriching Summit's signature curriculum, *Understanding the Times*, which helps Christian school and homeschool students understand the times in which they live and know what they should do as responsible citizens (1 Chronicles 12:32). That is the true purpose of education. More than 50 leading experts in theology, philosophy, economics, and more have served as researchers, subject matter experts, and editors.

How Can We Help You?

We still have space in our Summit course in Tennessee, so get in touch right away if you have students you think should attend. Also, if you are interested in curricula or other educational opportunities offered by Summit, including the curriculum and the full-length semesters in Colorado and Oxford, please contact our office at 719-685-9103 or go to www.summit.org.

In a world enslaved to falsehood, Summit focuses on preparing students to live in alignment with God's design, shape their loves, and strengthen their minds according to truth. Now is no time to back down from this endeavor. The rising generation may only be 15 percent of the population, but they are 100 percent of the future. Thank you for standing with us!

common core debate

continued from page 1

able primarily to the administrators of those standards and not to parents, community leaders, and taxpayers. In this way, power is wrested from the local community and placed into the hands of a select number of supervisors, who require teachers to achieve specific goals in a specific manner without taking into account how individual students learn best.

Brittany Corona, a researcher at the Heritage Foundation, recently told Summit that Common Core will inevitably lead to a shift in decision-making power: "Under current state standards, if parents have questions about what is being taught in their child's classroom, they can address their child's principal, the district office, or the local school board. When content matter is centralized nationally, the state has surrendered its educational decision-making authority, and parents can no longer address their concerns to local leadership."

Common Core promotes uniformity instead of customization. Education-policy analyst Diane Ravitch writes, "Behind the Common Core standards lies a blind faith in standardization of tests and curriculum, and, perhaps, of children as well." Common Core is based on a secular assumption that uniformity, not customization based on unique learning needs, serves children best.

There is also a distinct possibility that uniformity of instruction methods will result in uniformity of academic content as well. Conservative columnist George Will notes, "[W]hat begins with mere national standards must breed ineluctable pressure to standardize educational content. Targets, metrics, guidelines, and curriculum models all induce conformity in instructional materials. Washington already is encouraging the alignment of the GED, SAT, and ACT tests with the Common Core. By a feedback loop, these tests will beget more curriculum conformity. All of this will take a toll on parental empowerment, and none of this will escape the politicization of learning

like that already rampant in higher education."

While standardized instruction and content may sound like a good idea on the surface, a growing number of respected leaders are concerned that it entrenches the power of people whose intent is to use the education system to indoctrinate children into certain politically-correct beliefs.

For example, there is already a national effort to coordinate teaching on climate change. In 2010, Secretary of Education Arne Duncan promised that the Department of Education would take a leadership role in "educating the next generation of green citizens and preparing them to contribute to the workforce through green jobs." "Educators have a central role in this," Secretary Duncan remarked. "They teach students about how the climate is changing. They explain the science behind climate change and how we can change our daily practices to help save the planet." Are we ready to give a handful of experts the power not only to establish achievement standards but also to insert their worldview into textbooks across the country?

Common Core stifles creativity instead of promoting it. When former Florida Governor Jeb Bush advocated the acceptance of Common Core, he said the standards would "allow for more innovation in the classroom [and] less regulation." But, in practice, Common Core has done precisely the opposite. Although advocates say Common Core gives teachers flexibility by allowing them to be creative as long as they meet certain milestones, the practical reality is different. In states where the standards have been implemented, student learning has already been disrupted by excessive devotion of time and resources to test preparation.

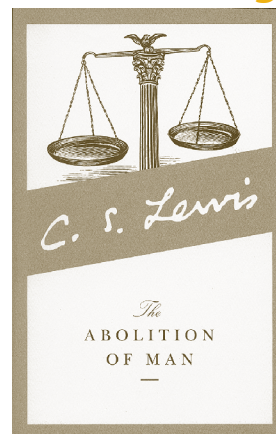
Common Core depends on the implementation of standards that do not guarantee improved educational performance. Tougher standards may sound like a good idea, but they come at a high cost and are

no guarantee of success. States with rigorous standards do not necessarily outperform states with lower standards, and many of the countries that outpace the United States in math and science, like Canada, do not have national standards. Jennifer Marshall, Director of Domestic Policy Studies at the Heritage Foundation, writes, "More careful attention is needed to understand the role that national standards play in other countries before asserting that national standards would add the same value in the United States."

Common Core misses the point of education. The standards that are being implemented in schools across the country have been established specifically to make students college-and-career ready. But in an effort to accomplish that goal, schools are encouraged to assign fewer literary works and more nonfiction as students reach high school. It is not clear that informational texts produce better workers, but it is quite clear to many educators that cutting out classical literature leads to a deterioration of cultural knowledge.

Professor Anthony Esolen, professor at Providence College, has said that Common Core harbors "contempt for great works of human art and thought, in literary form. ... [Educators] are not producing functionaries, factory-like. [Educators] are to be forming the minds and hearts of men and women."

Suggested Reading



The Abolition of Man
by C.S. Lewis
On sale now at
summit.org/store.

See **common core debate** page 4

common core debate

continued from page 3

If the goal of education is to help children grow into mature adults, capable of seeking truth, promoting goodness, and exercising self-mastery, then legislators ought to re-examine whether Common Core is a good idea. Taking away local control in order to create uniformity while sapping the creativity of teachers and shifting the focus away from the great books is no recipe for success, and could actually make the problem worse.

What Education Is For — and How to Improve It

A valuable education will help students develop their reasoning capacities so that they can perceive truth and live according to it. The study of mathematics and science should foster an appreciation of order and beauty — of God and God's laws — while the thorough examination of great literature should lead to the contemplation of eternal truths regarding life, death, goodness, evil, and human nature.

Obviously, students ought to be ready to make a living. But they also need to know how to make a life. The investigation of history, science, English, and poetry is not merely a workplace pursuit — it is a way of helping students understand the truth about human nature and excel as human beings, not just as workers.

If the goal of primary and secondary education is to instill students with a passion for learning, a love of nature and nature's laws, and a desire for truth, then Common Core will inevitably disappoint. So what do we recommend instead?

Transparency. When schools are transparent, offering easy access to the quality of instruction and the effectiveness of their programs, parents are able to determine whether that school is the best fit for their child. Instead of placing control of academic content and testing in the hands of bureaucrats, we should empower those closest to the students — parents and teachers. And if teachers can't get the job done, they should be held accountable by their community.

Writing on the positive effects of

school accountability, David Figlio and Susanna Loeb, professors at Northwestern University and Stanford University, note, "The broader economics literature on the role of information on product quality shows how strong information disclosure can be in influencing markets, and it is realistic to expect that a major source of consequences of school accountability would be community and local pressure provoked by increased accessibility of information."

Choice. When parents are given the ability to choose to which school they send their child, schools become accountable to parents. In such a case, parents judge the quality of the education their child is receiving.

"The beauty of school choice," Brittany Corona writes, "is that it places the child's first and most important educator — the parent — in the

“Obviously, students ought to be ready to make a living. But they also need to know how to make a life.”

driver's seat, enabling parents to match learning options with their child's needs." School choice, which is made possible through vouchers, tuition tax credits, special-needs scholarships, and educational savings accounts, forces schools to compete with each other and develop innovative methods by which to better educate — and keep — students.

The combination of these two factors will unleash the creative faculties of teachers, make schools answerable to parents rather than the enforcers of Common Core, and give parents more input into their children's education.

Teaching a Child in the Way He Should Go

For many years, Christians who have been dissatisfied with the public education system have opted for alternatives, including Christian schools, classical schools, and home-schools. Christ-centered education goes beyond inculcating basic skills to something important to every society: cultivating virtue. In such schools, teachers are free to "train up a child in the way he should go," as the Bible instructs us to (Proverbs 22:6).

Dr. D. Bruce Lockerbie, Chairman of PAIDEIA, Inc., tells Summit: "Parents have several options in educating their own children. Whether in a formal school setting or at home, the best choice is an education marked by an intentional biblical worldview derived from a close reading of the text of the Bible in order to find what Frank E. Gaebel called 'the unity of all truth under God.'"

When students are given a complete picture of truth — informed by the biblical worldview — they are enabled to apply that eternal truth to their lives, which allows them to properly balance reason and passion and pursue truly worthy goods. In other words, students are enabled to live the right way — as God intended them to live.

Notes

1. <http://www.gallup.com/poll/1612/education.aspx>
2. <http://pioneerinstitute.org/download/the-road-to-a-national-curriculum/>
3. http://www.highereducation.org/reports/college_readiness/gap.shtml
4. <http://www.crisismagazine.com/2014/how-common-core-literary-standards-u>
5. <http://professionals.collegeboard.com/profdownload/Common-Core-State-Standards-Alignment.pdf>
6. http://www.washingtonpost.com/opinions/george-will-doubts-over-common-core-wont-be-easily-dismissed/2014/01/15/68cecb88-7df3-11e3-93c1-0e888170b723_story.html
7. <http://www.ed.gov/news/speeches/greening-department-education-secretary-duncans-remarks-sustainability-summit>
8. <http://www.washingtonpost.com/opinions/common-core-standards-are-a-boon>
9. <http://www.heritage.org/research/reports/2010/05/why-national-standards-won-t-fix-american-education-misalignment-of-power-and-incentives>
10. <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/11/02/catholic-scholars-blast-common-core-in-letter-to-u-s-bishops/>
11. http://cepa.stanford.edu/sites/default/files/Accountability_Handbook.pdf

a look at our world

news and commentary



Editor's Note: Our President Emeritus, Dr. David Noebel, helps us with research by sending 20-30 pages of clippings of each month's news. To see the complete list of Doc's clippings, go to www.summit.org/resources/the-journal/, open the PDF, and scroll to page 9, or call us at 866.786.6483.

Education

The Romeike family is considered a crime family in their native Germany, and their offense is homeschooling. After seeing the German state seize the children of other would-be homeschool families — and forbid them, in contravention of German and European law, to move with their families to homeschool-friendly jurisdictions such as France — the Romeikes had sought and obtained refugee status in the United States, until the Obama administration succeeded in having their status overturned. Faced with the possibility of deportation and the rending of their family, the Romeikes took their case to the public, and the administration has relented in its preferred way, which is to say with an ad hoc suspension of legal processes. The Romeikes' deportation is now on "indefinite deferred status," meaning that they will be permitted to stay in the United States — right up until the second the federal government changes its mind, a worrisome position given the arbitrary habits of the Obama administration. The episode reflects poorly on Germany, which remains positively Bismarckian in its approach to schooling, as well as on the herky-jerky system under which such cases are adjudicated in the United States.

— *National Review*
April 7, 2014, p. 13

Climate Change

Humans are destroying the planet. The world is overpopulated. We're about to run out of oil, and technological progress has come at the expense of a clean

environment.

BLUE, a new documentary from Jeffrey "JD" King, tackles extreme environmentalist talking points like these in 58 minutes. Director and narrator King visits researchers and activists who have dedicated their lives to combating the "green" movement, like E. Calvin Beisner of the Cornwall Alliance and Lord Christopher Monckton, a leading global warming "skeptic."

The interviews reveal nuggets that aren't so much new as rare: Few in the mainstream media (or mainstream science) are eager to admit that carbon dioxide emissions are making the Earth greener, that humans are assets to the environment, and that respiratory disease rates in American cities have declined from a century ago.

In one scene, aerospace engineer Robert Zubrin points to a graph showing how global average income has increased proportionally with carbon use. "This is humanity's escape from poverty," Zubrin says, with a wild jet of hair shooting off his forehead and anger in his voice. "And now you have people come along and say, 'We have to stop this.'"

Zubrin and others explain why environmentalists who fret about overpopulation and the end of oil are misguided:

"We can have a good environment, but we can't have one without freedom and prosperity."

Jeffrey King

Every mouth comes with two hands and a brain, and history shows that human ingenuity finds cheaper, cleaner ways of making products and energy. Oil reserves are higher than ever, but as

they decrease, the price of oil will rise, encouraging businesses to invent alternative energy solutions.

King also visits regular citizens and business owners affected by environmental activism. In the Pacific Northwest, a campaign to save the northern spotted owl has halted logging and depressed communities dependent on the industry.

BLUE is King's second documentary about environmental issues. (The first, *Crying Wolf*, examined fraud and corruption connected to the reintroduction of wolves into Yellowstone National Park. He's a 23-year-old homeschool graduate, and created the film with the help of other homeschooled filmmakers and \$60,000 in Kickstarter funds from nearly 500 donors.

King told me *BLUE* (an acronym for beautify, liberate, utilize, enjoy) is a positive vision for the Earth and environment: "The Bible says that we bear God's image, and one of the best ways we reflect His image is by exercising wise, godly dominion over creation. This means beautifying the Earth. But this also means cultivating it." Cultivation of the Earth's resources creates jobs for people, who can then afford pollution controls. King concludes the film saying, "We can have a good environment, but we can't have one without freedom and prosperity."

— Daniel James Devine
World Magazine
April 19, 2014

Free Speech

Officials at the University of North Carolina-Wilmington have been ordered to pay a teacher \$50,000 in back pay and promote him to a full professorship, backdated to 2007, for discriminating against him over his Christian perspectives.

The ruling from Senior U.S. District

continued on page 6

a look at our world

continued from page 5

Judge Malcolm Howard comes in the case of Christian professor Mike Adams, who had faced retaliation, according to the jury, for his conservative views expressed in opinion columns, books, and speeches.

"This is a great day not only for Dr. Adams but for all who value academic freedom," said Senior Counsel Kevin Theriot of the Alliance Defending Freedom, which, along with the American Center for Law and Justice, represented Adams.

"The court's order reminds universities that they cannot retaliate against those who simply express opinions that some officials do not like," Theriot said.

WND reported last month the jury's verdict in favor of Adams. The jury concluded the school unfairly denied a promotion to a professor who was celebrated when he was hired as an atheist but then faced retaliation when he became a Christian.

The decision in favor of Adams, a criminology professor at the University of North Carolina-Wilmington, was an important victory for academic freedom and the First Amendment, the two groups said.

ADF represented Adams together with lead counsel David French, who began the case with ADF and now litigates for ACLJ.

A former atheist, Adams frequently received praise from his colleagues after the university hired him as an assistant professor in 1993 and promoted him to associate professor in 1998.

But some of his views on political and social issues soon reflected his adoption of Christianity in 2000. Subsequently, his advocates said, the university subjected Adams to a campaign of academic persecution, including intrusive investigations, baseless accusations, and other actions that culminated in his denial of promotion to full professor, despite an award-winning record of teaching, research, and service.

In his lawsuit against the university,

attorneys argued that officials denied him a deserved promotion because they disagreed with the content of his nationally syndicated opinion columns that espoused religious and political views contrary to the opinions held by university officials.

The judge granted the request for Adams' promotion to the rank of full professor, as of 2007, "when the promotion would have taken effect had UNC Wilmington not violated Adams' First Amendment rights," according to the Foundation for Individual Rights in Education.

Also, the judge awarded \$50,000 in back pay and has allowed more time for Adams to request costs and attorneys' fees for the case that lasted seven years.

The judge also rejected defense requests for any changes in the jury verdict or a new trial.

"The court is fully satisfied there was sufficient evidence as a matter of law presented to the jury to find for plaintiff," he said.

ACLJ noted that the university's decision against promoting Adams at the time was not based on his work but on a process "that was chock-full of deception, discrimination, and disorder."

"This ruling sends a message to public universities: Academic freedom isn't just for the Left, it's a constitutional right for all professors — even Christian conservatives," the organization said.

"As the marketplace of ideas, universities must respect the freedom of professors to express their points of view," said ADF Litigation Staff Counsel Travis Barham. "The jury last month found that disagreeing with an accomplished professor's religious and political views is no grounds for denying him a promotion. The court's order rights the wrong done to Dr. Adams by granting him the full professorship he has long deserved."

The jury had found that Adams' "speech activity" was "a substantial or motivating factor in the defendants' decision to not promote" him.

The jury also found that the defendants would not have made the same decision "in the absence of plaintiffs' speech activity."

The case went to the U.S. Court of Appeals for the 4th Circuit for a ruling in 2011 that said "no individual loses his ability to speak as a private citizen by virtue of public employment."

The court said Adams' columns "addressed topics such as academic freedom, civil rights, campus culture, sex, feminism, abortion, homosexuality, religion, and morality."

"Such topics plainly touched on issues of public, rather than private, concern."

Adams had a novel way of making his point, as WND reported a year ago. For example, in a Townhall.com column he poked fun at the idea that a university should exclude a Chick-fil-A restaurant from its property because of the pro-family views of the company's owner.

Such exclusion, which Adams described as "queer reasoning," would make the university more "inclusive," campaigners apparently believed.

"I've been thinking about it, and I've decided that our LGBTQIA Office here on my campus makes me feel uncomfortable. In fact, the rainbow is a symbol of hate. So, next week, I plan to introduce a resolution to ban them from campus," he wrote. "I expect the resolution to be defeated because it is idiotic. I'm just hoping I get a special office as a consolation prize — simply for being a narrow-minded bigot."

Lawyers said that when Adams was denied promotion in 2006, he had "multiple awards and rave reviews from students for his teaching, he had published more peer-reviewed articles than all but two of his colleagues, and he had a distinguished record of service both on and off campus, culminating in earning UNCW's highest service award."

— Bob Unruh
WorldNetDaily.com
April 10, 2014

summit spotlight

a look into *understanding the times*

Substantial Revision Strengthens *Understanding the Times* Curriculum

What Is *Understanding the Times*?

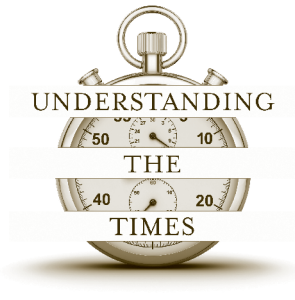
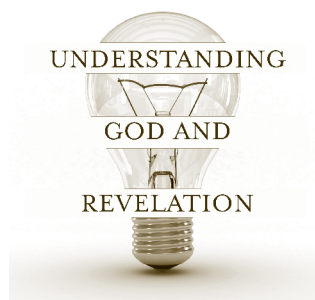
Understanding the Times, Summit's classic invitation to the study of worldviews, is the ultimate guided tour to life's most important questions. The digital, sequential, discussion-based curriculum introduces compelling and helpful ways to think about the world in which we live.

The curriculum, which has just been revised in order to reflect the most up-to-date arguments, is designed to launch discussions about ideas and their consequences. By introducing students to the five most prominent worldviews influencing our world today (Christianity, secularism, Marxism, new spirituality, and postmodernism) and examining their impact on key academic disciplines (theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history), *Understanding the Times* equips future Christian leaders with tools to actively champion the biblical worldview in a culture that is clouded by competing truth claims.

“*Understanding the Times* equips future Christian leaders with tools to actively champion the biblical worldview.”

Going Digital

The digital version of *Understanding the Times* gives students and teachers access to the entire curriculum and offers an easily editable syllabus tool that keeps everyone on the same schedule. With the digital version of *Understanding the Times*, students will have immediate access to the textbook, discussion



questions, supplemental materials, and videos, all of which can be updated instantly.

The *Understanding the Times* mobile app will allow students to complete readings and watch lectures at their convenience, allowing teachers to devote class time to activities, discussions, and debates. Since the syllabus assigns up to four days of classroom interaction, students will have an opportunity to meaningfully engage with the ideas posed by a host of worldview and apologetics experts. These in-class exercises will strengthen students' familiarity with the course material, sharpen their critical thinking, and improve their communication skills.

The digital edition of *Understanding the Times* will be available for select schools in 2014. In August 2014, we will begin accepting pre-orders for the digital platform that will be released in June 2015.

A Sequential Curriculum

In 2015, Summit will publish a prequel and a sequel to *Understanding the Times*. While *Understanding the Times* can still be used as a stand-alone, single-year course offering, the other two volumes — which can also be used independently — are designed to supplement *Understanding the Times* by detailing the veracity of the Christian worldview and its practical outworking.

The new recommended sequence for our signature worldview curriculum

is as follows:

Understanding God and Revelation: A Prequel to Understanding the Times (forthcoming 2015): This course will introduce students to the distinctively Christian worldview. Apologetics will be emphasized, and the following questions will be addressed: What does the Bible say about God? Is there evidence of the supernatural? Is Christianity anti-science? Why don't people believe?

Understanding the Times: The same classic with the same goal: an introduction to the collision of ideas that is happening all around us. This thoughtful introduction will focus on the most prominent worldviews and how they compare to Christianity.

Understanding Cultural Engagement: A Sequel to Understanding the Times (forthcoming 2015): This course will encourage Christian students not only to think faithfully but also to live faithfully. How do we live out the Christian worldview, bringing restoration to creation, to our communities, to the poor, and to politics?

Our revision of *Understanding the Times*, which is the result of extensive research, writing, and editing, has significantly improved an already stellar curriculum. With the addition of two more volumes and the shift to a digital platform, we believe that *Understanding the Times* is the optimal tool for training up Christian leaders in the way they should go.

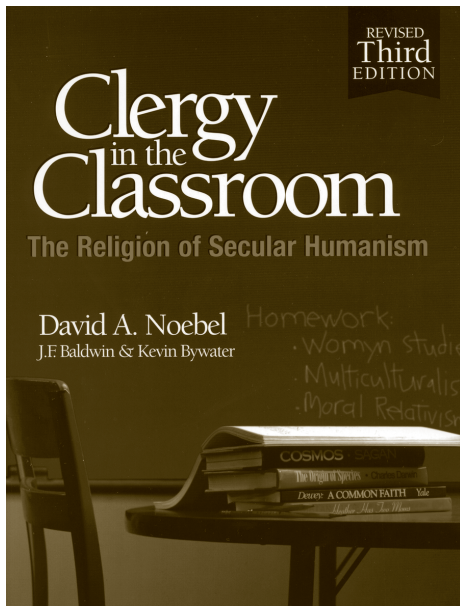


American Christian College
dba Summit Ministries
PO Box 207
Manitou Springs, CO 80829

NON-PROFIT ORG.
U.S. POSTAGE PAID
Newton, KS
PERMIT 867

INSIDE: Common Core: Can National Standards Save Education?

Address Service
Requested



In *Clergy in the Classroom*, Dr. David Noebel makes the case that Secular Humanism is a full-fledged religious worldview and has been granted privileged access to government sanctioned schools while claiming to be morally neutral, scientifically derived, and educationally fruitful.

Now 75% off in the Summit bookstore!

Order online:
summit.org/store/Clergy-in-the-Classroom/

The Journal is the monthly publication of American Christian College (dba Summit Ministries), a nonprofit, educational, religious corporation operating under the laws of the states of Oklahoma and Colorado.

PO Box 207, Manitou Springs, Colorado 80829 | **Phone:** 866.786.6483 | **URL:** www.summit.org | **Email:** aaronz@summit.org

a look at our world

from the desk of dr. david noebel, continued from page 6

U.S. History

In 1831, Alexis de Tocqueville, the famous French historian, came to America to study our nation. Europeans and others were fascinated by the success of the fledgling nation, then barely 50 years old and already competing on the world stage.

Such a thing had never before occurred, and Tocqueville was determined to discover the secret. He was duly impressed by our governmental structure, including the separation of powers, but he was in awe of the public educational system, which rendered its recipients completely literate by the completion of second grade. This depth of education was generally only found among the aristocracy in Europe.

Let's put aside the diversionary arguments about lack of educational access for all, which was a huge mistake, and concentrate on the tremendous advantage afforded our predecessors by education. Early settlers not only mastered reading, writing, and arithmetic, but shared practical skills, all of which enabled them to traverse and tame a rugged and frequently hostile terrain from sea to shining sea.

As isolated communities sprang up throughout the nation, they were able to thrive through innovation, industry, and compassion. The "can-do" attitude involved hard labor, but also included a sense of responsibility for those who, through injury or other hardships, could no longer care for themselves. The spirit of caring, although diminished, remains an important part of who we are today.

Tocqueville was impressed by the

fiery sermons that emphasized the word of God and not the social mores of the day. He concluded his American analysis by saying, "America is great, because America is good. If America ever ceases to be good, she will cease to be great." America was different because we openly acknowledged the role of God in our lives.

Some will say, "Carson is a religious fanatic because he believes in God and the Bible." Interestingly, the very same people are quick to invoke the name of God and recommend prayer at times of national and personal tragedy. Hypocrisy is their frequent companion.

Some will say America can never make claims of "goodness" owing to her history of slavery. Although it was by far the worst atrocity in our history, we paid a horrendous price in lives lost or destroyed in a Civil War that all but incapacitated a young nation. The guilt, shame, and humility that resulted from this dark American episode will teach us and stigmatize us well into the future. Learning from mistakes is a sign of wisdom and goodness.

What is disturbing in the pursuit of goodness is the turning of a blind eye toward corruption, much like the Romans did before the fall of their empire. Episodes such as the Internal Revenue Service scandal should alarm all Americans, regardless of political affiliation. The fact that one party has characterized it as a "phony scandal" tells you a great deal about the loss of honesty in our society.

The fact that one party is willing to use its majority status to cram a health-care bill down the throats of the minority party and the American people,

and then refuses to acknowledge the obvious illegitimacy of a bill largely passed on the basis of false information, provides a barometer on the lack of importance placed on virtue in our society today. How can such a society in any way claim to be good?

How can a society that kills millions of innocent unborn babies and then labels anyone opposing the practice as "anti-woman" claim even a modicum of goodness? How can a nation that uses its news media to subtly trash traditional families, promote a drug-filled lifestyle, and ridicule faith in God claim the mantle of righteousness?

I could go on pointing out how far we have strayed from our Judeo-Christian roots. For some, such a departure cannot come soon or dramatically enough. However, I believe the majority of Americans understand that we are different from everyone else, and that difference had a great deal to do with our rapid rise to the pinnacle of world power and wealth.

As we depart from our former values of decency, honesty, compassion, and fairness, our status as a blessed nation will also be diminished.

Our decline is not necessary if we can learn from the mistakes of others and reclaim the values upon which our nation was built. I am not advocating for a national religion, but I do think we should seriously consider the words of John Adams, who said, "Our Constitution was made only for a moral and religious people. It is wholly inadequate for the government of any other."

America can be great, but it requires real courage and conviction to resist the urge to be "cool." None of this means we

a look at our world

from the desk of dr. david noebel, continued from page 9

should impose Judeo-Christian values on those who wish to adopt a different kind of lifestyle, but it does mean that we should not allow an alternative lifestyle to be imposed upon us.

Fairness is a two-way street, and so is tolerance. If the majority refuses to fight for its rights while a vocal minority uses a compliant media to try to fundamentally change America, we will have only ourselves to blame.

— Ben Carson
The Washington Times
April 21, 2014, p. 26

Islam

Honor Diaries is a documentary about the brutalization women face in Muslim-majority countries. The production features Muslim women discussing their struggle for basic civil rights, with additional commentary from executive producer Ayaan Hirsi Ali and others seeking to empower them. Though blunt about “honor” killings, female genital mutilation, and arranged child marriages, the film pulls punches about Islam, finding root causes in “culture” and lack of education rather than aspects of Muslim scripture and law that many influential sharia jurists construe to endorse these misogynistic practices. Yet, as night follows day, professionally aggrieved Islamists, led by the Council on American-Islamic Relations, have succeeded in shutting down screenings of *Honor Diaries* on American campuses. CAIR, which arose out of the Muslim Brotherhood’s Hamas support network (uncovered in the Justice Department’s 2008 *Holy Land Foundation* prosecution), acknowledged that the film fairly treats a vital subject but

claimed it should not be seen because “Islamophobes” support it. Real change happens when ugliness is exposed, not enabled.

— *National Review*
May 5, 2014, p. 12

Ayaan Hirsi Ali has faced a lot worse than a slap in the face by Brandeis University. Somalia-born, she has been genitally mutilated, beaten, and hounded from one country to another by Muslims, which has made her a fierce critic of Islam. In Holland, she made a film with Theo van Gogh about the treatment of women in the Muslim world. Van Gogh was murdered. The killer impaled a note to van Gogh’s chest, warning Hirsi Ali that she was next. She has since devoted her life to the cause of girls and women in repressive societies. It was for this reason that Brandeis decided to award her an honorary degree. But then the “Muslim community” made its objection clear, and, whaddaya know? Brandeis decided that an award to Hirsi Ali was not in line with the university’s “core values.” Those values, by the way, have allowed Brandeis to honor Harry Belafonte, a fervent supporter of the Castro dictatorship and other brutal regimes. Add appeasement to the list of those core values.

— *National Review*
May 5, 2014, p. 12-13

Liberalism

Students at Dartmouth College occupied the office of the president, Phil Hanlon, in April and confronted him about the 72 demands they had issued back in February. Ever the liberal, the college president invited the radicals to

reason together with him, and they for their part also stuck to the script. What do they want? Racial quotas in admissions and faculty appointments. When do they want it? Now. Also, coverage of sex-change operations under the campus health plan and, while they’re at it, “gender-neutral bathrooms” and locker rooms. After an hour of appearing to take the protesters seriously, Hanlon left. They stayed and camped out overnight. “Their grievance, in short, is that they don’t feel like Dartmouth is fostering a welcoming environment.” Hanlon said the next day in a statement, “I deeply empathize with them.” Reenactments of the springtime campus revolts of the 1960s are a tradition across college campuses this time of year. It is just about the only conservatism they have left.

— *National Review*
May 5, 2014, p. 13

Climate Change

“The sun, weather and clouds, and ocean cycles are the dominant forces that shape Earth’s climate. Carbon dioxide, that invisible trace gas (less than 1 percent of the earth’s atmosphere) that is blamed for our predicted climate destruction, is only a tiny part of the picture.” Steve Goreham, *The Mad, Mad, Mad World of Climatism*, p. 99

“The U.N. IPCC concludes that carbon dioxide, a trace gas in our atmosphere, has more influence on our climate than the sun.” *Ibid.*, p. 91

“Man’s contribution to the greenhouse effect is about 1 percent of the total, but when we also consider evaporation, convection, and the forces of weather, human influences are an

a look at our world

from the desk of dr. david noebel, continued from page 10

even smaller share than 1 percent of the total heating or cooling of Earth's surface. This means that if we halted all man-made emissions, we might not even be able to measure the change in Earth's temperatures." Ibid., p. 86

"What's nature's most abundant greenhouse gas? In Chapter 2, we quoted the Sierra Club website, which called carbon dioxide the 'most common greenhouse gas,' which is not correct. The answer is water vapor?" Ibid., p. 83

"Climate science has jumped off the bridge over CO₂. The small contribution of carbon dioxide to the greenhouse effect, just one of the many physical processes of Earth, has become the explanation for every global event, even earthquakes. After building computer models to show that the 20th-century warming of one degree was due to CO₂ increase, climatists now conclude that Earth's climate throughout all of history was driven by CO₂. But in fact, carbon dioxide is only a small part of Earth's climate.

"Earth's atmosphere is composed of 79 percent nitrogen gas, 21 percent oxygen, and 1 percent of other trace gases. Carbon dioxide is one of the trace gases, comprising much less than 1 percent. Only four of every ten thousand air molecules are carbon dioxide. In all of human history, man-made emissions are responsible for adding only a fraction of one of these four molecules.

"Earth's climate is amazingly complex. It's driven by gravitational forces of our solar system, radiation from the sun, and cosmic rays from stars in deep space. Climate is a chaotic, interdepen-

dent system of atmosphere, biosphere, land, ocean, and deep ocean. It's been changing through cycles of warming and cooling, tropical ages, temperate ages, and ice ages throughout all of Earth's history.

"Energy from the sun drives all weather on Earth. Sunlight strikes the Equator more directly than it does the North and South Poles, so more energy is absorbed in the tropics. Ocean currents, storm fronts, cyclones, the jet stream, and trade winds are all part of a weather system that redistributes heat energy from the tropics to the polar regions. These powerful forces shape our climate.

"It's remarkable that climatism focuses on carbon dioxide as the cause of the 20th-century warming and discounts the solar, weather, and ocean forces that are the dominant drives of climate change." Ibid., p. 72, 74

"Everyone is in favor of free speech," Winston Churchill once wrote. "Hardly a day passes without its being extolled." And yet, he added dryly, "some people's idea of it is that they are free to say what they like, but if anyone else says anything back, that is an outrage."

This aphorism, generally applicable as it is, could easily have been issued to describe the attitude of one Michael E. Mann, a climate scientist and opponent of free inquiry who is currently suing *National Review* for libel.

Mann, a professor of meteorology at Pennsylvania State University, rose to prominence for his "hockey stick," a graph that purports to depict global temperature trends between the years

a.d. 1000 and 2000. The graph takes its name from its shape, which shows a mostly flat line of temperature data from the year 1000 until about 1900 (the handle of the hockey stick), followed by a sharp uptick over the 20th century (the blade). Based on this graph and related research, Mann has built a noisy public career sounding the alarm over global warming — a plague, he argues, that has been visited upon the Earth as a result of mankind's sinful penchant for fossil fuels.

In the course of his evangelizing, Mann has shown little tolerance for heretics. A recent op-ed he penned for the *New York Times* is illustrative. "If You See Something, Say Something," the headline blares, mimicking New York subway warnings and suggesting a not-so-subtle parallel between the dangers of global-warming "denial" and the murderous terrorism that brought down the Twin Towers. In the opening paragraph of the piece, Mann castigates his critics as "a fringe minority of our populace" who "cling to an irrational rejection of well-established science." These aristarchs, Mann contends, represent a "virulent strain of anti-science [that] infects the halls of Congress, the pages of leading newspapers, and what we see on TV, leading to the appearance of a debate where none should exist." Alas, such comparisons are commonplace. In the rough and tumble of debate, climate-change skeptics are routinely recast as climate-change *deniers*, an insidious echo of the phrase "Holocaust deniers" and one that has been contrived with no purpose other than to exclude the speaker from polite society.

a look at our world

from the desk of dr. david noebel, continued from page 11

Secure as he appears to be in his convictions, Mann has nonetheless taken it upon himself to try to suppress debate and to silence some of the “irrational” and “virulent” critics, who he claims have nothing of substance to say. To this end, Mann has filed a lawsuit against *National Review*. Our offense? Daring to publish commentary critical of his hockey-stick graph and disapproving of his hectoring mien.

— Charles C.W. Cooke
National Review
May 5, 2014, p. 26

Last week, a national treasure spoke. That would be Charles Krauthammer, syndicated columnist, television commentator and all around public sage. He also is a chess player.

Mr. Krauthammer noted that two months ago a petition bearing the signatures of some 110,000 tyrants was sent to *The Washington Post* — from where did it come, I would like to know — demanding that *The Post* discontinue publishing articles that deny global warming or — who knows — take even a skeptical view of global warming.

Yet Mr. Krauthammer assures us that precisely a day later, his column containing the exact heresy ran in the newspaper. So, apparently *The Washington Post*, unlike *The Los Angeles Times*, will remain unintimidated by the global-warmist tyrants, at least for now.

Their attempted act of coercion against a free press, though, did occasion an extended discourse by Mr. Krauthammer on the American left’s many attempts to control and even end debate on various public issues in America. Of course, liberalism has for decades pretty much controlled debate

in America.

Ever since Vice President Spiro Agnew spoke out against mainstream media bias 45 years ago, conservatives have made liberal bias a mainstay of their political complaints. The fact that liberals have been so unmoved by these complaints merely adds credibility to the conservatives’ complaint.

Actually, it is not only in media that this left-wing bias reigns. In the universities, the biases of the left reign almost unchallenged, and through the universities, vast elements of our culture have a left-wing taint out of all proportion to the left’s political numbers. In the universities, government bureaucracies, the corporate world left-wing bias overwhelms.

As liberalism has been eclipsed in recent years by the more intolerant American left, the left’s control of debate has merely strengthened, to the point where the left now dares to dictate to newspapers what can be written and when a debate is to be concluded.

Yet, all is not lost. In fact, the left’s attempt to stifle debate is very gratifying to me. It indicates how powerful the opposition has become both in numbers and in influence. Conservatism is represented in newspapers — for instance, *The Wall Street Journal* and *The Washington Times* — on Fox News, in talk radio, and in periodicals both at the national level and state and local levels. Then there is the Internet.

Maybe someday the tyrants will silence *The Washington Post*, but how will they silence the Internet?

Mr. Krauthammer cites numerous debates in which the left controls the terms of debate. He cites, of course, the

environmental debate and global warming, in which the left chooses a term from the Holocaust and applies it to global-warming skeptics. I have in mind “deniers.”

Or in the legitimate debate over public-policy matters, the left drags in the invidious issues of feminism and race. Then the left labels anyone who opposes the left in these matters as “racists” or misogynists engaged in “waging a war on women” — all women. Of course, this use of language and, for that matter, the entire debate is nonsense.

What political party in its right mind would want to wage war on better than half the electorate? What would it gain a political party to oppose black voters, and, by the way, many of the conservatives’ leading lights are black. The left is increasingly out of touch with America.

Thus, its members go to extremes in their attempt to control debate. They send out petitions signed by arrant tyrants to muzzle debate. The very next day, a patriot strikes back. Go get ‘em, Mr. Krauthammer.

— R. Emmett Tyrrell, Jr.
The Washington Times
April 21, 2014, p. 30

The Global Warming Policy Foundation, a London think tank, published a careful survey of all the reliable studies of sensitivity on March 5. The authors are British climate scientist Nic Lewis (who has no academic affiliation but a growing reputation since he discovered a glaring statistical distortion that exaggerated climate sensitivity in the previous IPCC report) and the Dutch science writer Marcel Crok. They say the IPCC’s September report “buried

a look at our world

from the desk of dr. david noebel, continued from page 12

good news about global warming,” and that “the best observational evidence indicates our climate is considerably less sensitive to greenhouse gases than climate scientists had previously thought.”

Messrs. Lewis and Crok argue that the average of the best observationally based studies shows the amount of immediate warming to be expected if carbon dioxide levels double after 70 years is “likely” to be between one and two degrees Centigrade, with a best estimate of 1.35C (or 2.4F). That’s much lower than the IPCC assumes in its forthcoming report.

In short, the warming we experienced over the past 35 years—about 0.4C (or 0.7F) if you average the measurements made by satellites and those made by ground stations—is likely to continue at about the same rate: a little over a degree a century.

Briefly during the 1990s there did seem to be warming that went as fast as the models wanted. But for the past 15-17 years there has been essentially no net warming (a “hiatus” now conceded by the IPCC), a fact that the models did not predict and now struggle to explain. The favorite post-hoc explanation is that because of natural variability in ocean currents, more heat has been slipping into the ocean since 2000—although the evidence for this is far from conclusive.

None of this contradicts basic physics. Doubling carbon dioxide cannot on its own generate more than about 1.1C (2F) of warming, however long it takes. All the putative warming above that level would come from amplifying factors, chiefly related to water vapor and clouds. The net effect of these factors is

the subject of contentious debate.

In climate science, the real debate has never been between “deniers” and the rest, but between “lukewarmers,” who think man-made climate change is real but fairly harmless, and those who think the future is alarming. Scientists like Judith Curry of the Georgia Institute of Technology and Richard Lindzen of MIT have moved steadily toward lukewarm views in recent years.

Even with its too-high, too-fast assumptions, the recently leaked draft of the IPCC impacts report makes clear that when it comes to the effect on human welfare, “for most economic sectors, the impact of climate change will be small relative to the impacts of other drivers,” such as economic growth and technology, for the rest of this century. If temperatures change by about 1C degrees between now and 2090, as Mr. Lewis calculates, then the effects will be even smaller.

Indeed, a small amount of warming spread over a long period will, most experts think, bring net improvements to human welfare. Studies such as those by the IPCC author and economist Professor Richard Tol of Sussex University in Britain show that global warming has probably done so already. People can adapt to such change — which essentially means capture the benefits but minimize the harm. Satellites have recorded a roughly 14 percent increase in greenery on the planet over the past 30 years, in all types of ecosystems, partly as a result of man-made CO₂ emissions, which enable plants to grow faster and use less water.

There remains a risk that the latest science is wrong and rapid warming will

occur with disastrous consequences. And if renewable energy had proved by now to be cheap, clean, and thrifty in its use of land, then we would be right to address that small risk of a large catastrophe by rushing to replace fossil fuels with first-generation wind, solar, and bioenergy. But since these forms of energy have proved expensive, environmentally damaging, and land-hungry, it appears that in our efforts to combat warming we may have been taking the economic equivalent of chemotherapy for a cold.

Almost every global environmental scare of the past half-century proved exaggerated, including the population “bomb,” pesticides, acid rain, the ozone hole, falling sperm counts, genetically engineered crops, and killer bees. In every case, institutional scientists gained a lot of funding from the scare and then quietly converged on the view that the problem was much more moderate than the extreme voices had argued. Global warming is no different.

— Matt Ridley

The Wall Street Journal

March 28, 2014, p. A1

Middle East

The collapse of President Obama’s efforts to force a “negotiated” settlement between Israel and the Palestinians should prompt a thorough rethinking of his administration’s entire Middle East strategy.

The chances of the initiative, which is predicated far more on ideology and illusion than on the region’s hard realities, were always essentially negligible. While Mr. Obama’s impending failure will cost us dearly

a look at our world

from the desk of dr. david noebel, continued from page 13

because it fosters the perception of American impotence and incompetence, there are important lessons to be learned.

Although Mr. Obama will almost certainly not rethink his policies, it is entirely appropriate for others to recalibrate our objectives in the Israel-Palestinian dispute, so the next president will not make the same mistakes.

For more than two decades, U.S. policymakers have generally acceded to Palestinian insistence that a new state be created for them, stitching together the Gaza Strip and the West Bank. These territories have no particular history either of national identity or of economic interdependence. They are simply bits and pieces of the collapsed Ottoman Empire and the failed League of Nations' post-World War I mandate system.

The only logic underlying the demand for a Palestinian state is the political imperative of Israel's opponents to weaken and encircle the Jewish state, thereby minimizing its potential to establish secure and defensible borders. The cruelest irony is that by using the Palestinian people as the tip of the spear against Israel, their supposed advocates have caused the Palestinians extensive suffering. Their economic well-being, their potential for development and the prospect of living under a noncorrupt, representative government have been lost in the shuffle of challenging Israel's very right to exist.

As long as Washington's diplomatic objective is the "two-state solution" — Israel and "Palestine" — the fundamental contradiction between

this aspiration and the reality on the ground will ensure it never comes into being. There simply cannot be "two states living side by side in peace and security" when one of the "states," for the foreseeable future, cannot meet the basic, practical requirements for entering into and upholding international commitments, including, unfortunately, the glaring lack of its own legitimacy.

Instead of pursuing the misguided notion of "two states," U.S. policymakers should instead ask what other solutions are possible that would provide Palestinians with personal dignity and security, economic growth, and the prospect of living under a responsible, responsive government. Concededly, there is no perfect alternative, but the most attractive prospect is to attach the disparate Palestinian communities in the West Bank and Gaza Strip to their neighboring contiguous Arab states, Jordan and Egypt, respectively. We might call this a "three-state solution."

After the late 1940s collapse of the League of Nations' Middle East mandates, Jordan successfully governed the West Bank until the 1967 Arab-Israeli War. Today, Israel, Jordan, and Palestinians should draw new West Bank boundaries embodying Security Council Resolution 242's "land for peace" formula. Jordan could, with relative ease, resume sovereignty over those portions of the West Bank not incorporated into Israel.

The contentious issue of Jerusalem's status as the purported capital of "Palestine" would disappear, since Amman would obviously be the seat of government for an enlarged Jordan.

Palestinians could be rapidly integrated into the Jordanian economy and participate in its ongoing political development. Such a solution would enormously benefit the Palestinian people by providing political stability and the prospect of enhanced economic security. The existing Israeli-Jordanian peace agreement would help ensure that Israel and an expanded Jordan could continue to live together peacefully.

Gaza is a harder problem, but incorporating it into Egypt is clearly a better solution than allowing it to remain the headquarters for Hamas and other terrorist groups. Merging Gaza with Egypt under the Muslim Brotherhood was not an acceptable option since Hamas, a Brotherhood subsidiary, would simply have acquired even greater capabilities for terrorist attacks against Israel, Arab states friendly to America, and beyond.

Cairo's current (and likely future) military government may not be made up of Jeffersonian democrats, but it is a sterling alternative to Hamas, and will presumably not tolerate terrorism emanating from behind new Egyptian borders. Gaza's economic integration with Egypt will be more difficult than the West Bank into Jordan, but no other alternative is feasible.

For many, ending the quest for the "two-state solution" will be like renouncing the search for the Golden Fleece. Moreover, Egypt and Jordan will be understandably reluctant to take control of the troubled territories, which therefore warrants significant international assistance for their efforts. Nonetheless, our experience

a look at our world

from the desk of dr. david noebel, continued from page 14

over the past several decades proves conclusively that neither Palestinians nor Israel, nor (most importantly for us) the United States, can benefit from continuing to pursue an illusion.

The “three-state solution” will not be achieved easily, but it at least has the virtue of being realistic and workable. Those who truly have the best interests of the Palestinians at heart should consider it.

— John R. Bolton
The Washington Times
April 21, 2014, p. 32

Feminism

G.K. Chesterton defined feminism as “the effort to not be feminine in any way.” He is exactly right in that everything radical feminists have advocated for regarding sexuality and family relationships call women to deny their womanhood in an effort to be like men.

To wit: abortion, sexual aggression, and cohabitation.

And yet, research shows marriage is what truly has done the most, not only to level the playing field between the sexes, but to actually shift the balance of power in women’s favor. Surprised? Read on.

Key feminist leaders have literally proclaimed abortion to be a “sacrament.” Pregnancy — a powerful, profound, and obviously unique feminine quality — was not seen as a virtue, but rather a weakness to be overcome. “How can women keep up if they are constantly being dragged down by bearing children?” was how the thinking went. What feminists failed to grasp was how a woman’s ability to present the next generation of humanity to the

world might not actually be a weakness, but rather an immoderate power.

Interestingly, women who came of age in the 1980s and ‘90s — many raised by these very feminists — have taken a more honest and higher view of the virtue of their fertility. As a result, support for abortion has been slipping among young women in recent years, according to Gallup polls.

Sexual expressiveness was the second development blessed by feminists. Back in the day, we were told it was fine for a man to show up on his wedding night with his virginity long gone. But we had names for gals who could not honestly wear white on their big day. A clear double standard, right?

The feminist solution was not to have men act more virtuously, but to encourage women to be more like men, sexually. Women would no longer be sexual victims if they met the man on his terms, becoming more sexually aggressive. This was supposed to be empowerment. But guess what? It ended up hurting women and playing into the male sexual script. In the last decade, there have appeared a number of very strong — and for some, unexpected — books on how this “leveling of the sexual playing field” has played itself out.

The first, *Unprotected* (Penguin), written in 2006 by Dr. Miriam Grossman — a UCLA campus psychiatrist — explains how she was growing increasingly angry and disgusted by the way the campus hook-up culture was ravaging her students’ bodies, hearts, and psyches. Her professional experience was exactly opposite of those who believe men and women are essentially

the same, save for some obvious plumbing differences. Why? She explains that her patients — the young students who regularly made their way through her office for physical and emotional help from their frequent and casual sexual exchanges — were mostly women.

Another book is *Unhooked: How Young Women Pursue Sex, Delay Love and Lose at Both* (Riverhead Books, 2007), written by Pulitzer Prize-winning *Washington Post* reporter Laura Sessions Stepp. It draws from her extensive research and interviews with students at leading universities on how they are experiencing the hook-up culture — an environment of quick, “clean,” and impersonal sex. But Stepp discovered what the author of *Unprotected* realized through her work. “The girls I observed,” Stepp explains, “almost always ended up disappointed” by these emotionless, commitment-free sexual exchanges. And although “they don’t admit it readily,” she adds, “young men are as dissatisfied with hooking up as young women.”

Prof. Donna Frietas wrote a third book, *Sex & the Soul: Juggling Sexuality, Spirituality, Romance and Religion on America’s College Campuses* (Oxford University Press, 2008). She interviewed college students nationwide, discussing their experiences and views on sexuality. She found that as these young women become sexually aggressive, they are neither enjoying nor being fulfilled by the experience. “They slowly learn to shut themselves down emotionally, so much so that they don’t even seem to feel anymore,” she explains. “They tell me time after time they can’t afford to.”

a look at our world

from the desk of dr. david noebel, continued from page 15

Cohabitation was the third feminist development. Many factors led to its quick rise in the 1960s and '70s. Among the earliest was the idea that marriage oppressed women because it was such a definite transition to a life of house cleaning, cooking, doing dishes, providing sex on their husbands' demand, chasing after hordes of children, and giving up nearly all their important life goals and dreams. At least, that was the picture they painted.

The solution, they believed, was cohabitation. The couple would bring both their incomes into the piggy bank and share it equally. They would rise above the oppression of the "old domestic gender order" and equally split the drudgery of household chores. And since women could easily leave the no-strings-attached relationship at any time, the man would be more likely to treat his woman the way she wanted to be treated, for fear of losing her to a better man.

As with abortion and sexual expressiveness, we have had decades to see how these ideas about cohabitation actually worked out. I make the research-based case in Chapter 7 of my book *The Ring Makes All the Difference* that all the evidence shows cohabitation hurts both men and women — but it hurts women more deeply because the female nature thrives within committed relationships. This brings us to explore why marriage is actually a feminist institution, in the best sense of understanding the empowerment and protection of women.

Of all the human-driven forces in the world — business, education, media, etc. — there is one clear power that drives them all.

It is simultaneously simple, but

complex; soft, but strong; reserved, but highly influential; subdued, but controlling. This one thing drives humanity and shapes its future.

What is it?

It is a woman's prerogative to say "yes" or "no" to a man's sexual interest in her.

Sex is a divine thing, the first activity God had Adam and Eve pursue. It is our most natural drive. However, all people in all cultures must be taught how to control and protect it, or very bad things happen.

Therefore, sex is not only a private act, but also a very public one.

Universally, a man approaches the woman, who then gives the red, yellow, or green light. If you question this, consider that men who take sex without the woman's permission are seen the same way in all cultures: Nowhere are they idealized by either male or female, but deplored and punished. Women govern the sexual marketplace.

Roy Baumeister of Florida State University studies human sexuality from an economics perspective. This curious angle teaches us something essential about the importance of marriage: In all human cultures, female sexuality has greater market value than male sexuality. Therefore, women have greater market power. Thus, women set the market price because they hold the upper hand; the man must negotiate with the woman.

A man who must win the heart of a woman, not to mention her hand in marriage, before he gets access to her is a man who acts dramatically different than a man who has to expend no real effort for such access. And women tend

to prefer the former gentleman over that latter cad. All cultures have various names for women who go for the second type — and such names are generally spoken by other women.

Anthropologists find the most serious social threat to every society is the problem of the unattached male. Gail Collins, the first female editorial page editor for *The New York Times*, wrote an important and deeply interesting book titled *America's Women* (Harper-Collins, 2003), which examines the women's influence in American culture. In an interview with National Public Radio on her key findings, Collins bluntly said, "The most important implicit role women play in society is to make men behave."

Among her examples is the 1607 founding of Jamestown by British investors. The new colony was not producing goods and profits as intended; when investigated, it was determined this was because the colony consisted exclusively of men who were at "their daily and usuall workes bowling in the streets."

Women weren't present, so the men did what they wanted — which was pretty much goofing off. The work would be done tomorrow. The first women to come to the colony — sent by the British investors to become the wives and motivators of these men — found themselves "marooned in what must have seemed like a long, rowdy fraternity party, minus food," explains Collins.

Men will be boys. The women got the men working, one thing led to another, and presto! America happened — because of the sexual, emotional, and domestic power of women.

a look at our world

from the desk of dr. david noebel, continued from page 16

Collins also explains the battle women launched for the right to vote was not motivated out of the lofty feminist ideals of power and equality, but something more domestic. In the 1890s, ten times more women in New York belonged to the Women's Christian Temperance Union than all the suffrage groups combined. These wives combined to make a massive American social movement that eventually attained the right for women to vote so they could vote in temperance — fueled by their desire to keep their men at home and out of the taverns.

Margaret Mead, in her 1949 book *Male and Female: A Study of the Sexes in a Changing World* (William Morrow & Co.), explains this truth wasn't unique to the founding of the United States:

In every known human society, everywhere in the world, the young male learns that when he grows up, one of the things he must do in order to be a full member of society is to provide food for some female and her young. ... [E]very known human society rests firmly on the learned nurturing behavior of men.

No society has found a more powerful mechanism than marriage for this essential task. And it is not just marriage that does it, but really women who do it through marriage.

George Gilder explains in his 1986 book *Men and Marriage* (Quadrangle) that when women have influence through marriage, they “transform male lust into love; channel male wanderlust into jobs, homes, and families; link men to specific children; rear children into citizens; change hunters into fathers; divert male will power into a drive to

create. Women conceive the future that men tend to flee ... the prime fact of life is the sexual superiority of women.”

Prof. George Akerlof of the University of California at Berkeley, awarded the 2001 Nobel Prize in Economics, presents compelling evidence on how marriage changes men. In a celebrated 1997 lecture, he said, “There is no question that there is a very large difference in behavior between single and married men ... that men settle down when they get married: if they fail to get married, they fail to settle down.”

Gilder concludes these truths succinctly: “Women control not the economy of the marketplace but the economy of the eros: the life force in our society and our lives,” he writes. “What happens in the inner realm of women finally shapes what happens on our social surfaces, determining the level of happiness, energy, creativity, morality, and solidarity in the nation. These values are primary in any society. When they deteriorate, all the king's horses and all the king's men cannot put them back together again.”

Women rule the world, and they do so through marriage. Where marriage is weak, the culture is weak and on the road to disintegration. Women become more powerful when they dictate that access to sex happens only when commitment is high. This is what marriage provides, the women's place to say “no” or “yes” to a man. With that one thing, she wields the greatest and most consequential human control in the world.

— Glenn T. Stanton
Citizen Magazine
May 2014, p. 21f

Christianity

More Americans are doubting the infallibility of the Bible, treating it as a guidebook rather than the actual words of God, according to a survey released Wednesday.

The State of the Bible survey, conducted by the Barna Group and the American Bible Society, shows that 19 percent of American adults are “skeptical” about the Bible, and 19 percent are “engaged” with the book.

It's the first time in the four years of the survey that the two groups are tied, with skeptics growing by 10 percentage points since 2011. The shift is attributed in large part to the growing doubts of the millennial generation and Generation X.

“I think young people have always questioned their parents, questioned the church,” said Roy Peterson, president of the American Bible Society. “In our experience, they may not necessarily be coming back like previous generations. Young people might have said, ‘God's word is written by God, and it's an important book.’ Today, the skeptics are saying, ‘It's just like any other piece of literature, and it's no different from that.’”

Millennials, generally described as those born since 1980, are less likely to own, read, and respect the Bible. Survey conductors predicted this trend would continue through the next five years.

“It is a concern for us,” Mr. Peterson said. “You know how ideological we are when we're young, hoping the church lives out what Jesus said to do, seeing the church meeting injustice and hurts of our society. We have to help

a look at our world

from the desk of dr. david noebel, continued from page 17

people find answers in Scripture.”

Bible skepticism is on the rise. The survey showed that 79 percent of Americans believe the Bible is sacred, down from 86 percent in 2011.

The survey found that 88 percent of Americans have a Bible in their home, but only about 37 percent of them read it on a regular basis. Forty percent of respondents said the main reason they were not reading the Bible was that they were too busy. Other reasons included significant life changes or events that created doubt in the Bible owner’s faith.

Mr. Peterson said the “too busy” excuse will be a focus for the American Bible Society in the next year.

“It’s not possible to live to the standard of the Gospel without a vibrant relationship with the Lord,” he said. “No one is too busy to stop and eat; that’s really how we have to see the Scriptures. We have to disciple people to the point where they can’t live — can’t live their life — without Scripture.”

Another trend the survey found was a change in the way people read the Bible. Among Bible readers, 84 percent said they use print editions, but the share of people who use smartphones or tablets to access Scripture has increased from 18 percent to 35 percent since 2011.

About 11 percent of survey respondents who increased their Bible reading said that watching the successful TV miniseries *The Bible* last year inspired them to read more of the book on which it was based.

Also on the topic of media, about 33 percent of respondents — compared with 29 percent last year — blamed television, music, and movies for a

decline in American morals. About one-third of those surveyed in 2013 blamed a lack of Bible reading as the problem, but that number dropped this year to 26 percent.

The survey of roughly 1,000 adults was conducted via phone and online Jan. 8-20. The margin of error was 3 percentage points.

The California-based Barna Group conducts a variety of surveys and studies on faith and culture. Its work has included what sacrifices Christians make during Lent and how voters’ faith affects their decisions.

— Meredith Somers
The Washington Times
April 14, 2014, p. 25

Education

As the Obama administration, Bill Gates, the United Nations, and other forces seek to finalize the decades-old effort to nationalize — and even globalize — education by bribing and bludgeoning state governments to impose Common Core, one of the key agendas behind the deeply controversial standards has been largely overlooked. In essence, official UN documents and statements by top administration officials reveal a plan to transform American children, and students around the globe, into what globalists refer to as “global citizens” ready for the coming “green” and “sustainable” world order.

In recent years especially, UN reports and top world leaders have been openly boasting of their globalist plot to create a top-down, planned, and regimented society that is completely at odds with the U.S. Constitution, national sovereignty, individual liberty,

God-given rights, Judeo-Christian values, and Western traditions. A major component of the scheme surrounds so-called “sustainability” and a radical UN program known as Agenda 21 encompassing virtually every facet of life. To prepare humanity for their vision, however, requires a new form of “education,” globalists admit. UNESCO calls it “Education for Sustainable Development.”

So what will children learn in the “green” world order? In a 2010 speech at a “Sustainability Summit,” Obama Education Secretary Arne Duncan offered more than a few hints. Openly proclaiming the administration’s loyalty to the globalist UN “sustainability” agenda, Duncan boasts of how the U.S. government is foisting it all on American children via the Common Core national standards and a wide range of related federal and international programs.

In fact, he said, the U.S. Department of Education “is taking a leadership role in the work of educating the next generation of green citizens and preparing them to contribute to the workforce through green jobs.” Obama’s former “Green Jobs” Czar, Van Jones, of course, was eventually forced to resign after his own words exposed him as a self-described “communist.” The notion of a centrally planned, UN-directed “green” economy and “green” world order, however, never went anywhere. As Duncan makes clear, central planners will determine what jobs citizens will have, and central planners will train them accordingly.

With the ongoing globalization of education under UN and Obama ad-

a look at our world

from the desk of dr. david noebel, continued from page 18

ministration guidance, Americans are at a crossroads. One alternative is putting a stop to it all now, withdrawing from Common Core, rejecting unconstitutional federal bribes and mandates, and restoring proper education to promote a well-educated citizenry capable of critical thinking and maintaining liberty. The other option, as globalist voices have made clear, is a “green” economy — and everything that radical vision entails

— *The New American*
April 21, 2014, p. 8

Military

If you ask questions but don’t get the answers you want, keep asking until you do.

This appears to be the strategy behind the “Marine Corps Force Integration Plan,” the latest phase in the administration’s ongoing campaign to find something — anything — that supports the theory that women can be interchangeable with men in combat units such as the infantry.

For more than two years, the Marine Corps and Army have been conducting research in support of the administration’s goal, “gender diversity metrics” — another name for quotas — in Marine and Army infantry, armor, artillery, Special Operations Forces, and Navy SEALs.

In January 2012, outgoing Defense Secretary Leon E. Panetta announced incremental plans to repeal women’s exemptions from direct ground combat units by January 2016. Marine Commandant Gen. James Amos acquiesced by announcing multiphase research projects to lay the groundwork for

women’s “success” in the combat arms. Two years later, what have we learned?

In January came the inconvenient news that Marine policymakers had overestimated the abilities of female boot-camp trainees in a new test of upper-body strength. Fifty-five percent of the women, compared to 1 percent of the men, were unable to perform three pull-ups in the physical-fitness test.

At the Infantry Officer Course at Quantico, Va., since 2012, 14 spirited female Marines tried but did not succeed on that grueling course. About 40 enlisted women did make it through the less-demanding infantry course at Camp Geiger, N.C. That training includes gender-normed physical-fitness and combat-fitness tests to accommodate “physiological differences” between the sexes.

Gender-norming is acceptable in basic and entry-level training, but not in preparation for “tip of the spear” assignments. Policies that ignore land combat realities and well-documented physiological differences that will not change are not fair or “equal.”

Today’s infantrymen still carry heavy loads on their backs for miles before attacking the enemy with deliberate offensive action. No wonder the Department of Veterans Affairs is gearing up for more debilitating injuries among women forced into the combat arms.

The majority of military women do not want this. The Army’s official survey of 30,000 female troops found that only about 7.5 percent would consider taking such assignments if offered. More than 92.5 percent said they would not. Women’s opinions won’t matter, however. Orders to train and fight like men

will not be voluntary.

During 2012 and 2013, the Marines continued “quantitative research” with hundreds of male and female Marines who performed “common tasks” and “proxy” tests to compare gender differences. Results could be useful for timely congressional oversight and independent review, but Pentagon officials have not disclosed relevant findings. How can research be “measured” or “responsible” without producing metrics?

Now the Marines have announced yet another project, the “Experimental Task Force,” which will activate in June for 12 to 15 months. According to *Military Times*, the controlled experiment, which will not deploy overseas, will involve 460 Marines, 25 percent of them women.

Gender-mixed infantry platoons will incorporate four squads: all-male, all-female, equally divided and mostly male. Academic observers will evaluate the performance and “sociological impact” of gender-mixed platoons in simulated combat — a politically loaded mission that sounds like a reality show.

Women, however, are unlikely to be voted off the island. Physical standards are not finalized, but “equal” treatment might mean no standards at all.

A senior 4th Infantry Division officer has observed that under 2013 “Exception to Policy” programs in previously all-male units, women have not been asked to perform individual qualifying tests or to do heavy tasks beyond their physical strength.

The success-enhancing practice is considered “gender-neutral” because the men do not have to perform

a look at our world

from the desk of dr. david noebel, continued from page 19

strength tests, either. Male-only designations have always made elaborate “gender-neutral” qualifying tests unnecessary, because most men can handle heavy tasks.

Semantic deceptions often are used to create illusions of equality. Women get higher scores for unequal performance, thereby redefining the phrase gender-neutral to mean “equal effort.” Sometimes officials drop the toughest challenges in order to “validate” co-ed training. It is also common to evaluate entire units, not individuals, so everyone can “succeed.”

These scenarios are likely in the Experimental Task Force, but what actually happens really won’t matter. This is all about media-friendly optics. The goal is to substitute perceptions for the missing objective evidence supporting the intent to order women into the combat arms.

Respect for the courage of our military women is higher than ever, but plans to “set women up for success” could do the opposite. Redefined standards that are lower than they were before will increase resentments that women do not deserve.

Physical violence is not a pro-women policy. A 2013 Defense Department study found that reports of sexual assault were twice as high among female veterans exposed to combat violence in war.

The Pentagon’s lack of transparency is reason enough for members of Congress to put on the brakes. Members need time to obtain answers about policies that more than nine out of 10 military women do not want.

Congress has the constitutional

responsibility to make policies affecting women and men in the military, and for civilian women in issues involving Selective Service. To show true respect for women, Congress must take these issues seriously and quickly intervene.

— Elaine Donnelly
The Washington Times
April 14, 2014, p. 27

Free Speech

Steven F. Hayward is the author of *Greatness: Reagan, Churchill and the Making of Extraordinary Leaders, Age of Reagan* (two volumes) and other acclaimed books. Last year, the University of Colorado at Boulder brought Hayward on board as Visiting Scholar in Conservative Thought and Policy, something of a breakthrough in diversity for the liberal university. But now the campus thought police have targeted the visiting scholar.

In a March interview with National Public Radio, Hayward addressed the subject of sexual harassment: “You know, my mother and my mother-in-law both said, ‘You know when those kinds of things happened to us, usually a lot worse 40 or 50 years ago when they were in the working world, they slapped people.’ Maybe we ought to get back to that.”

In an October 13, 2013, Powerline blog about Nadine Schweigert, a North Dakota woman who married herself, Hayward wrote:

“So why is this gender-bending diversity mandate so prominent at universities these days? The most likely explanation is that it is simply yielding to the demands of the folks who dislike any constraint of human nature

in what goes by the LGBTQSTUW (or whatever letters have been added lately) “community.” I place “community” in quotation marks here because the very idea of community requires a certain commonality based ultimately in nature, while the premise behind gender-bending is resolutely to deny any such nature, including especially human nature.”

These were “oppressive and discriminatory” ideas, according to Chris Schaeffbauer, student government president of student affairs, and Caitlin Pratt, student government director of safety and inclusion. Hayward, they wrote, has engaged in “victim-blaming.” The onus should be on the harasser and “on the university to create an environment where people feel safe and supported in reporting conduct violations.”

Shaeffbauer and Pratt charged that Hayward’s blog comments “invalidate the lived realities of transgender individuals and mock the LGBTQ community as a whole.” Further, “the lived realities and rights of women and LGBTQ individuals should not be open to be denied, dissected, refuted, or used as talking points in a conflict between liberal and conservative politics.” So, in the students’ concept of free speech, some ideas “should not be open” to challenge and examination, and even discussion. Those are rather strange sentiments for a university environment, but they inspired faculty assembly chairman Paul Chinowski to go after Hayward.

“I found this offensive, bordering on what I think most people would say is hate speech,” Chinowski told colleagues. “If any (other) faculty member said this, we would find ourselves in a

a look at our world

from the desk of dr. david noebel, continued from page 20

dean's office or possibly on suspension for writing this. I applauded the students for having the nerve to stand up to this. The question is, are we going to allow this or condone this from someone in our own faculty?"

Chinowski further said: "I don't think we should allow that behavior, even if somebody is doing it for effect," he said. "It's offensive, and there's no place for that in this community."

Law professor Aya Gruber said she didn't want the faculty to become the "free speech police," adding, "I don't like what he said, but I want the right to say that I don't like what he said." Hayward "has an absolute right to say what he wants, but along with that right, he has to expect this kind of backlash when you say things that are deliberately provocative and not very well thought out."

Hayward teaches Constitutional Law II, and one of his students, Will Hauptman, went on record that the professor maintains a respectful and professional classroom environment, does not promote a political agenda in class, and has even included the university's suggested statement about preferred gender pronouns in his syllabus. Hauptman said the professor had never belittled anyone's statements or ideas and "treats students with respect and courtesy."

The ludicrous accusation of "hate speech" suggests that Hayward is not getting much respect and courtesy from politically correct student and faculty bosses who fancy themselves liberals. That should come as no surprise given the venue.

From 1990 to 2007, the University of Colorado at Boulder was the happy

hunting ground of Ward Churchill, who falsely claimed to be a Native American to qualify for an affirmative action position in Ethnic Studies. Churchill also regarded the United States as a genocidal nation and denounced the victims of the 9/11 attacks as "little Eichmanns." This hatemongering fraud held on for 17 years before the university fired him for plagiarism and fabricated research. The U.S. Supreme Court upheld his dismissal.

— Lloyd Billingsley
Front Page Magazine
April 8, 2014

Poverty

With the death of the traditional lif President Obama wants to reduce income inequality, he should focus less on redistributing income and more on fighting a major cause of modern poverty: the breakdown of the family. A man mostly raised by a single mother and his grandparents who defied the odds to become president of the United States is just the person to take up the cause.

"Marriage inequality" should be at the center of any discussion of why some Americans prosper and others don't. According to Census Bureau information analyzed by the Beverly LaHaye Institute, among families headed by two married parents in 2012, just 7.5 percent lived in poverty. By contrast, when families are headed by a single mother the poverty level jumps to 33.9 percent.

And the number of children raised in female-headed families is growing throughout America. A 2012 study by the Heritage Foundation found

that 28.6 percent of children born to a white mother were out of wedlock. For Hispanics, the figure was 52.5 percent and for African-Americans 72.3 percent. In 1964, when the war on poverty began, almost everyone was born in a family with two married parents: only 7 percent were not.

Attitudes toward marriage and having children have changed in America over the past 50 years, and low-income children and their mothers are the ones who are paying the price. The statistics make clear what common sense tells us: Children who grow up in a home with married parents have an easier time becoming educated, wealthy, and successful than children reared by one parent. As the Heritage study states: "The U.S. is steadily separating into a two-caste system with marriage and education as the dividing line. In the high-income third of the population, children are raised by married parents with a college education; in the bottom-income third, children are raised by single parents with a high-school diploma or less."

One of the differences between the haves and the have-nots is that the haves tend to marry and give birth, in that order. The have-nots tend to have babies and remain unmarried. Marriage makes a difference. Heritage reports that among white married couples, the poverty rate in 2009 was just 3.2 percent; for white non-married families, the rate was 22 percent. Among black married couples, the poverty rate was only 7 percent, but the rate for non-married black families was 35.6 percent.

Marriage inequality is a substantial reason why income inequality exists. For children, the problem begins the

a look at our world

from the desk of dr. david noebel, continued from page 21

day they are born, and no government can redistribute enough money to fix it. If redistributing money could solve the problem, the \$20.7 trillion dollars the government has spent on welfare programs since 1964 — when President Johnson declared the “war on poverty” — would have eliminated income inequality a long time ago.

The matter is influenced strongly by decisions and values. The majority of women who have children outside of marriage today are adult women in their 20s. (Teenagers under 18 represent less than 8 percent of out-of-wedlock births.)

Rather than focusing on initiatives that might address this issue, President Obama, as well as Massachusetts Sen. Elizabeth Warren and New York City’s new mayor, Bill de Blasio, believe that the income gap can be closed by increasing taxes on the better-off and transferring the money to the poor.

Good luck with that. The tax code is already extremely progressive, as a December study by the Congressional Budget Office makes clear, yet poverty remains a significant problem. According to CBO, the top 40 percent of wage earners, those who make more than \$51,100 a year, paid 86.4 percent of all federal taxes in 2010, the most recent data available. The bottom 40 percent of earners paid just 4.2 percent of all taxes. The top 40 percent paid virtually all of the income tax collected, while the bottom 40 percent paid a negative 9.1 percent of all income taxes. Paying “negative” taxes is possible because of the earned-income tax credit and other public-assistance measures that give the bottom 40 percent refunds for taxes

they didn’t pay.

Given how deep the problem of poverty is, taking even more money from one citizen and handing it to another will only diminish one while doing very little to help the other. A better and more compassionate policy to fight income inequality would be helping the poor realize that the most important decision they can make is to stay in school, get married, and have children—in that order.

— Ari Fleischer

The Wall Street Journal
January 13, 2014, p. A15

Culture

“‘There is a gay mafia,’ said Bill Maher, ‘if you cross them, you do get whacked.’ Maher, the host of HBO’s Real Time, was talking about the gay activists and their comrades who drove Brendan Eich out as CEO of Mozilla. Eich, who invented JavaScript and co-founded Mozilla in 1998, had been named chief executive in late March.

“Instantly, he came under attack for having contributed \$1,000 to Proposition 8, whereby a majority of Californians voted in 2008 to reinstate a ban on same-sex marriage. Prop 8 was backed by the Catholic Church, the Mormon Church, and the black churches, and carried 70 percent of the African-American vote. ... Up until last year, Barack Obama opposed same-sex marriage.”

— Patrick J. Buchanan
“The New Blacklist”
April 7, 2014

“Brendan Eich recently resigned as CEO of Mozilla after OkCupid [a dating service for singles over 40] drew

attention to a donation he made in favor of California’s Proposition 8, the anti-gay marriage ballot initiative. Now the magazine Mother Jones has uncovered that the CEO of OkCupid, Sam Yagan, has himself previously donated money to a cause unfriendly to gay rights.”

— Ed Krayewski
Reason.com blog
April 8, 2014

“What is OkCupid? The website created by four Harvard grads is free to users and less pompous than many online dating sites. Mr. Christian Rudder once maintained a lavishly admired blog that plumbed OkCupid’s user data to let the world know that Twitter users #@#@#@# frequently, and beer drinkers are more likely to have sex on the first date.

“In 2012, OkCupid’s founders collected a ‘Humanist of the Year’ award from a Harvard group devoted to a life untainted by ‘supernaturalism.’ The ‘Friendly Atheist’ blogger gushed that other dating websites fail to ‘cater to atheists and agnostics quite like OkCupid does.’

— Holman W. Jenkins, Jr.
“Mozilla Makes the World a Better Place”
The Wall Street Journal
April 9, 2014, p. A13

Abortion

In February 2012, the *Journal of Medical Ethics* published an article titled “After-birth abortion: Why should the baby live?” in which “the authors argue that what we call ‘after-birth abortion’ (killing a newborn) should be permissible in all the cases where abortion is, including cases where the newborn is not disabled.” In Canada, hundreds

a look at our world

from the desk of dr. david noebel, continued from page 22

of babies born alive during attempted abortions were left to die on the table, a practice that Planned Parenthood has defended in the U.S. context, with one of its lobbyists testifying that the question of whether a newborn lives or dies “should be left up to the woman.” So why the fuss over the case of Utah’s Megan Huntsman, who killed six of the seven babies she gave birth to over a decade (one was stillborn) and stacked the little bodies up like cords of wood in her garage? She strangled and suffocated her newborns on her own rather than having them hacked to pieces in utero, but, given the moral tenor of the times, what, exactly, is her crime? Practicing medicine without a license? Huntsman’s unsanctioned killings are no different in kind from the thousands upon thousands upon thousands of state-sanctioned killings that are carried out by duly licensed physicians every year in these United States, and all those who endorse the current moral framework of our abortion regime have a hand in this. Buy the ticket, take the ride. But you may not like where it goes.

— *National Review*
May 5, 2014, p. 12

On a sunny March day at the University of California, Santa Barbara, a dozen students from the nearby Thomas Aquinas College conducted a pro-life demonstration, passing out pamphlets next to large pictures of aborted fetuses. Soon, a pack of students led by feminist-studies professor Mireille Miller-Young (who specializes in black cultural studies, pornography, and sex work) began chanting “Tear down this sign” before the professor took one of the pro-life signs and walked away with

several students. Thrin Short, a young woman participating in the demonstration, followed the burglars, and when she attempted to retrieve the sign was assaulted by Miller-Young, receiving scratches on both of her arms. The sign was later found destroyed. As Short was in pursuit, the professor shouted at her, “I may be a thief, but you are a terrorist.” Terrorists generally don’t engage in peaceful demonstrations. Terrorists tend to quash dissent and attack peaceful people, two activities this feminist-studies professor seems inclined toward.

— *National Review*
April 7, 2014, p. 13

Darwinism

Mount Vernon Nazarene University biology professor Paul Madtes has spoken in college classrooms for the past 30 years, yet he still felt nervous last month as he stepped onstage to defend Intelligent Design at a Church of the Nazarene conference on origins.

Part of the anxiety came because most of the audience at Point Loma Nazarene University in San Diego — made up of Nazarene professors, pastors, and students — disagreed with his beliefs on how God created the world. Some attendees were his colleagues and former students. Madtes said he’s not usually a confrontational person, but he felt God had called him to defend Intelligent Design, and he’s “not convinced that [Darwinism] is as well-established and solid as people believe.”

Madtes is up against BioLogos, the leading proponent of theistic evolution (TE), a Templeton Foundation-funded attempt to merge faith in God and Dar-

win. TE is popular on many Christian college campuses and especially in Madtes’s Nazarene denomination. Until last year, Point Loma professor Darrel Falk served as BioLogos president, and PLNU housed the BioLogos office.

Madtes first encountered TE views as a college student in the 1970s, and noticed the idea gaining popularity in the ‘80s. As more scientists signed on to this belief system, they often ignored evidence that doesn’t fit with their evolutionary model. But through years of study, Madtes saw too many flaws in Darwinism to accept the TE position of many of his peers. The strongest arguments against it have come up in recent research, he said, pointing to discoveries in DNA-mapping research that show so-called “junk” DNA has specific roles and is not merely an evolutionary byproduct.

Previous Nazarene conferences included only TE speakers, but this year organizers invited Madtes to provide the Intelligent Design perspective and Georgia Purdom (Answers in Genesis) to speak from a six-day creationist viewpoint. On an overcast morning in January, Purdom argued that the question boiled down to biblical authority, noting that TE undermines a literal Adam and Eve and argues for millions of years of death before the fall of man. Madtes showed that the Earth is perfectly fine-tuned to support human life, and certain mechanisms are irreducibly complex, meaning they can’t be broken down into smaller components and explained by evolution.

Falk then presented arguments for evolution and common descent: fossil and geological records, similari-

a look at our world

from the desk of dr. david noebel, continued from page 23

ties between different animal embryos, and similar ape/human genetic defects. Madtes later noted to me that he was surprised how dated much of Falk's data was, and how Falk didn't take into account newer research, such as DNA mapping, that is discrediting evolution on a macro level. "For those who hold tightly to the belief that evolution is true and God did it, it's difficult to follow if major elements of what you're holding are becoming scientifically weaker and weaker," Madtes said.

But discussions with conference-goers found most minds hadn't changed. Later sessions on biblical scholarship contained only TE voices, and few attended the workshops Madtes and Purdom offered. An informal survey by conference organizer Thomas Oord suggested that an overwhelming majority of ministers and professors in the denomination believe in TE — though most lay people do not.

Some TE proponents acknowledge their inability to answer difficult questions. Jennifer Chase, a biology professor at Northwest Nazarene University and a former student of Madtes, admitted she couldn't explain exactly how TE is different from deism, or what a God-filled view of evolution looked like. But she explained that "there are some problems that I can cope with, like the literal Adam, and others I can't, like the age of rocks."

Madtes believes TE support among some Christians is an extension of the sacred-secular divide, with individuals compartmentalizing their Christianity and professional lives. Madtes realizes that holding this view often won't make

him much money or many friends in academia. He's been working on a biology textbook for the past six years that presents differing views on origins but argues for the young Earth model. He's not sure if the book will sell, but he said, "It's what God wants me to do."

— Angela Lu
World Magazine

April 5, 2014, p. 63, 64

Because my daughter was a student at Pt. Loma Nazarene University for a portion of her undergraduate education, I've had a passing interest in the school. The issue of Darwin and evolution as presented in *World Magazine's* April 5 issue has been an issue for well over a quarter of a century. I have before me a two-inch folder on Pt. Loma and correspondence relating to said issue. In fact, I had quite a correspondence with Dr. Kerry Fulcher.

In case some might fail to see how this issue has played out, let me quote from a Nazarene pastor who wrote me on January 25, 2000 ... "I was attempting to live a peaceful life as a pastor. However, there was such a blatant attack on me from the theologians for having a creation conference that I felt I needed to respond. ... I am under unbelievable pressure and have been effectively blackballed from getting another decent Nazarene church, so I am considering forming a foundation and seeking donors to begin to speak on Creationism."

A Nazarene lay person wrote me back in 2004 ... "I, and only a few others, were very alarmed by Dr. [Darrel] Falk's indoctrination of students in evolutionary theory at our denomination's school. But I have to tell you that

you are wrong about 90 percent of Nazarenes not even caring about this. It is much higher, at least 95 percent. And I can guarantee that 100 percent of the pastors in the pulpits do not care at all, if what you mean by 'caring' is that they would speak out against any of this. ... What was our extreme request? We simply wanted PLNU to present the creationist point of view at our Christian university. Is it not revealing that San Diego State University allows the Creationists to present their point of view to SDSU students, but PLNU, the local Christian university, refuses to allow any kind of Creationist presentation on campus."

And so the discussion continued. A loyal Nazarene wrote me that the Nazarene University in his area (Okla. City) removed all books written from a creationist position from its on-campus bookstore. When I was invited to speak at a local Nazarene church in the area, I personally went to the bookstore to see for myself. There were no books available written from the creationist point of view.

Hence, *World's* note that "Paul Madtes stands against the Church of the Nazarene's academic drift to Darwinism" is right on target.

Incidentally, for all Nazarene students attending a Nazarene University where Darwin is honored more than Stephen Meyer or Michael Behe, consider reading on your own Norman Macbeth's *Darwin Retried*; Behe's *The Edge of Evolution: The Search for the Limits of Darwinism*; Stephen Meyer's *Signature in the Cell*; J.C. Sanford's *Genetic Entropy & The Mystery of the Genome*; and Michael Denton's

a look at our world

from the desk of dr. david noebel, continued from page 24

*Evolution: A Theory In Crisis (New
Developments in Science Are Challeng-
ing Orthodox Darwinism).*

— Doc Noebel