

POTENTIAL PITFALLS FOR CHRISTIAN INSTITUTIONS OF (HIGHER) LEARNING

(A PERSONAL VIEW)

To show the seriousness of the situation that all Christian Institutions of (Higher) Learning appear to face, I hereby present seven potential pitfalls that I have accumulated and identified over the years through both study and discussions. I am wide open to, and would welcome, any and all comments about these “pitfalls” in terms of correction, subtraction or addition.

- 1. The (functional) ultimacy of the intellect as point of departure for the academic enterprise at the neglect or expense of the primacy of the heart (rebirth).**
- 2. The insistence upon academic freedom in the execution of the academic enterprise at the neglect or expense of academic slavery to Christ.**
- 3. The emphasis upon common grace as a source for the academic enterprise at the neglect or expense of the antithesis and the need for special grace.**
- 4. The focus upon the theoretical task as the core of the academic enterprise at the neglect or expense of practical application.**
- 5. The tendency to desire acceptance of scholarly publications by one’s peers in the secular university setting as a significant component in the academic enterprise at the neglect or expense of insisting on the fear of God as the beginning of knowledge and wisdom everywhere.**
- 6. The aim to provide a liberal arts education as the objective of the academic task at the neglect or expense of evangelism.**
- 7. The pursuit of excellence in higher learning at the neglect or expense of the all-encompassing process of sanctification.**

Regarding 5, 6 and 7, the fear of God is the beginning of knowledge and wisdom (Job 28:28; Prov. 1:7; 9:10), both of which are stored up in Christ (Col. 2:3). This fear originates in the regenerate heart and lies at the root of a sanctified life (Deut. 5:29). For these reasons a concerted emphasis upon Lordship Evangelism, that uncompromisingly emphasizes regeneration as the launching pad and sanctification as the framework of all true and acceptable learning, should be an institutional component in the core curriculum or otherwise, in order for both an institution and its students not “to lose out,” whether in the short or the long run!