

**Belief THAT**

**vs.**

**Belief IN**



# the academy





“We would be 1,500 years ahead if it hadn't been for the church dragging science back by its coattails and burning our best minds at the stake.”

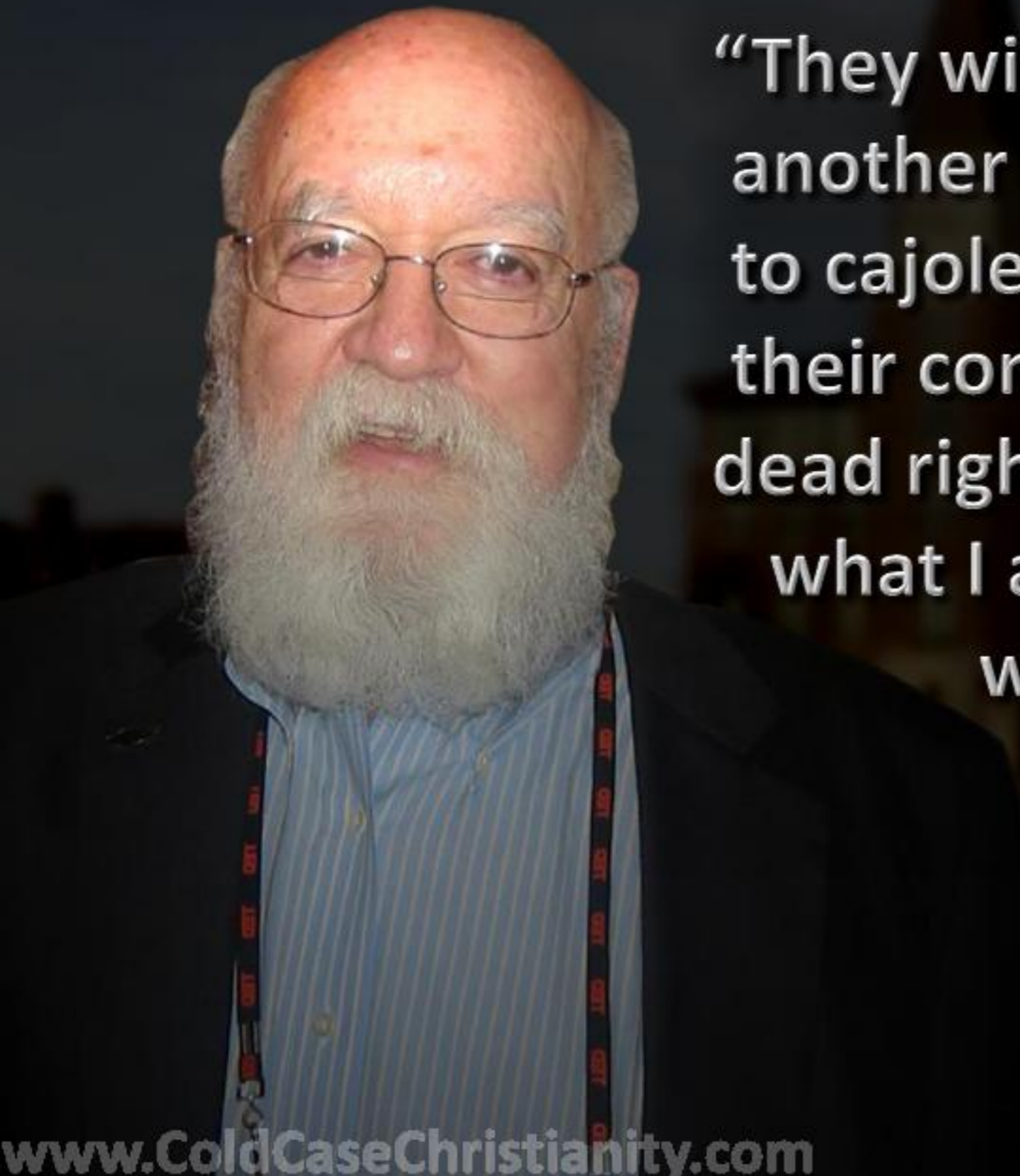
**Catherine Fahringer**



“If we are going to teach ‘creation science’ as an alternative to evolution, then we should also teach the stork theory as an alternative to biological reproduction.”

**Judith Hayes**

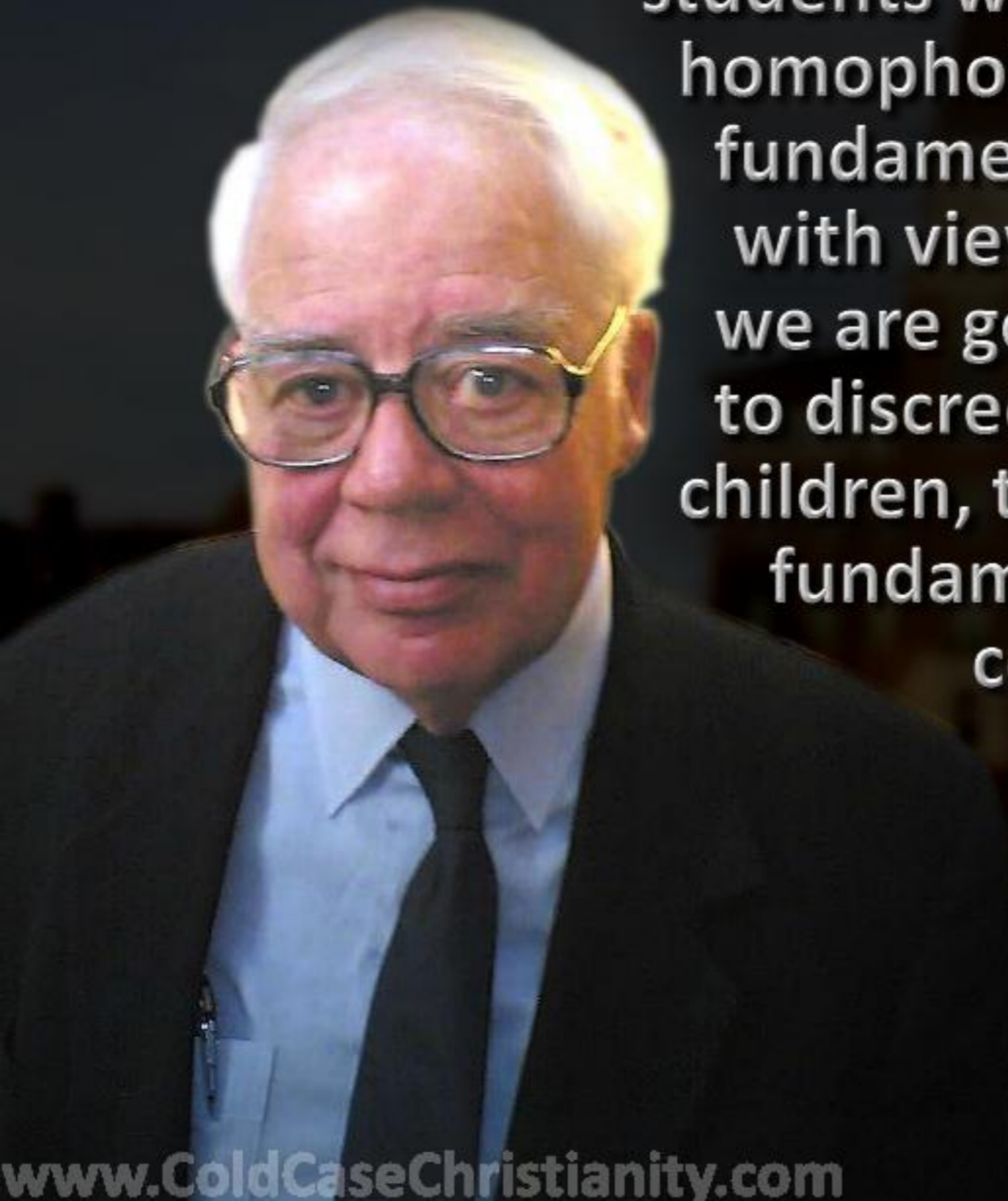




“They will see me as just another liberal professor trying to cajole them out of some of their convictions, and they are dead right about that – that’s what I am, and that’s exactly what I am trying to do.”

**Daniel Dennett**





“...we try to arrange things so that students who enter as bigoted, homophobic, religious fundamentalists will leave college with views more like our own... So we are going to go right on trying to discredit you in the eyes of your children, trying to strip your fundamentalist religious community of dignity, trying to make your views seem silly rather than discussable.”

**Richard Rorty**



**1 in 4 professors is an atheist or agnostic**

**only 6% of professors say the Bible is  
“the actual word of God”**

**51% of professors say the Bible is “an ancient  
book of fables, legends, history & moral  
precepts”**

**More than half of professors have “unfavorable”  
feelings toward Evangelical Christians**



# SECULAR STUDENT ALLIANCE

## SECULAR STUDENT ALLIANCE

2007 = 80 student clubs

2008 = 100 student clubs

2009 = 159 student clubs

2010 = 219 student clubs

2011 = 250 student clubs



# Humanism: A New Religion

(1930)

“Education is thus a most powerful ally of Humanism, and every American public school is a school of Humanism. What can the theistic Sunday-schools, meeting for an hour once a week, and teaching only a fraction of the children, do to stem the tide of a five day program of humanistic teaching?”

**Charles Francis Potter**



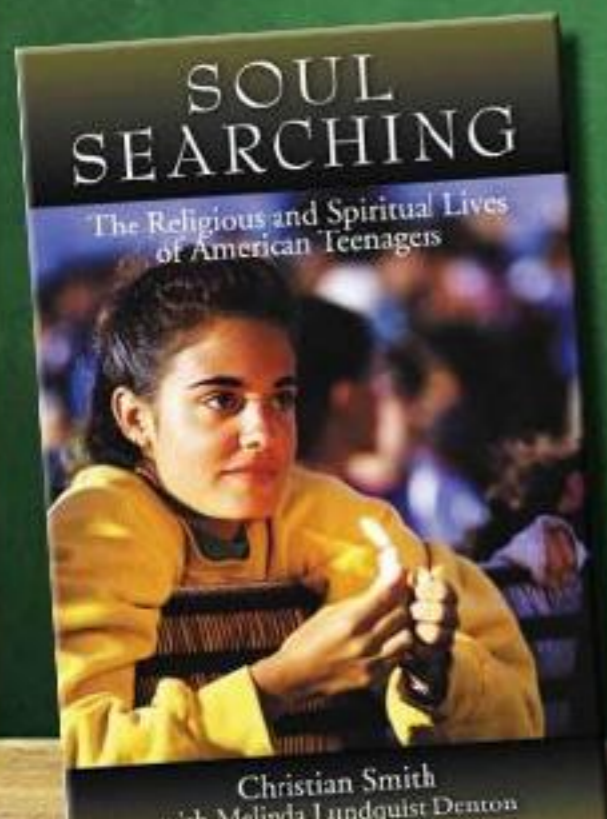


# Soul Searching

The Religious and Spiritual Lives of  
American Teenagers



U.S. teens are  
incredibly  
inarticulate  
about their  
faith





inarticulate,  
uninformed  
Christian  
teenagers



hostile  
secular  
aggressive  
college  
campus



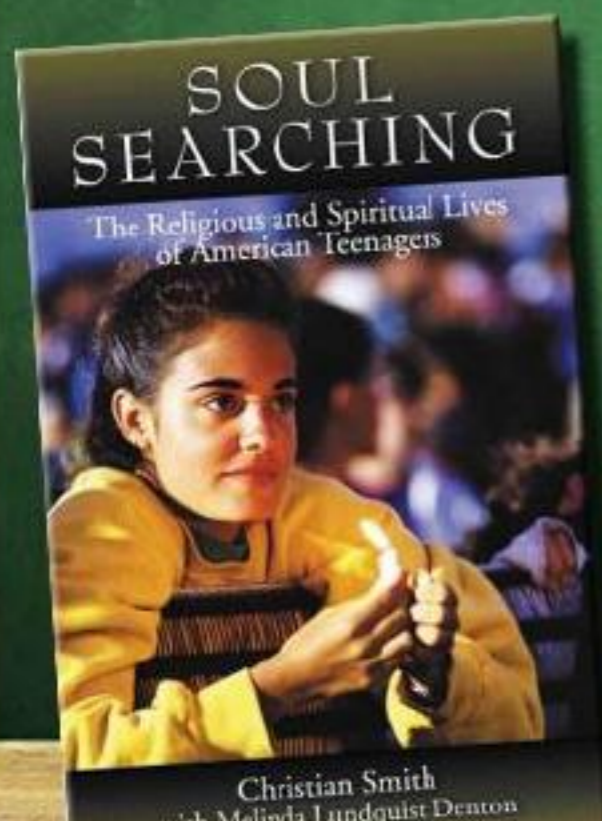


# Soul Searching

The Religious and Spiritual Lives of  
American Teenagers

2

students leave  
faith primarily  
because of  
intellectual  
skepticism and  
doubt.





It didn't make any sense  
anywhere

Some stuff is too far-fetched for  
us to believe

I think scientifically and there  
is no real proof

Too many questions that  
cannot be answered



# WE NEED TO SOLVE THE PROBLEM

Too many questions that  
cannot be answered



STOP TEACHING!



# START TRAINING



# TRAINING

is about  
preparing  
for a battle

# TEACHING

is about  
imparting  
information



# Brazilian Jiu-Jitsu



**Royce Gracie**

Ultimate Fighting Champion (UFC 1, 2, 4 & 5)

[www.ColdCaseChristianity.com](http://www.ColdCaseChristianity.com)



**T** e s t

**R** e q u i r e

**A** r m

**I** n v o l v e

**N** u r t u r e



# Test

Challenge your students to expose  
their weaknesses





# The Crest

**at some point officers will be tested**





**at some point students need to be tested**





**T** e s t  
**R** e q u i r e  
**A**  
**I**  
**N**



# Require

Expect more from your students than  
you think they can handle






what we think  
they can handle





what they can  
really handle





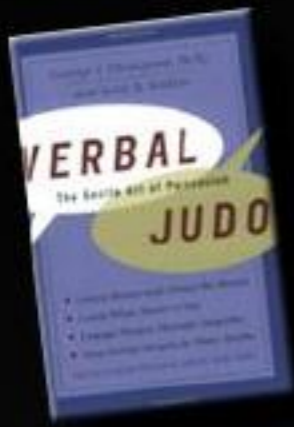
**T** e s t  
**R** e q u i r e  
**A** r m  
**I**  
**N**



# A r m

Provide students with the truth and  
teach them how to articulate it







“See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ.”

**Colossians 2:8**



**fully inoculated**







WHY we believe it



WHAT we believe

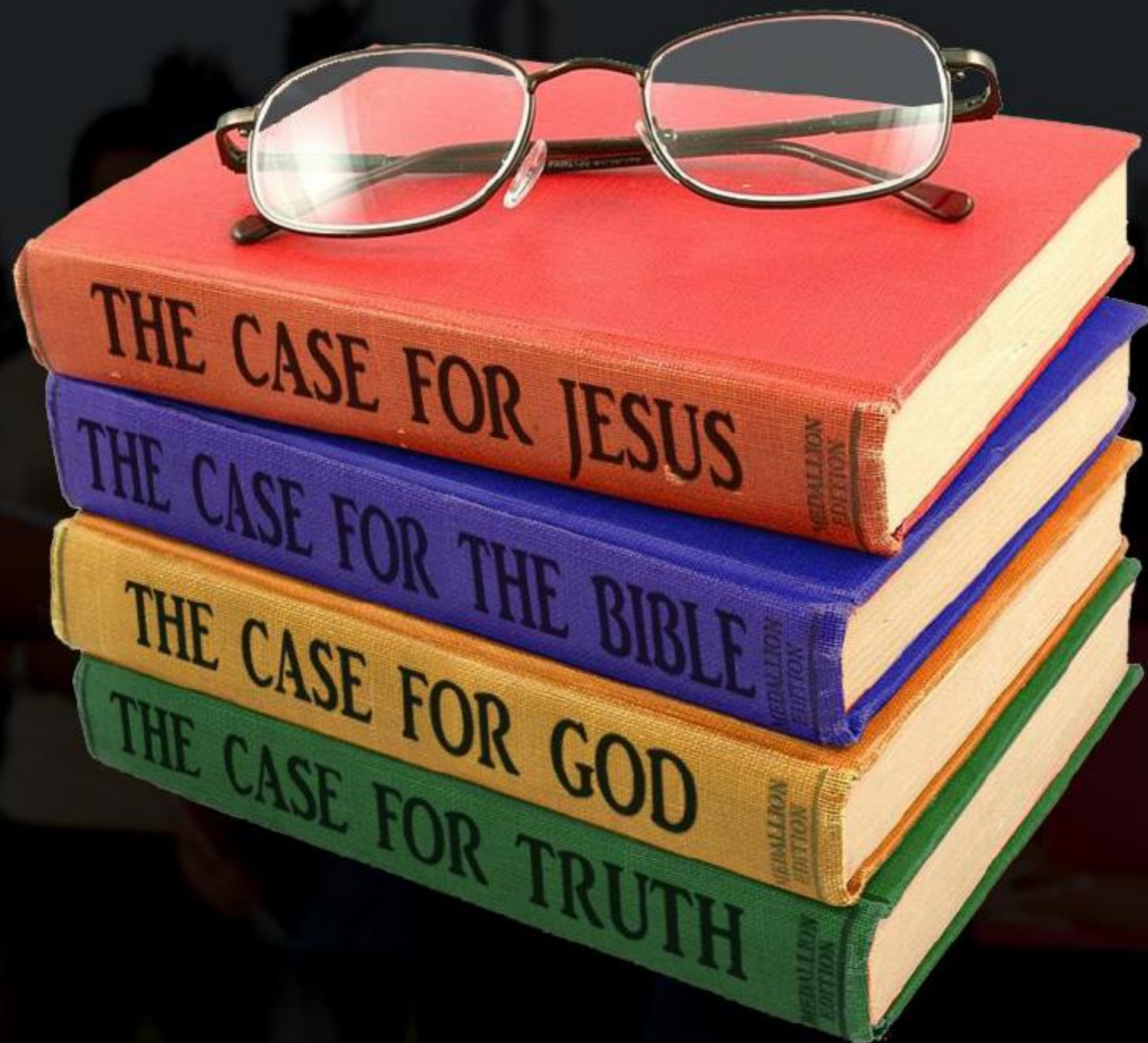


“I was in several youth groups in high school and unfortunately found that youth group was too ‘soft’—we played a lot of games and had a lot of fun retreats, but rarely learned about the fundamentals of faith, why we believe what we believe, and what it is that we do believe. Now that I am in college, my faith is under constant scrutiny and always being tested by scientific concepts and the secular slant of most universities. I wish I had been equipped with a more solid justification for my faith: knowing how to answer the tough questions, how to respond to arguments, and how to stand firm in what feels like a storm against my spirituality.”

A portrait of Gabrielle, a young woman with long dark hair, smiling. She is wearing a dark-colored top. The background is a blurred outdoor setting with trees and a building.

**Gabrielle**  
**Chatam University**







**T** e s t

**R** e q u i r e

**A** r m

**I** n v o l v e

**N**



# In v o l v e

Deploy students to the battlefield of  
ideas





**there's no point in training if  
you never intend on deploying**



how to wrestle

**time to wrestle**





MONDAY



UTAH MISSION TRIP







**BERKELEY MISSION TRIP**







BATTLEFIELDS  
TURN TEACHING  
INTO TRAINING





**T** e s t

**R** e q u i r e

**A** r m

**I** n v o l v e

**N** u r t u r e



Tend to students' wounds and model  
the nature of Jesus

**N u r t u r e**



A close-up photograph of a man with a serious expression, looking slightly upwards and to the left. He is wearing a red t-shirt and holding a medal with a red, white, and blue ribbon around his neck. The medal is a gold medal with a circular design. A vertical crack runs down the center of his face, from his forehead to his chin, symbolizing the impact of success or failure. The background is dark and out of focus.

# success & failure

can both leave you wounded







**D.A.R.E.**

**TO RESIST DRUGS  
AND VIOLENCE**

**DRUG ABUSE RESISTANCE EDUCATION**







**Impact on students**

**bring in a  
speaker**



**frequency of continuous training and modeling**

**Impact on students**

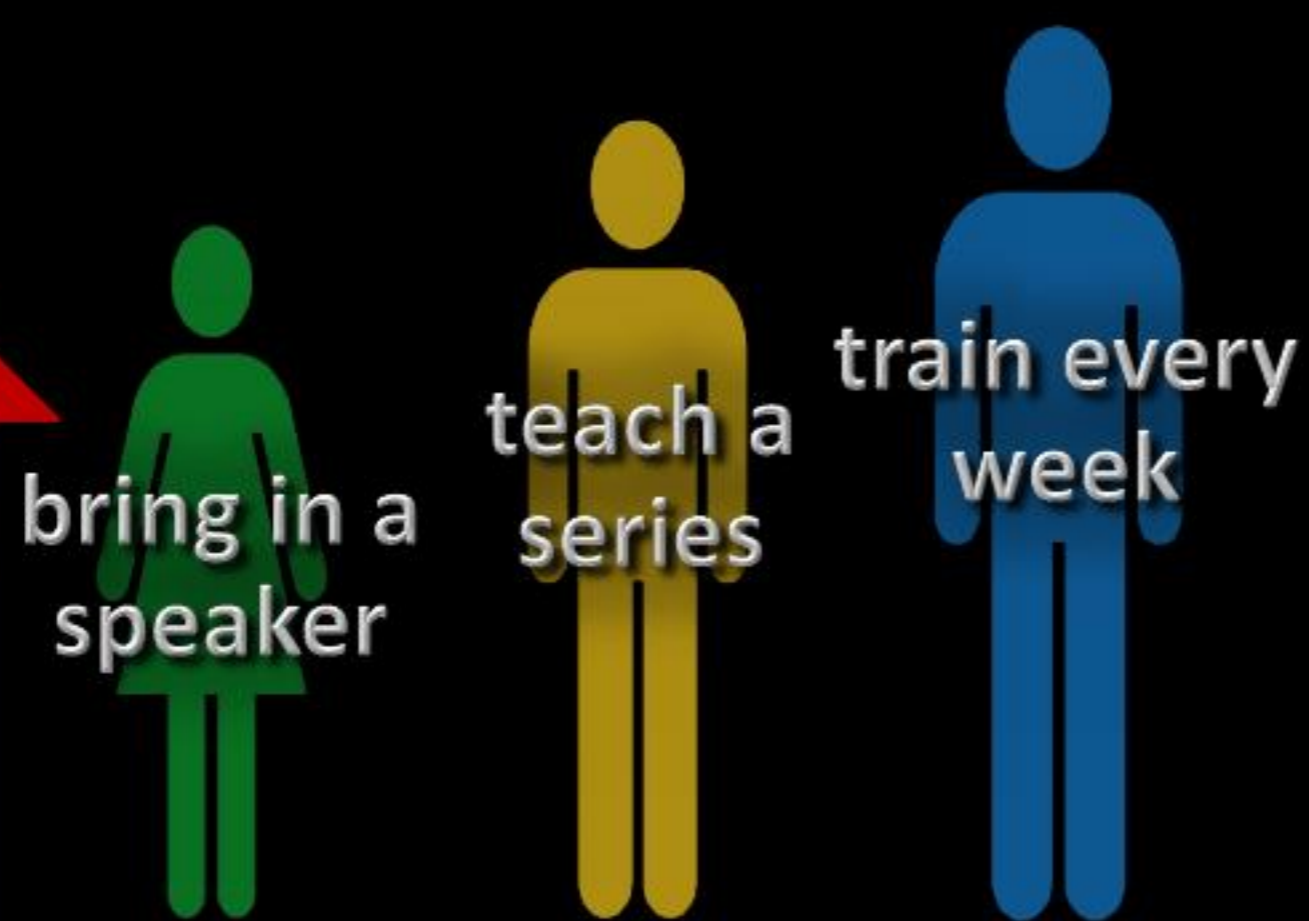
bring in a speaker

teach a series

**frequency of continuous training and modeling**



**Impact on students**



bring in a speaker

teach a series

train every week

**frequency of continuous training and modeling**

**Impact on students**

bring in a speaker



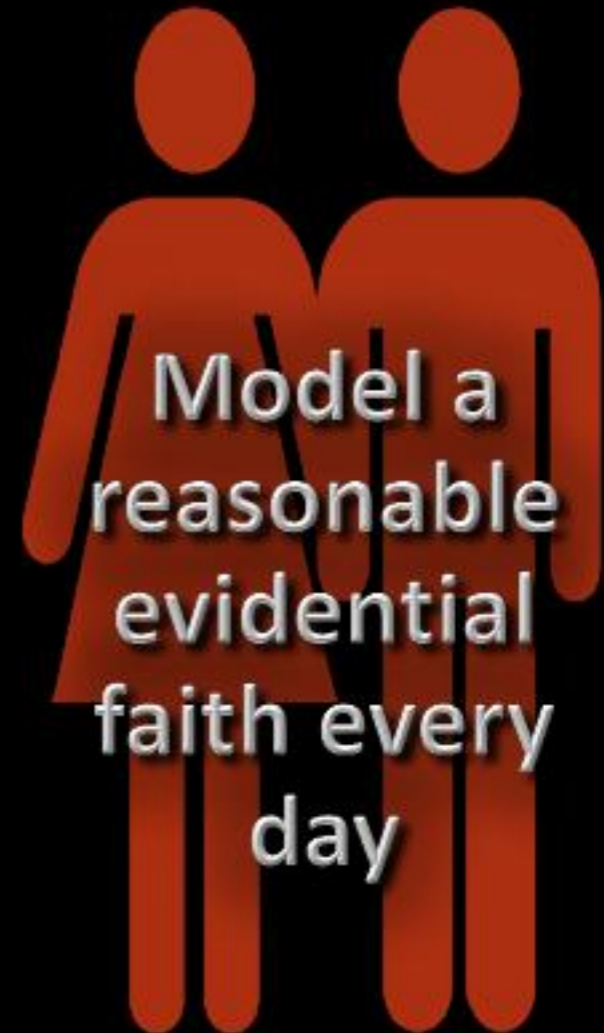
teach a series



train every week

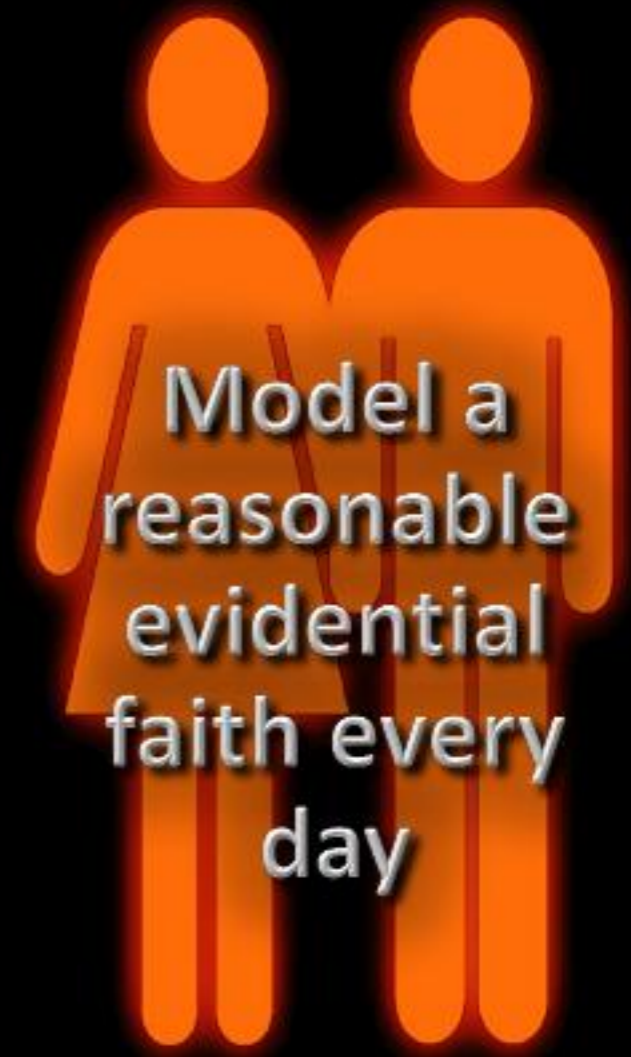


Model a reasonable evidential faith every day



**frequency of continuous training and modeling**





Model a  
reasonable  
evidential  
faith every  
day

**T** e s t

**R** e q u i r e

**A** r m

**I** n v o l v e

**N** u r t u r e



He **trains** my hands for battle, so that my arms can  
bend a bow of bronze.

Psalm 18:34

**Train** up a child in the way he should go, even when he is old  
he will not depart from it.

Proverbs 22:6

A pupil is not above his teacher; but everyone, after he has been  
fully **trained**, will be like his teacher.

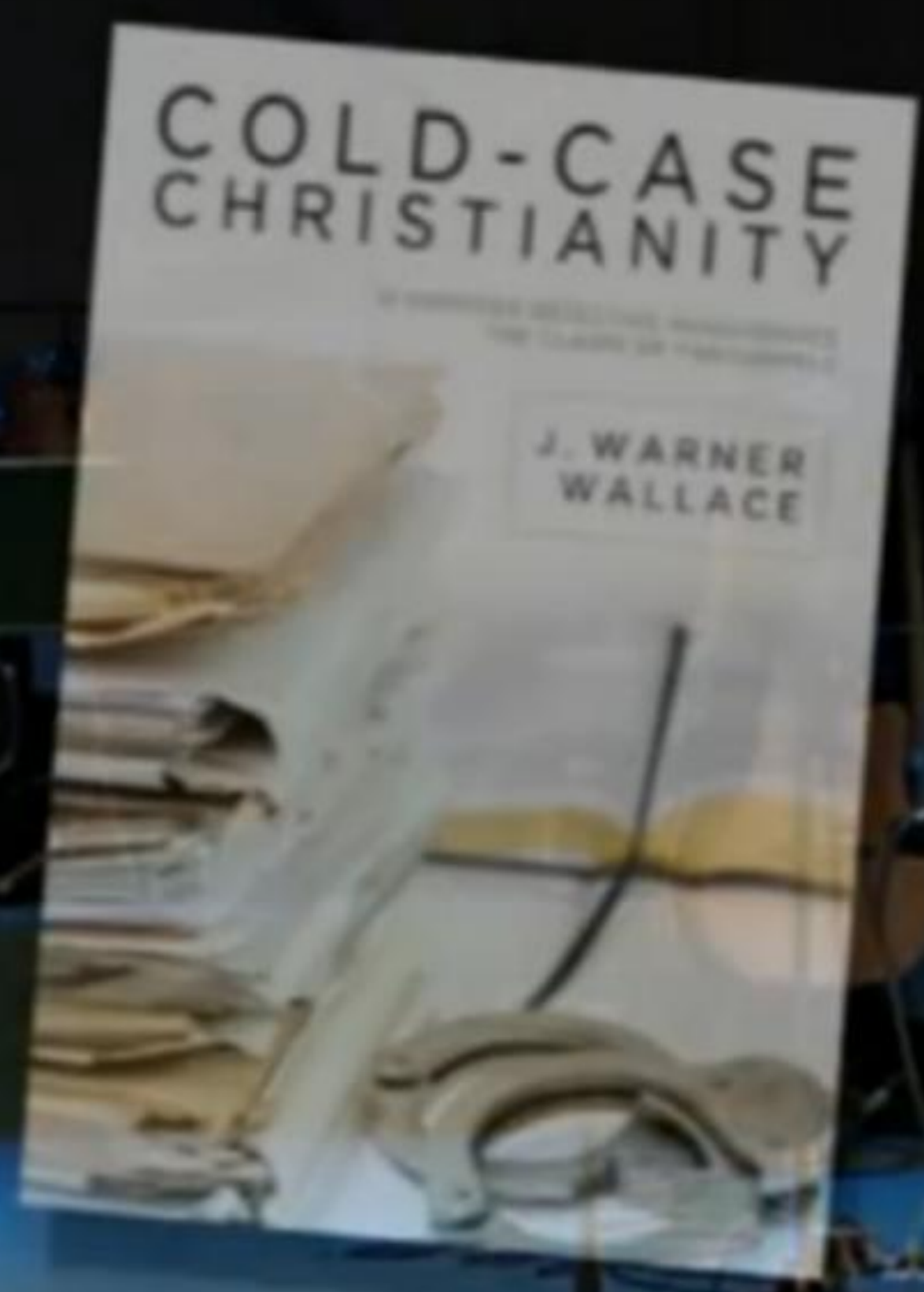
Luke 6:40

All Scripture is inspired by God and profitable for teaching,  
for reproof, for correction, for **training** in righteousness

2 Timothy 3:16

All discipline for the moment seems not to be joyful, but sorrowful;  
yet to those who have been **trained** by it, afterwards it yields the  
peaceful fruit of righteousness.

2 Timothy 3:16



<http://coldcasechristianity.com>