

The PROJECTOR

"Projecting the Light of the Word of God on the Issues of the Day"

Dr. Dayton Hobbs, Editor

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SATAN'S DOMAIN

by the Late Dr. Bob Jones, Sr.

My friends, the greatest danger we face today is in the realm of religion—that is where the Devil operates. The Devil doesn't operate so much in the flesh—in corruption. Flesh produces corruption, you see. That is just natural. You turn any man loose, and he can build a civilization and go on to be an artist or a musician. He can be all that, but, mingled with all the culture of all the nations that rose and fell, you will find degeneracy, and perversity, and corruption of all kinds. Now the hardest thing you ever had to do is to avoid the awful corrupt influences that come in, and you cannot avoid those things without Jesus Christ having first place in your home, in your government, in your business, and everywhere else.

Now, when you begin to pull Jesus Christ out of the place He is supposed to have—God's Son, the Lamb of God who takes away the sin of the world, King of Kings and Lord of Lords—the Jesus Christ of the Bible—when He begins to be pulled out of His place and put where He doesn't belong, you have corruption and trouble, because religion loses its power.

Today in America we are losing the power of Christ in the lives of people. The power of religion is wielding an influence, but the old-time power of Christ is being shoved around today, pushed off-stage, to let the programs of man and the religion of men come in and



take over. Paul met the same thing back in his day. You just read the Bible, and you will think you are reading current literature. Take the first chapter of First Timothy and note especially the fifth verse. Paul was writing to Timothy, a young preacher, to instruct him what to do, how to preach, and how to live in this world. He said, "Now the end of the commandment is charity"—that's love—but that's not all of it—"out of a pure heart"—all right—"and of a good conscience."—that's right—"and of faith unfeigned." First you must have a pure heart—that's a heart cleansed from sin. Second, you must have a good conscience—you must live up to your standards—and third, you must have the right kind of faith.

All right, now, you don't have Bible love unless you have those

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WHY CHRISTIAN EDUCATION?

Part Three

This is the third in a series of three articles dealing with the reasons for Christian Education. In the first article we discussed some general reasons and in the second article some spiritual reasons. In this one we will turn our attention to some ACADEMIC REASONS for Christian Education. Fully realizing that an attempt to define education is somewhat presumptuous and fraught with peril and that an attempt to define Christian Education is even moreso, here is an attempt. Christian Education may be defined as a process involving man's recognition of his creaturehood under God, the development of discipline of mind and character through study and instruction, the acquiring of facts and skills, acquisition of the ability to make independent judgements and to suspend judgement, and respect for the right of another to his own point of view. It is not my purpose here to examine each of the facets of this definition but rather to call attention to one result of such a process. It is my opinion that this is perhaps the primary goal of education, namely, to get the student to the place where he can teach himself.

There is a saying that if the student hasn't learned, the teacher hasn't taught. I disagree violently with this statement. It is improved somewhat by amending it to say that if the good students have not learned, the teacher has not taught. The simple fact of the matter is that it is not possible for any teacher to teach any student anything. It is only possible for the teacher to get the student to the point where the student wants to learn. If the teacher accomplishes this, he has fulfilled his duty. If he fails to accomplish this, whatever else he may do, he has failed in his duty as a teacher. There are

Dr. Joseph Henson is chairman of the division of pure and applied science and head of the biology department at BJU. Dr. Henson received the bachelor of science degree from Bob Jones University and the master of science and doctor of philosophy degrees from Clemson University.

At Clemson Dr. Henson held a teaching assistantship the first year and taught zoology labs. During his second year he was granted a research assistantship and assisted with medical entomology labs.

The Colorado native is a member of the American Association for the Advancement of Science, American Scientific Affiliation, South Carolina Entomological Society, the Gamma Sigma Delta educational fraternity, Sigma Chi, and the National Honor Research Society. He is listed in numerous books including "American Men of Science," "Leaders in American Science," and "Who's Who in Education."

He has presented papers to the national meeting of the Entomological Society of America, the Southeastern Branch of the Entomological Society of America, the South Carolina Academy of Science, and to the South Carolina Entomological Society.



some problems involved in this approach because it demands that the teacher think. There is a good deal of prating about getting students to think but the average teacher does little thinking himself and therefore insures the fact that his students will not do much. Most teachers assiduously avoid any situation in the classroom which necessitates their thinking probably because they do not wish to have their students discover how inept the teacher is. While this may be comfortable for student and teacher alike it is not education, and it defeats one of the primary goals of education.

The medieval system of learning involved a Quadrivium consisting of certain subject matter areas and a Trivium consisting of Grammar,

Dialectic, and Rhetoric. The Grammar involved the learning of a language. The Dialectic involved the use of a language. The Rhetoric involved expressing one's self well in a language. These are the tools of learning. Once a student became adept in the use of the tools, the subject matter area which he is turned loose on is of little consequence. Education, then, ought to be a matter of providing a student with the tools of learning and then providing some basic guidance as he begins to teach himself. Progressive education wants the student to teach himself without providing him with these basic tools.

At this juncture, may I suggest a definition for learning? Learning is a continuous, creative process involving changes in thinking, motivation or behavior resulting in new performance and the ability to meet new situations. Changes in thinking, motivation, and behavior all involve use of the mind. If a student is able to give a new performance or meet new situations, he must think. Education and learning are two sides of the same coin. From a teacher's standpoint, education is a matter of training the student to use his mind. From the student's standpoint, learning is a process of

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EDITOR'S DESK

There are those who feel that we as Christians should not celebrate Christmas. They feel that it is a totally pagan holiday, and that Christians should not take any part in it. I certainly agree that there is much that is pagan in the world's observance of Christmas, and that the world's idea and, I'm afraid, many Christian's idea, of giving has degenerated to gift swapping. Santa Claus is king of the world's Christmas and the commercial element certainly overshadows everything else. However, I think it is foolish for Christians to pull in a shell and not use the occasion as an opportunity to witness for Christ. I don't think the important thing is the date Christ was born, but the fact that He was born. That He came into this world to die on the cross and pay for our sins, this is the important thing. Just because the world misuses Christmas is no reason for us not to use it properly as an opportunity to bring praise and glory to our Lord and Savior, Jesus Christ. It can be a time to give to His work with special gifts. Why not give a special gift this Christmas to some work or ministry that honors the Lord Jesus Christ and is true to the Word of God.

THE PROJECTOR is one year old this month. December completes one full year of operation. It has been a real joy to those of us connected with the production of THE PROJECTOR to send it out to you. We have appreciated so very much the many letters written to us telling us of the blessing THE PROJECTOR has been to you. Likewise, we appreciate the financial and prayer support many of you have given. To those of you who have intended to write but have not, why not do this month? A Christmas

offering to help with our first year's deficit would also be greatly appreciated. Let us hear from you today. Please accept this word as our prayer that you and yours may have a BLESSED CHRISTMAS SEASON, and that our Lord and Savior Jesus Christ may be at the center of all your activities.

COLLEGE PERSONNEL NEEDED
Fundamental, Christian, Baptist, minimum Masters Degree. Will consider retired. English, History, Business, Secretarial Science, Librarian. New University Miami, Florida. Send resume, Dr. Robert Stephens, Vice-President, Baptist University of America, 4401 NW 167 Street, Hialeah, Florida 33015.

Clergyman Attacks "Candy-Coated Gospel"

Writing in *CHRISTIANITY TODAY* for August 11, 1972, the Reverend M. Dean Stephens, vicar of St. Philip's American Episcopal church in Wilmington, N.C., asked some very german questions facing evangelical churches today:

"Why do our churches produce so little in lasting results?
"Why have we so little power?"

The Rev. Stephens answers:

"I want to suggest one thing that seems to me a great part of the problem—the dearth of the preaching of God's law from our pulpits."

The vicar says that the fact remains that the Gospel being preached in many churches today is a "candy-coated" Gospel. Three easy steps to salvation seems to be the order of the day.

Stephens states further:

"To hear many pastors and evangelists preach, you are not sure whether they are offering a crucified and risen Lord or a no-down-payment twelve-easy-installments way to heaven. Evangelical preaching seems to have been influenced by the shallow neon society in which we live. We make it easy to become a Christian: After all, we might lose converts and church members if we preached too many "thou shalt's" and "thou shalt not's."

He thinks that the evangelical churches of the 20th Century are resorting to the use of gimmicks, such as "pack the pew night," "transportation Sunday" (the one who gets to church in the oddest way wins a prize), big-name athletes and movie stars appearing at the local church to give their testimonies.

The Rev. Stephens concludes by saying:

"Not until the law is applied in the condemnation of particular sins will sinners flee to Christ for mercy.
"It's time to do away with the gimmicks and tricks."

All truly born-again Christians, who know their Bibles, will say a hearty "Amen!" to the Rev. Stephens' words.

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SATAN'S DOMAIN

three things. Up and down this country we have modernists saying, "These fundamentalists don't love, and love's the greatest thing in the world." You know what they are doing? They are putting something over on you. They are not preaching the love of the Bible.

They say the greatest thing in the world is love—it isn't! Love is greater than faith and hope,—but love, the right kind of love, is produced by the right kind of faith, the right kind of life, and the right kind of heart. So don't be fooled by people who talk about this love business—love, love, love, love, love! We had a speaker on Bob Jones University platform one time. He was a fundamentalist, that is he classed himself as a fundamentalist, and made a very subtle talk about lack of love. Now what do you mean by a lack of love? The Lord Jesus Christ loved men enough to die for them, to suffer the agony of Gethsemane and the terrible torture and sorrow and agony of Calvary, and to lay his life for them. That didn't make Him soft. You wait until He comes back—when the day of wrath is come, and the crowd is gathered—who can be able to stand? The same Christ that hung on Calvary and said, "Father, forgive them, they know not what they do,"—that same Christ we see in the Bible coming back and sitting on a throne and saying, "Depart from me, you who are doing evil." Now don't you trim Jesus

Bishop Robinson Promotes Sex Revolution

Many will recall the writings of former Anglican Bishop John A. T. Robinson whose book, *HONEST TO GOD*, was the preface to the "God Is Dead" movement in the United States. He and the late American Episcopal Bishop James A. Pike were intimate buddies and worshipped at one another's shrines.

Little has been heard from Robinson since Pike's demise; but, suddenly, there he is again—in the headlines! This time he makes revolutionary pronouncements on sex, which always seems to follow a departure from historical Christian doctrine and Biblical truths.

Robinson, now Dean of Trinity College, Cambridge, England, was a recent guest speaker at the British Methodist Conference. He shocked his listeners by saying that the current sex revolution should be celebrated by lowering the legal age of consent for both hetero and homo sexual relations to 14 years of age.

The President of the Methodist Conference, Harry O. Morton, defended Robinson's right to express his opinion before the conference.

Are you listening, John Wesley?

* * * * *

Christ down. Don't you talk about His love as if it were a sickly sentimental love. He wouldn't have compromised. He said, "I do always that which pleases my Father." He is the one Character of all times that, under the microscopic scrutiny of the ages, stands out faultless! He never did wrong. But you've done wrong, and I've done wrong, and we need forgiving mercy. Listen a minute, if I saw a blind man going to leap over a precipice which he didn't know was there, would I be unkind, would I be cold and hard, to run out there and cry out, "Stop man, stop! Don't go on! Stop!"? Would I be unkind? No, I'd be kind. When I preach hell, am I unkind? I am supposed to warn people. When I do what God says and reprove, rebuke, and exhort with all longsuffering and teaching, am I doing wrong? Is that a lack of love? No. It is love—Christian love. God so loved the world that He gave His only-begotten Son to give men a chance to be saved. What about those who won't come to Him? "Ye will not come to me," He said, "That ye might have life." You will not come. All right, take it or leave it. If you don't come, you are lost.

Now, notice this verse again. I want you to make a note of it and keep it. It is the fifth verse of the first chapter of First Timothy. Notice what it says, "Now the end of the commandment is love." That is the greatest thing in the commandments. "Thou shalt love the Lord thy God with all thy soul, thy mind, thy strength and thy neighbor as thyself." That is the greatest commandment. But, He said, the end of the commandment is love which comes out of a pure heart—your heart must be right. You cannot have Christian love in your heart unless your heart's right. And these people that go up and down always talking so sweet and good about "Love, what we need is just more love," are just doping you so they can take the Devil's razor and cut your spiritual throat. That's the subtle movement of this day. They talk sweet and drool piety, while they sell Jesus Christ and the Gospel and the Bible and unborn generations down the river. They sell them out to the Devil. You are in the midst of the most terrible, Satanic

movement this world has ever known. It is more subtle and more dangerous than any other movement.

I said this love is out of a pure heart and a good conscience. You see, if you are a good, nice, honest, upright man, you cannot have a good conscience without being consistent. Now I say this is right, and that is wrong. This is the thing to do, this is the thing not to do. One thing's right, one thing's wrong. Now you cannot bring them together; the principles are right and wrong.

All right now, I am on the right side, I say, and I turn right around and give my money to something that is wrong and is fighting what is right. Let me tell you what I mean. Suppose there's a school somewhere that calls itself Christian, but it isn't Christian. They have modernists in there, they don't believe in the old time religion, they don't believe the Bible is the Word of God, and they don't stand for the fundamentals of the faith. All right, now I am told to earnestly contend for the faith which was once delivered to the saints. Suppose I say, "Oh well, I am orthodox myself, oh yes," and I turn around and give money to that school through my church, or some other way, and support with my money the thing that is wrong, while I talk about being on the right side. Now you know that is absurd. You cannot have a good conscience and do that. And everywhere I go today in America, I find nice people with troubled consciences. They're in with the modernists. Nobody tells them to get out. All we say is, "Do right, keep your conscience clean. Just do right."

You don't have to do wrong. If you are in a church and the doctrines of that church are your doctrines and the preacher is an orthodox preacher, go on and stand, but don't let anybody talk you out of your money for something, just because it's tagged with your denomination. Don't you do that; that's wrong. If you don't like that, I'd have to quit preaching. I have preached that all my life. There's nothing new about that. My old Daddy taught it to me when I was a little country boy. He followed that course. The course we are following is not any course of attacking churches. I have always been loyal to good

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The PROJECTOR
Editor
Dr. Dayton Hobbs

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Associate Editors: Carolyn Hobbs, Jim Jones

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The Other Side

with Dave Johnson

NOAH'S ARK

What happened to Noah's Ark? This question has been in the minds of both Bible believing Christians as well as atheists for many years. The skeptic who does not believe that there was an ark in the first place asks this question as an attempt to disprove the Biblical account of the flood. The man who accepts the Bible by faith is curious about the ark and would like to find an answer to this question to further his knowledge of Biblical history and archaeology.

In 250 B.C., Babylonian historian Berossus and in about 70 A.D., Jewish historian Josephus both attested to the fact that inhabitants of the Ararat area of their respective days had ready access to Noah's Ark. Marco Polo even referred to the ship on top of a mountain. In 1870 teams of avalanche workers reported they saw the prow of a ship jutting from an ice pack near the top of Mt. Ararat.

In the early 1900's, a group of Russian pilots saw the prow of a ship near the top of Mt. Ararat.

A report was sent to the Czar which immediately resulted in two special companies of soldiers being sent to climb the mountain. According to Russian airman Rostovitsky: "Complete measurements of it were taken, plans drawn of it, and numerous photographs were made, all of which were sent to the Czar of Russia. The ark was found to contain hundreds of small rooms, some with very high ceilings. Some unusually large rooms had fences of great timbers across them, some of which were two feet thick and designed to hold beasts ten times as large as elephants. Other rooms were lined with cages reminding us of those used in poultry shows, only instead of chicken wire there were rows of iron or metal bars across the front. Everything was heavily painted with a warlike paint resembling shellac and the workmanship of the craft showed all signs of a high type of civilization. The wood used throughout was similar to the cypress family which never rots, and which,

being painted and frozen most of the time, accounts for its condition of perfect preservation. The expedition found on one peak of the mountain above the ship the burned remains of a timber missing on one side of the ship. It seemed that these timbers had been hauled to the top of the peak and used to build a one-room shrine. Inside was a rough stone hearth like the altars the Hebrews used for sacrifice. The altar appeared to have been burned, probably by lightning, as the timbers were considerably burned and charred. Only a few days after the report was sent to the Czar, the Russian government was overthrown by the Bolshevik Revolution and no doubt the records were destroyed—at least they were never made public—in an effort of Bolshevism to discredit all belief in the truth of the Bible. The White Russians of the air fleet escaped through Armenia where we could be free to live according to the Good Book which proves the authenticity of the flood—that it was actually experienced as the Bible purports."

In 1955, Ferdinand Navarra, a Frenchman, brought back a five foot long piece of 4 x 6 timber which he found on Mt. Ararat. He estimated the total lumber at the site to be no less than fifty tons. In 1969 he led a group to the site and returned with two more pieces of wood which scientists roughly date between 1,500 and 5,000 years old.

Another attempt to investigate the scene of Noah's Ark was in 1970 by SEARCH, the Scientific Exploration and Archaeological Research Foundation of Washington, D.C. The Turkish government would not give the group permission to climb the mountain.

The most recent attempt to investigate the whereabouts of Noah's Ark took place last summer when the Institute for Creation Research in San Diego sent a five-man team to climb and search Mt. Ararat. This team endured rock slides, blizzards, and electrical storms for several days during the search. When a final trip to the northwest region of the mountain was planned for the following day, thieves came to the camp and stole over \$2,000 worth of equipment. Unable to go on, the small team returned to the U.S.

According to Roger Losier, a member of the five man team, there is a vehicle secured in customs and plans are being made for a large scale expedition next summer.

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Nothing But Sin

The Emperor of Constantinople was mortally exasperated against John Chrysostom. One day, in a burst of anger, he said to his courtiers, "I would be glad to be avenged of this bishop." Whereupon four or five of them proffered their advice as to how this should be done.

The first said, "Send him away far into exile, so that you may never see him again."

The second said, "Confiscate his property."

The third said, "Cast him into prison, loaded with chains."

The fourth said, "Are you not supreme? Rid yourself of him by ordering him to be put to death."

But the fifth said, "You will deceive yourselves; this is not the way to punish him. If you send him into exile, the whole earth is his native land. If you confiscate his goods, you take them from the poor, not from Him. If you thrust him into a dungeon, he will kiss his chains, and think himself happy. If you condemn him to death, you open Heaven to him. Prince, do you wish to be avenged of him? Force him to commit sin. I know him: this man fears nothing in the world but sin."

- Selected

CHURCHES AFRAID TO PREACH THE GOSPEL

In an address before the Greater Los Angeles Sunday School Association (GLASS), recently, Dr. James Dobson, Director of the Behavioral Research at Children's Hospital in Los Angeles and author of the book, DARE TO DISCIPLINE, stated:

"Social pressure is the greatest single threat to the church and many churches are afraid to run the risk of social ridicule that comes when they preach the full Gospel.

"There is massive pressure on us to conform. We keep our opinions to ourselves, we shield our ego; we protect ourselves from ridicule. Christians are not immune to social pressure; we are aware of image and we do care what others say.

"The greatest danger of this pressure is that it causes us to edit the Gospel."

Dr. Dobson listed examples of socially acceptable Gospel, including love, positive thinking, pollution, over-population concerns, poverty, marriage and practical Christianity.

"They are all good," he said, "but these socially safe topics do not fully represent the Gospel.

"Jesus talked about sin, judgment and hell. And this is offensive outside the church. The safe thing to do is to skirt this issue, thereby editing the message."

Dr. Dobson said that Sunday School teachers and pastors need to teach fear of God; and that to concentrate one's message on love is to make the Gospel message meaningless.

"Love is out of focus outside the context of sin. The Crucifixion of Christ for redemption is meaningless without the balancing concepts of sin, judgment and hell. Without sin, forgiveness is meaningless, without judgment, forgiveness and redemption is unnecessary."

What Dr. Dobson said can be summed up by stating that for too long a time churches and churchmen have been watering down the plain teachings of the Bible in regard to the conduct of human beings, and as a result, we have seen a disastrous breakdown of moral and spiritual behavior on the part of youth and adults in modern-day American Society. If this type of behavior is followed to its logical conclusion, then the nation can disintegrate from within as happened to the once-powerful Roman Empire.

We could use more Dr. Dobsons, both in our children's hospitals and in our churches!

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Stars of the Morning

by "Aunt Carolyn"

A corner nook of hints and tidbits for folks who love boys and girls and want to win them to the Lord Jesus Christ.



CHRISTMAS GOING

"Hurry, scurry, go, go, go!" seems to be the big force of mothers, daddies, and boys and girls at this busy season of the year. One of the pages in a certain catalog advertises boys' shirts and says, "Cut with the Go Look!" On a page of girls' dresses it says, "Dresses for Those Who Keep on the Go!" Another page even gets down to the socks and blares, "Socks for the GO Group!" People of the world who do not live for the Lord Jesus have taken the word "Go" and often use it in the wrong way, but I hope this Christmas when you see or hear the word "Go" it will have new meaning for you, because "going" is an important part of the Christmas story.

Mary and Joseph's home was in Nazareth, but when it was time for the Baby Jesus to be born it was also tax and census time, so they were required to go FROM Galilee, OUT OF Nazareth, UNTO Bethlehem. At this difficult time in their lives, instead of being able to stay in the comforts of home, where loved ones would have been concerned, where friends would have helped in time of need, Joseph and Mary had to leave the ease and comforts of home and the sympathy of friends. They had to move out to a strange town, where they were rejected and shut out of the inn, where no one was concerned about the little Baby being born. So, it was self-sacrifice on the part of Mary and Joseph to move away from home to carry out God's will for their lives.

The angels had to do some

going in the Christmas story, too. The angels had a wonderful life in heaven around the throne of God where everything was peace and joy. The beauty of the streets of gold and of the precious stones of the foundations of the heavenly city was too lovely to describe. But the angels, in order to do God's will, had to leave all that beauty and come down into this world where just poor sinners, mortal men, live in order to carry the message that the Christ-child was born. So the angels had to carry the special message, and they had to leave the beauties and joys of Heaven and move out to do the job God commanded them to do.

Now, if you would think a minute, you would come up with the next people who had to do some going. The shepherds were sitting in their fields, guarding their flocks that night. Perhaps they were taking turns standing watch and some were so sleepy they were thankful when it was time for other shepherds to relieve them. All of a sudden the sky was filled with glorious angels with the most wonderful message that had ever fallen on human ears. And when the angels were gone, the shepherds said, "Arise—let us go and see this thing which has come to pass," and they HURRIED to find the Baby Jesus. They did not lag because they were tired and sleepy. Physical ease meant nothing when God's message was received. They did not try to belittle the message because of unbelief either. They could have

said, "Oh my. This isn't going to look too good. People will think we are crazy and fanatics if we tell them we have seen a whole host of ANGELS! Nobody will believe a message like the angels gave. Let's just keep still about it. I won't tell if you won't." No, the shepherds were not ashamed! They hurried to find the Babe, and as soon as they had seen Him they told the good news!

The Wise Men were also men of action. Why, they could have looked at the Star and just ignored it. They could have just said, "Well, that's an unusually bright star. I wonder what star that is." But they didn't respond carelessly. They said, "Let's go see—let's follow the star."

Now, there weren't any motels or restaurants along the way to make their trip comfortable. Riding camel-back so far made no easy trip to say nothing of the hunger, thirst, weariness, or peril along the way. But you see, it was self-sacrifice. They laid down their own desires, their own personal plans, to go and seek the Lord Jesus.

So being a Christian involves some self-sacrifice, and here at the Christmas season I hope you boys and girls who are not saved will come to the Lord Jesus, lay down your sin and your own way and receive the Lord Jesus who came and died for you. And if you are a Christian boy or girl who has already received the Lord Jesus, I hope you will forget your own desires, deny yourself this Christmas, and go and try to win somebody else to the Lord Jesus Christ. You see, He came all the way from Heaven to go to the cross for you. Surely you can deny yourself a little time and comfort in order to go and tell someone else the Gospel message.

May you have a joyous and blessed Christmas in the Lord Jesus Christ.

PISTOLS

Ten days before Arthur Bremer shot George Wallace, he was in his home town of Milwaukee. Records at the Milwaukee Public Library show that he had borrowed two books on the murder of Robert Kennedy—"R.F.K. Must Die" by Robert Kaiser and another on Sirhan Sirhan. On May 6th he was photographed at the Wallace Rallies in Cumberland and Hagerstown, Md. On May 9th he was back in Milwaukee. On May 10th he was seen at Cadillac, Michigan, and on May 11th he was observed at the Wallace Rally at Frederick, Md. On May 12th, at 1 p.m., we find that he checked in at the Reid Hotel in Kalamazoo, Michigan, attended a Wallace Rally in that city held in a nearby armory on May 13th and checked out of the hotel at 9:30 a.m. on that date. He then was next observed at a Wallace Rally in Cambridge, Md., visited the Wallace Headquarters at Silver Spring, Md., was at a rally at Wheaton, Md. on May 15th before he followed Wallace to Laurel, Md., getting close enough to do the job....

TRAVEL COSTS MONEY

Because of the limited time between his visits into Wisconsin, Maryland, and Michigan, there is no way he could have done it by surface travel. Somewhere he had to have the money to fly. His parents would not have been able to finance this operation. His mother does not work, and his father is a truck driver for Krohn Cartage Co. of Milwaukee. They live at 1300 South 15th St. Mrs. Bremer had two children out of wed-lock before she married William Bremer in 1939. Ironically, young Bremer shot Wallace on his parent's 32nd Wedding anniversary. His brother William, apparently is the only one who had any money. William was recently indicted by the Federal Grand Jury in Florida for allegedly swindling some 2,000 women out of \$80,000 by selling them memberships in non-existent health salons.... The best legitimate job that Bremer himself had was as the janitor of a Milwaukee Elementary School, where his total earnings during 1971 were \$3,016 or about \$58 per week. Yet somehow he was able to rent a three-room apartment at

2433 West Michigan Ave., Milwaukee for \$138.50 per month. He still had enough money to feed and clothe himself and pay cash for his 1967 Rambler Hardtop convertible of \$795. (Sept. 14th from Buran-American, Inc., Milwaukee.)

The following month he had enough money left over to buy a .38 cal. revolver for \$80. On Nov. 18 he was arrested in Fox Point, Wisc., on a gun charge, but was allowed to plead guilty to "disorderly conduct" by Judge Walter H. Cate and paid a fine of \$38.50.

BREMER CUTS HIS HAIR

Bremer was a dues-paying member of the 12th Ward Democratic Club, Milwaukee, known to be a leftist group. Former employers and associates know Bremer to have been an active Socialist. He took the Communist position on the military and military spending in a letter to one of his Wisconsin Congressmen, Mr. Reuss, a Democrat. He is known to have been in the company of "long-hairs" and "hippy-types" while they were distributing materials printed by organizations affiliated with the Communist Party. On January 13, 1972, Governor Wallace stated that he would try for the Democrat nomination. On that date, investigation now indicates, Bremer had his hair cut close and he bought another .38 cal. revolver for \$80. He quit his job at the school on January 31 and on February 1, he bought a 9-MM BROWNING AUTO pistol from FLINTROP ARMS, Milwaukee, for \$114.50, hiding his weapon behind the door panel of his Rambler. (This is a far better handgun than the .38 revolver since it has a clip that can take 12 rounds plus one in the chamber. This handgun has a muzzle velocity of 1350 feet-sec. as against 850 feet-sec. for the .38 Special. The BROWNING AUTOMATIC is far more accurate. The .38 Revolver has only five shots and Bremer had time to get them all off. One only wonders what would have happened if he had used his 13 shot pistol. The BROWNING AUTOMATIC is the sidearm of the Royal Canadian Mounted Police—and your editor.) Bremer joined the AMERICAN CIVIL LIBERTIES UNION in April, 1972. The ACLU was formed by Communists for the purpose of defending the Communists and their friends.

In addition, Bremer is known to have bought a pair of high-power binoculars, a portable radio with a police band, and a tape recorder. Where did he get all this money? From a \$58 a week job that he quit four months ago? According to Fulton Lewis III, Secret Service Agents hint privately that Bremer might have been hired for the job. Surely someone had to provide all the cash so that Bremer could make all these trips to study Wallace's campaign style, keep food in his stomach, and purchase the necessary equipment. If there was a conspiracy, then the other person or persons have not been arrested, and the same attempt probably will be made again.

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Issue 66, June 2, 1972

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**Individual Attention
or
Individualized Instruction**

Are They The Same?

I don't know of a teacher worth his salt who doesn't realize the value of individual attention. It would simplify matters a great deal, as far as instruction in the classroom was concerned, if every child in a given classroom had the same ability, applied himself with equal effort and was at the same achievement level. I say it would simplify matters, and indeed it would, but it would take a great deal of the challenge, diversity and excitement from the classroom. Every child is an individual, there is not a duplication in a carload, and therefore every child is going to need individual attention to some degree.

As a matter of fact, God does not deal in duplication; no two things of anything God made are exactly alike in every detail, from leaves to snowflakes. Scientists tell us that every snowflake that falls, before it is distributed, is symmetrically perfect, and yet no two snowflakes have the same design. God deals in originals, and certainly this is true with children. Every one is an individual; no two are exactly alike, and we must accept them as individuals in our classrooms.

We must be especially careful in Christian Education today. The Devil is never more clever and deceitful and never really more himself than when he comes pretending to be genuine when, in reality, he is a counterfeit. Individualized instruction is one of those counterfeits. The name itself carries a close resemblance to the real item—Individual Attention. (Continued from Page 2)

Dr. Dayton Hobbs received his B. A. degree in 1954 from Bob Jones University and an honorary degree (L.H.D.) from that institution in 1968. He did his graduate work in the field of education at Florida State University. Having worked in the public schools of Florida for seven years (four as a classroom teacher and three as Principal and Administrator), Dr. Hobbs has a thorough understanding of the philosophy, goals, and program of public education. In 1962, he founded Santa Rosa Christian School, which began with 40 students, and has grown to its present matriculation of over 700 students in Grades N-12, and has boarding facilities for students in Grades 6-12 on its beautiful 115 acre campus. With this background in both public and Christian Education, Dr. Hobbs is in wide demand as a lecturer. His educational authority is further enriched by his understanding of young people as a minister of the Gospel and Founder and pastor of Grace Fellowship Church in Milton, Florida. He is Founder and Commissioner of Gospel Projects Youth Athletic Association, which sponsors over forty Baseball teams each summer and has over 650 youngsters in the program. His concern and dedication to the cause of education and "doing something" for young people was recognized by his being presented "The Man of the Year Award" by Santa Rosa County Chamber of Commerce in 1967. Dr. Hobbs is the Vice President of the Florida Association of Christian Schools and is President of the Christian Educators' Association of the Southeast. He is also General Manager of Radio Station W.S.R.A. and the editor of the monthly publication, "THE PROJECTOR."



and the authority in the classroom.

Individualized Instruction goes hand in hand with the ungraded open classroom, the mini-packet units of instruction, classes divided into "interest stations" and each child "doing his own thing" at his own pace. Many of these ideas sound good, but in reality very little disciplined learning goes on. These are just additional inroads in the designed program of "uneducation" that is being perpetrated upon the American people today.

One company advertises an Individualized Instruction program for high school Chemistry. The plea made to the teacher by this company is that it can be implemented "with the greatest of ease," "can make your teaching load much lighter." In addition it helps you "become a more effective teacher." It requires "minimal teacher guidance" and saves you "valuable lab

time." In this program each chemistry student takes his own packet of materials and works at his own speed with materials geared to his ability, and achievement level. This is not individual attention; in reality it provides very little attention at all.

In teaching most subjects, the bulk of the material needs to be presented by the teacher to the entire class. There are certain basic facts and understandings that are important to know in every subject in order to build a reservoir of knowledge and information. Beyond this, the teacher must provide additional challenge to the gifted and encouragement and help for the slower learner, but to dissolve a classroom teaching situation and completely individualize the instruction is to insure that none of the children will get the basic foundations and knowledge they need.

Let those of us in Christian education do everything that we possibly can to meet the individual needs of our children, seeing each one as an individual created by God, and responsible as an individual to God, but let us not be caught up in a counterfeit and so be defeated in the very purpose for which we are called. Individualized Instruction is such a counterfeit!!

**A Christmas gift
With Christmas Cheer.
Give the gift
That gives all year
THE PROJECTOR**

Many have been taken in by it, but beware, the progressive educator does not mean by individualized instruction the same thing you mean when you speak of individual attention or meeting individual needs. It is not just a matter of semantics but a difference in philosophy.

In recent years a concentrated effort has been made to do away with authority in the school and classroom. All authority is of God, either by His permissive or directive will. Take authority out and you take God out. A perfect definition of a place where God is not present would be a place where there was no order, or, in other words, complete chaos and confusion. I remember well a course in Administration and Supervision I took at Florida State University some years ago. The entire first portion of the book was taken up with this subject.

The thrust of the book was that we could not really educate until we eliminated the "old Authoritarian system" from education. The "hawk-eye" teachers who constantly kept an eye on students were ridiculed. The old "Authoritarian" school boards were looked upon with scorn, and complete democracy in the classroom was advocated, with the child and teacher deciding together what he would study. That was over ten years ago. Since then the teacher's part in the selection has been eliminated, and the child does all of the choosing in many school classrooms.

Individualized Instruction goes under the guise of helping every child to work at his own level and at his own speed. In reality, it is another attempt to break down a system of education where the teacher is the "storehouse of knowledge"

SATAN'S DOMAIN

organized Christianity, but I am not loyal to compromise.

These preachers come around and pass the plates to get money out of you for something and then talk sweet—love, love! Ask them if it's the love of the Bible or if it's the love of compromise. What kind of love are they talking about? Christian love won't compromise!

If you love your child, you wouldn't compromise the welfare of that child if you knew what was best for the child and what was right. God makes it clear.

Now the end of God's commandment is what? Love. What else? Out of a pure heart—that's a heart that is clean. "Blessed are the pure in heart for they shall see God." It is love that comes out of a regenerated heart first. If you haven't been born again, you can't know right from wrong. You have to have a new nature before you can understand this truth. All right, "Out of a pure heart and of a good conscience"—keep your conscience clean. You can't be consistent with a troubled conscience. Everywhere I go I run into preachers who say, "You know Brother Bob, I am worried. I love my church, I am loyal, but they are planning to set up a program which they want me to support, and some of it I can't support. There are some things I just don't want to support." "Well," I say, "I wouldn't support it if it's wrong; if it's contrary to the Gospel you

preach." "Well," you say, "What do you do? You don't want to have trouble." Well, I want to tell you right now, I had rather have trouble than to support something that sends people to hell. You are going to have trouble in this world. You can't stand for anything that is right without having trouble.

Now some people will tell you I attack the church. It isn't so; it isn't so! I am not attacking anybody's church; I am attacking the compromise in religion today that has cut the backbone out of Christian people and has carried them along with the crowd when the crowd was going the wrong way. Now I think that in nearly all the churches in this country, there'd be some things you could support. But when you put it all into one bag and hand it over and say, "Take this now and handle it. I support everything, good and bad, infidelity and Christianity, all of it combined. I go along," you do not have Christian love. Paul says, No, and you don't have a good conscience. If you do, you have a conscience that is dead, and you need to wake it up.

Now notice what Paul says, "And of a good conscience and of faith unfeigned." It is simple, clear cut faith. Unfeigned faith is faith that sees clearly what God says and believes what God says. Now if you ever hear of us at Bob Jones University taking a very strong dogmatic opinion about anything, you may know of a certainty that that thing is

clearly set forth in the Bible. If a thing isn't perfectly clear to me in the Bible, I may say, "Well, I think this could mean this, but I don't know." But what I am talking to you about today is absolutely clear. It's absolutely clear that it isn't right to give Christian recognition to men who don't believe in the inspiration of the Bible and the Virgin Birth. That is forbidden in the Word of God. There is no clearer statement in the Bible than that. We stand, here at Bob Jones University, for the Bible, and we are going to keep standing.

In the old days, old Bible-believing Christians said, "One thing about Bob, he sure stands for the Bible. We don't always agree maybe with some things, but he stands for the Bible." And in those days we had the bootleggers on our back. Today, instead of having the bootleggers on our back, we have the preachers who want to sell out, who want to sell the church out, and who want to go after that which is wrong. They are on our back. The picture has changed, hasn't it?

All right, let's get back to our first statement. The Devil operates in the realm of religion—that is his main domain on this earth. And don't talk any more love now unless you are consistent with the fundamentals of the faith. Don't talk about love as long as you talk about "love, beautiful love" just to lead the people astray. May God help us.

**If You Catch My Sons,
Please Be Brutal!**

Here is a letter written by a mother to her police chief in Topeka, Kansas—she sets forth her views on "police brutality." We have just one comment to make: "What a mother!" We have just one question to ask: "Why is her tribe so small?" To begin I should first tell you that I have two teenage sons,

and being a mother, I cannot help but want the very best of everything for them. I am not a "typical mother" in that I see things that many mothers never hear of, much less become involved in, because my husband is a minister and we see the very best and the sordid worst.

O Lord, keep us faithful. We thank Thee for all Thy wonderful blessings and for fighting up the Word of God so we can understand it. Even a little child can understand the Bible in its simple statements about how we should live and what we should do. Keep us faithful and true in all things, we pray in the precious name of the Lord Jesus Christ. Amen.

I would like for you to be brutal with my sons. Is that a surprise?

If you find them speeding in a car, please be brutal. I have sat at a hospital holding a grieving mother's hand because of someone's mistake. That was brutal. I have gone with my husband to tell a wife her husband was killed. That was brutal. I have played organ

(See Page 3)

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Santa Rosa Christian School
P O Box 643
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BJU Releases New Records

GREENVILLE, S.C. ... "Sounds of Praise," a new stereo record album featuring brass choirs and ensembles from Bob Jones University, and two sermon records on "The Protestant Reformers" by Dr. Ian Paisley have just been released by the Bob Jones University Press, Greenville, S.C.

Frank Garlock, chairman of the BJU music theory department, directs the various instrumental groups in his own arrangements for "Sounds of Praise."



FRANK GARLOCK

Included in the long-play album are "Rejoice, Ye Pure in Heart" by the brass choir; "All Creatures of Our God and King," faculty brass quartet; "Pilgrim's Chorus" from "Tannhauser," trombone choir; "And Can It Be That I Should Gain," brass quartet; "Eternal Father, Strong To Save," trombone choir.

Also, "Hallelujah Chorus" from "Messiah," brass choir; "Hallelujah for the Cross," brass quartet; "Evening Prayer" from "Hansel and Gretel," trombone ensemble; "More Love to Thee," brass quartet; and "For All the Saints," brass choir.

In his four sermons on the Protestant reformers, Dr. Paisley discusses the lives of Martin Luther, John Calvin, John Knox, and William Tyndale. These sermons were delivered during the annual Bible Conference at Bob Jones University in 1965.

The internationally known Irish minister is pastor of Martyrs Memorial Free Presbyterian Church of Belfast and is a member of the British Parliament as well as the now suspended Parliament of Northern Ireland at Stormont.

"Sounds of Praise" (stereo) is available for \$5 each; and album one of "The Great Reformers," Martin Luther and John Knox, and album two, John Calvin and William Tyndale, are available for \$4 each. All orders should be addressed to the Bob Jones University Press, Greenville, S.C.

Please add 10 per cent for postage and handling—minimum charge 35 cents. South Carolina residents please add 4 per cent sales tax. Quantity and bookstore discounts available.

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Everything Begins At Home

The home is a sacred place where we can rear our children in the nurture and admonition of the Lord Jesus Christ. The Bible teaches us that, "train up a child in the way it should go, and when it is old it will not depart from it." Proverbs 22:6.

1. LOVE BEGINS AT HOME. The home circle is the nursery of affection; it is the Eden of young attachments, and here should be planted and tended all the germs of love, every seed that shall ever sprout in the heart—and how carefully should they be tended, how guarded against the frost of jealousy, anger, pride, vanity. We can not honor with too deep a reverence the home affections; We cannot cultivate them with too great a care; We cannot cherish them with too much solicitude.

2. Honesty begins at home. Some consider honesty to be the first Christian virtue. It includes absolute fairness without partiality. No deceit should be shown toward anyone inside or outside the house. Children

know whether or not their parents are honest. Sham is easily detected.

3. Faith begins at home. The home has the child in the most impressionable years—the years that count the most for shaping attitudes, habits, character, religious understanding, and the living faith.

Our children know much more about us than we can imagine. If they see real faith in our hearts, they are most apt to want to follow our footsteps and have a living faith in God.

4. Education begins at home. The home is the foundation of civilization. Our laws are made in the home. The things said there give bias to character far more than do sermons and lectures, newspapers and books. No other audiences are so susceptible and receptive as those gathered about the table and fireside. No other teachers have the acknowledged and divine right to instruct that is granted without challenge to parents.

5. Respect for law and order begins at home. Out of her experiences with 54,000 children who were brought before her through more than twenty years, Judge Camille Kelley observed, "the child's riches heritage is a well ordered home. If every child had such an opportunity, delinquency would fade from court records. There would be no need for juvenile courts or juvenile judges." How true this statement is.

6. Culture begins at home. A true family is a cultural unit, it must make its own culture, with songs in which all can join, stories all can enjoy, wholesome games all can play; without its own social life, the role of the family degenerates into something subhuman. The Christian family exists for the perfection of each of its members, as an individual soul rejoicing in the freedom of the sons of God; if it is anything less, it is to some degree a failure.

—Selected

Attention!!! New Schools

Packet Available to New or Young Schools—Due to the many requests we have for materials and information regarding the starting of new schools, or help in setting up curriculum in the young school, I have assembled a packet of materials used in Santa Rosa Christian Schools that I believe will be helpful. This packet includes:

- I. Curriculum Information
 - A. Text book lists
 - B. Addresses of publishers
 - C. Bible Curriculum
 - D. Art Curriculum
 - E. Poetry Curriculum
 - F. Daily Schedules
 - G. - Kindergarten—Phonics and Numbers Curriculum
 - H. Kindergarten—Program Outlines

- II. Forms
 - A. Teacher Application form
 - B. Teacher Contract
 - C. Student Forms (reg.)
 - D. Transportation forms
 - E. Nursery forms
 - F. Report card
 - G. Lunchroom or office forms
 - H. Progress report for Kindergarten
 - I. Report slips for 1-12

- III. Articles and Brochures
 - A. Christian Philosophy of Education
 - B. Christian Philosophy of Discipline
 - C. Basic Ingredients
 - D. A.C.E. Articles (two)
 - E. 1 year subscription to THE PROJECTOR

- IV. Gospel Projects Handbook (including)
 - A. Philosophy
 - B. Distinguishing Information
 - C. - Employment Information
 - D. Ethics
 - E. Schedule
 - F. Responsibilities of Personnel

- G. Procedures and Regulations
- H. Academic Policies and Procedures
 - I. Discipline
 - 1. Must for the teacher
 - 2. Background of discipline problems
 - 3. Dos and Don'ts
 - 4. Practical ways to handle problems
 - J. Personal Appearance
 - K. We are Human (Dr. Sam Patterson)
- V. Other Materials
 - A. Advertising Brochures
 - B. Dress and Hair Code
 - C. Probation forms

twelve years of compilation and untold hours of work. The complete packet sells for twenty five (\$25.00) dollars. Some of these items would possibly be of no value to you and all of them would have to be adjusted to your situation. However, there are many items and ideas included that will save you many hundreds of dollars in labor and time spent searching for the help this packet contains. Write:

Santa Rosa Christian Schools
P.O. Box 643
Milton, Florida 32570
(Enclose \$25.00 plus \$1.00 for mailing and handling).



From the President of Bob Jones University

Last year our Bob Jones University student body celebrated a truly Christ-honoring Christmas. According to the reports, our students led—in a period of 14 days—a total of 1,697 souls to salvation in Jesus Christ. They personally contacted and dealt with 13,350, held 10,738 services, saw 1,524 re-dedications, and distributed 86,423 tracts.

I have often heard Christians bewailing the "commercialization" of Christmas. And they are right to regret the obliteration of the true meaning of the season. But I wonder how many of these same Christians actually DO something about re-capturing that spiritual significance? How many of them are moved by a compassion for souls to reach out through the glittering lights to those lost and dying in the tinsel? Christmas is a season when some people can be more easily reached than at any other time of the year. Yet how many of us let it slip away without even trying to win the lost?

Bob Jones University teaches its students to recognize every day as a soulwinning opportunity; and that their responsibility for witnessing is greater than ever during their holidays at home, when they are free of the pressures of studies and the routine of classes. Because of this emphasis, the University "family" makes a concerted effort to make holidays count for the Lord. They DO take a rest from their books—but they do NOT take a vacation from their responsibilities as soulwinners.

Your prayers for the ministry of Bob Jones University make you a co-laborer and a co-harvester in the great field "white unto harvest." Remember us TODAY in prayer.

Bob Jones, III, President
Bob Jones University
Greenville, South Carolina 29614

The Church Scene

by Jim Jones

Ecumenists continue in their attempt to rally support for "Key 73" which is planned as a large-scale venture in "ecumenical evangelism." The Southern Headquarters of the American Council of Christian Churches in a recent newsletter quotes a member of the Holston Conference of the United Methodist Church concerning "Key 73": "It's A FRESH, NEW APPROACH TO ECUMENISM ... this NEW FOCUS FOR ECUMENICAL INVOLVEMENT and witness should be focused ... in an evangelistic thrust. I believe that in a far more effective encounter than is possible through most of our Councils of Churches or through the habit of exchanges of pulpits, or even by group statements on social and moral issues, this WILL PROVIDE A WIDER ARENA in our jurisdiction and yours TO CONFRONT THIS NATION AND THE NATIONS TOGETHER WITH THE GOOD NEWS." (emphasis mine)

George H. Outen, member of the Board of Evangelism, United Methodist Church, provides us with a clearer understanding of "Evangelism" as used by many Ecumenists when he declared, "...to work for open-housing in the name of Him who had nowhere to lay His head—that's evangelism. To combat racism, that too, is evangelism. To protest war as being antithetical to the spirit and teachings of Jesus the Christ, that's evangelism. To be engaged in the political process, supporting candidates and legislation, that is consistent with the tenets of the Gospel—that, too, is evangelism." We find, however, in this social gospel message espoused by Mr. Outen and his ecumenical bedfellows, no mention of sin and the only remedy for the leprosy of man's sin to be found in Jesus Christ. God's Word states so clearly that Christ has once died the just for the unjust to bring us to God. I Peter 3:18. Our blessed Lord did not die to provide men with "open-housing" but died to make possible for ALL men A HOME IN HEAVEN.

FOOTNOTE ON KEY 73: THE CHRISTIAN BEACON, November 16, 1972, comments on "Key 73" and the desire expressed by Dr. Billy Graham for Roman Catholic participation in it. When a sizeable number of N.A.E. (National Association of Evangelicals) delegates had objected to Roman Catholic participation in "Key 73", the evangelist said, "We all ought to get behind it." He further stated that his association would cooperate "100 per cent in the effort." Dr. Graham added, "I think it's wonderful for Catholics to come in and get involved in evangelism. There are thousands of evangelical Catholics."



appears that the pastor of the infamous Glide Memorial United Methodist Church continues to spout his blasphemies and infidelity. Speaking to a meeting of the Black Methodists for Church Renewal in Atlanta, Ga., Rev. Cecil Williams exclaimed, "I don't want to go to heaven." And again, "...I come to you and say again ... that none of us need to be saved—Jesus Saves—all that kind of stuff. The most frustrated people are those who are going around saying "Jesus Saves." Williams describes the message that "Jesus Saves" as "oppressive slave theology."

A petition is now being circulated in California under the guidance of its originator, a Rev. Sue Sikking, purposing to erase "The Star Spangled Banner" as the national anthem of the United States "because of its reference to violence." In explaining her reasons for this action, the young woman said, "the national anthem of the U.S. should not remind us of rockets and bursting bombs, but rather of freedom, justice, and brotherhood ... for those things are the true spirit of these United States." As a replacement for the long honored national anthem, she suggests in the petition the adoption of "America, the Beautiful," "God Bless America" or "My Country 'Tis of Thee." Mrs. Sikking is a minister of the Unity-by-the-Sea assembly of Santa Monica, California.

The First Moravian Church of New York City has approved the use of its sanctuary and parish hall by another city church, the Church of the Beloved Disciple. This will raise no eyebrows until it is known that the Church of the Beloved Disciple is the first homosexual congregation of New York City. It had formerly occupied an Episcopal church but needed the services of larger facilities. It will now use the Moravian facilities on Sunday afternoons. The church board which approved the use of its building by the homosexual body stated that its action did not imply sanction of homosexuality or of a homosexual church. The Moravian Church board did, however, feel that it should be "open to sharing its space with any group... SERVING A WORTHY PURPOSE." (emphasis mine)

Why Christian Education?

discovering how to use his mind. Any educational or learning process which leaves the student's mind unchanged is not, properly speaking, Education or learning.

If we are not in serious disagreement at this point, we are in a position to see some of the academic differences between Christian Education and that product of unregenerate and atheistic men's minds known as Progressive Education. One of the catch-phrases of Progressive Education is "learning by doing." Is slinging fingerpoint around the classroom really a method of learning art? Is building an igloo out of ice cubes really the way to learn about the eskimos? Is building a mud hut in the middle of the classroom floor really a valid procedure for learning about a native tribe in Africa? In each of these cases, I doubt it seriously. In each instance the activity is great baby-sitting, but I am not convinced that much is learned beyond the level of a certain amount of conditioning. Of course, if you adopt the view that man is simply an animal then conditioning is all there is to education, and this approach is fine. For a person who subscribes to the biblical view of the nature of man, this approach is woefully inadequate.

The approach to learning of experiencing through as many sense avenues as possible is great sport for the children but there is a basic shortcoming. We have previously established the point that education involves thinking. None of the above illustrations requires the use of the mind. If physical activity or sensory perception is substituted for the thinking process, then the result is not apt to be learning. The following comments may bring screams of pain from some wounded educators but the same line of reasoning may be followed about audiovisual aids. Some people apparently feel that a roomful of audiovisual aids is all that is necessary in order for the student to learn. The most tremendous audiovisual aid ever conceived of is a competent teacher. Without this, the other trappings are apt to be ineffectual. The audiovisual aids may become simply entertainment and as such, not only do they fail to stimulate mental activity, they preclude the possibility of it.

Any process may be substituted for thinking. In time, the processes are assumed to indicate learning. In the mind of the progressive educator, if certain processes are carried out, then learning is assumed to have occurred. This may or may not have been the case. Repetition of a process does not guarantee learning. The idea that if I just do something enough, I will learn is rampant but not usually correct. Certain processes are essential to learning. Most are essential as prerequisites to learning not badges of accomplishment. Undoubtedly, the best way to stimulate thinking on the part of students is to have them taught

by teachers who are in the habit of thinking themselves. While lesson plans are necessary, it is possible for the person preparing the plans to use them as a substitute for his own thinking. And it is possible for the teacher to do all the thinking for the student in the process of preparing the lesson plans. It is not possible for a student to sit in the classroom and have English, History, Science, or Math poured over him like we pour honey over hot cakes and learn. Somewhere down along the line, both teacher and student must be disabused of the idea that learning is just doing something a sufficient number of times whether it is memorizing, reading, taking notes, looking up terms or any of a variety of other processes. These things are essential but they are not a substitute for thinking. Learning is a mentally active process on the part of the student not a passive one. It is possible for a student to do any or all of the above-mentioned things and not learn if he fails to engage his mental faculties during these processes.

Under progressive education, memorization is considered a waste of time. Memorization does require the use of and the discipline of the mind. It is essential to provide a basic reservoir of facts from which the mind can select those which are pertinent in the solution of a particular problem. There are some things which can be appropriated only by memorization. The multiplication tables and the names of the bones of the human skeleton to name two examples. A quote from J. Gresham Machen in a book entitled, *What Is Faith?*, is pertinent:

"An outstanding feature of contemporary education in these spheres is the growth of ignorance; pedagogic theory and the growth of ignorance have gone hand in hand."

"The undergraduate student of the present day is being told that he need not take notes on what he hears in class, that the exercise of the memory is a rather childish and mechanical thing, and that what he is really in college to do is to think for himself and to unify his world. He usually makes a poor business of unifying his world. And the reason is clear. He does not succeed in unifying his world for the simple reason that he has no world to unify. He has not acquired a knowledge of a sufficient number of facts in order even to learn the method of putting facts together. He is being told to practise the business of mental digestion; but the trouble is that he has no

food to digest. The modern student, contrary to what is often said, is really being starved for want of facts."

Attempting digestion without any food results in rather severe gastrointestinal disturbances. If we may apply this illustration to mental activities of uninformed students without confusing metaphors unduly, we have a picture of the results of modern, progressive education, the motto of which is—mediocrity is excellence. If everyone is at the same level of ineptness, then everyone can be an expert.

Sensory perception, whether visual or otherwise, may or may not involve the functional use of the mind. The activities involved in experiencing sensory perception may be considered active from a physical standpoint but they are passive from a mental standpoint. Depending on the nature of the sensory perceptions, they may produce an hypnotic effect, guaranteeing that no learning can take place. The loud racket commonly known as rock and roll along with the psychedelic lights being an obvious contemporary example.

Experiencing everything is an exceedingly slow, wasteful, and sometimes fatal affair. If a student must experience everything in order to learn he is not apt to know much. In some cases, he may not live long enough to know much. Born-again Christians are forbidden to experience many things. (The attitude that I don't want my child in a Christian School because he needs to be exposed to the world makes about as much sense as the same attitude toward syphilis or sodium cyanide.) This wasteful approach to education can be avoided by the simple expedient of reading. Proper reading requires the use of the mind and it makes unnecessary the experiencing of everything. Since most victims of progressive education can't read, the experiential approach is mandatory.

The philosophical results of this approach in education are far-reaching indeed. If experience is the sine qua non of education then each person is an expert because he is the only one who knows what his experience is. If each is the authority then there is no need for biblical standards or absolutes. We find ourselves in the position described in Isaiah where every man did that which was right in his own eyes. The end result which we observe today of situation ethics and the so-called new morality is quite predictable.

(See Page 8)

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(From Page 7)

Why Christian Education?

One of the very strange inconsistencies of progressive education is its disenchantment with the free enterprise system. It would seem that an educational system which pretends to cater to the needs of the individual would support enthusiastically a system which allows an individual the freedom to develop to the limits of his abilities. Modern educators have taken the tack that either the scriptures do not teach a system of politics or that they teach socialism. The latter idea based on the arrangement in the early church at Jerusalem. I would

point out first of all that this was a matter of choice with those who participated and secondly, it did not last very long. With respect to the idea that the Bible does not teach a form of government, there is really little need to have page after page of warnings and penalties about stealing if there is no ownership of private property. We discover that in the new heaven and the new earth, each man will sit under the state's vine and the state's fig tree, right?

To summarize, it is very important that we do not incorporate anything into our

educational philosophies or practices which conflicts with clear biblical teaching. We must be consistent if we are going to experience the Lord's blessing and if we are going to do for our students what should be done for them. Does all of this mean that we may not use audiovisual aids, or laboratory procedures? Of course not. Come visit the Science Department at school sometime. It does mean that these procedures are an adjunct and not the core of education. They should be used judiciously and that should not be considered as the major or only

means of learning. If we have to choose between cerebration and celebration in the classroom, the former will produce students. The latter will not. It is essential that we provide our students with the tools of learning rather than the finished temple. We have seen that there are spiritual as well as academic reasons for providing an education which is really Christian rather than attempting to clean up a polluted product of unregenerate men's minds.

If You Catch My Sons, Please Be Brutal!

(From Page 5)

music at funeral services for babies, teen-agers and adults, because someone drove too fast. That was brutal.

If you catch my underage sons with liquor in their possession, please be brutal.

I have sat all night by my husband's side trying to piece together two underage young men's lives, both broken by drinking. That was brutal. I have listened to the horrors experienced by another man while he was drunk and heard him recall the many jails he has served time in for this. That was brutal. I have tried to console a mother whose daughter was killed after being struck by a drunken driver. That was brutal.

If you should find my sons with drugs in their possession, please be brutal.

I have tried to rehabilitate a woman just out of prison for shooting her husband while she was drugged. That was brutal.

I have seen a handsome young man turn into an ugly one because of drugs. That was brutal. I have seen a young mother who was addicted to a drug scream and rave for a lack of a "fix." That was brutal.

If you find my sons committing any kind of immoral act or carrying any pornographic materials, please be brutal!

I have listened to the sad cry of a young girl who was pregnant but not married. That was brutal. I have been present when a boy and girl broke the news to their parents that they had to marry. That was brutal. I have tried to comfort a mother whose beautiful daughter was criminally raped. That was brutal. I have seen a promising young man with a brilliant future have to give it up, too young to assume the responsibilities of a wife and baby. That was brutal.

If you ever see my sons taking something that isn't theirs or willfully destroying property, please be brutal!

I have walked in a hushed, sacred church that was stripped of everything that could be sold. That was brutal. I have seen a lovely, expensive home and yard completely torn up by vandals. That was brutal. I have wiped a little boy's tears and helped him hunt for his stolen bicycle. That was brutal.

If you should ever catch my sons doing anything illegal, please be brutal! I have come to realize that your kind of "brutality" cannot in any way compare with the brutality that comes from breaking laws.


My husband and I have tried to teach our sons that their rights end where someone else's begin. We believe that they have learned this lesson. But in case they forget, we look to you and others who influence their lives—teachers, coaches, etc., to see that they remember.

And if you must be brutal to remind them—then please be brutal!

I do not want my two sons to grow into two grown-up boys. I want them to become men, able to assume their places in this world and make good contributions to it. I sincerely hope they won't need your help, but if they do, and if you must, then be brutal!

—Pennsylvania Law Enforcement Journal


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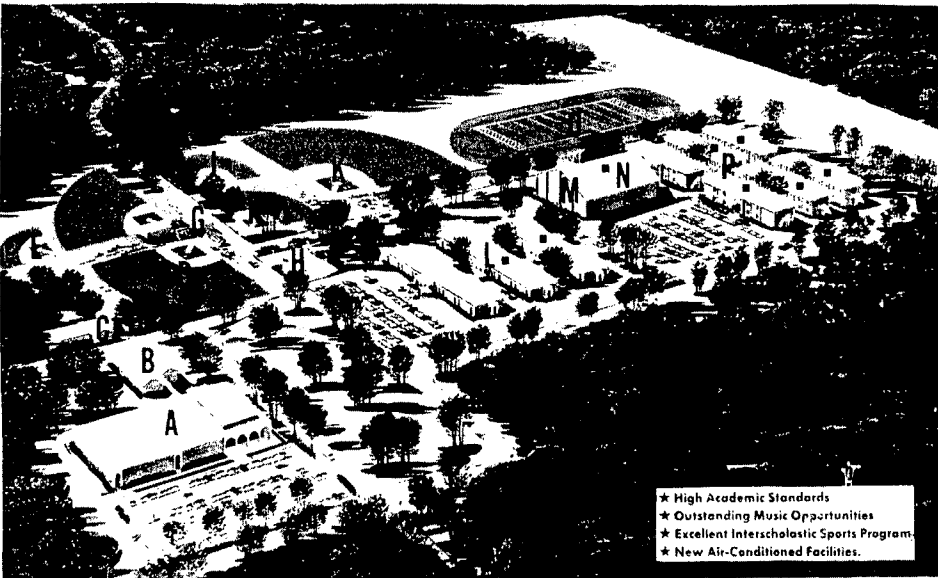


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