

The PROJECTOR

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

Dr. Dayton Hobbs, Editor

P.O. Box 643, Milton, Florida 32570

VOL. 11, NO. 2

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Traditional Education

TEACHING AND LEARNING

By
Dr. Dayton Hobbs

(Continued from last month)

How is truth transmitted to the mind of the child? Is truth discovered as the child lives out experiences predetermined by the teacher, or is truth the revelation of God? Is the child simply the highest form of the animal creation, or is he a different form of being created in the image and likeness of God? These are questions that seem rather foolish for us to ask Christian parents and educators; however, the heart of the difference between Christian and pagan education lies in the answers you give. We must recognize that Christian Education of children is different in almost every aspect than secular education.

TRADITIONAL EDUCATION

The two basic divisions of teaching methods as it involves teaching and learning, as stated earlier, are the "pouring in" process and the "drawing out" process. The "drawing out" process is consistent with evolutionary thinking and progressive education in all of its facets. In this process of teaching and learning, the goal is to draw out of the child the potential that lies within by guiding him through various experiences. Dewey called this "learning by doing." The "pouring in" process, often called Traditional education, sees truth as outside of the individual child, not within him as in Progressive education, and the process of teaching and learning as involved in pouring into the child those facts and that knowledge necessary for his education.

Traditional education has never claimed to be Christian education; although there are those who use the

terms "Christian Education" and "Traditional Education" interchangeably. Although Christian education obviously is more closely aligned to Progressive education in their basic tenets, Christian education and Traditional education are not the same thing.

Later we will attempt to identify what we believe to be Christian education, but first let us attempt to identify Traditional education.

IDEALISM

In any kind of teaching, the subject matter to be learned by the students must be chosen, either by you or by someone else. Basically, the subject matter will be chosen

for the learner or by the learner. Either way, a choice must be made. It isn't enough to say that this or that knowledge is important or desirable to have. Try to imagine something, anything at all, that couldn't be proved important enough for someone to know and hence to be taught and to be learned. But can you imagine anyone learning everything there is to know? Hardly. This is why there's a problem: You have to pick out of all the knowledge in the world the particular few things to teach. How will you do that? And more important, on what principle? That's where your philosophy comes in. 7

Idealism is one form of Traditional education. The idealist says that the idea of a thing is the reality, not the thing itself. He would say that the idea of $2+2=4$ is true and always has been true no matter what anyone thinks about it.

If you are an idealist teacher, you believe that what your students are to learn is knowledge waiting to be transmitted to them by you. The knowledge to be transmitted has already been discovered and organized.

See p. 2

CONCERNING ACE

Recently the question was raised to me as to how I get along with ACE schools and with pastors who have ACE schools in their churches. Although I have in the past written articles stating the problems I have with the methodology involved in individualized instruction, these have been from my educational point of view, and I have never had any problem getting along with pastors or administrators who are involved in ACE programs. As a matter of fact, we often play ACE schools in our area in athletics, and I have found that most of them maintain excellent standards among their young people. Many pastors, administrators, and teachers from

ACE schools have attended my workshops in many of the teachers' conventions throughout the country, and we have always had good fellowship. We have students from ACE schools in Santa Rosa Christian College and hope to have many more in the future.

As an educator, I state my views concerning Christian education and other areas of concern for Christians from time to time in The PROJECTOR. This in no way is personal, and I have the utmost respect for pastors and administrators who may differ with my opinion. I love and appreciate good men who are true to the Word of God and fight the Lord's battles.

From p. 1

TEACHING AND LEARNING

ized into subjects. This does not imply that all knowledge has already been discovered, but only that what is to be taught is what is known and that it is not part of the educational process for the learners to make discoveries of their own. They may sometimes do so, but that would be incidental, not integral, to the process.

This also means that as an idealist teacher you would serve as an authority to your pupils. Their place would be to listen, accept, and learn — from you. They would not be expected to question your authority or doubt your word. The knowledge given them would be thought of as absolutes, having the same dependable regularity and fixed meaning as day and night, tides and eclipses. Respect for heritage, authority, and "fundamentals" would characterize your attitude toward the role of classroom teacher.

The chances are that you would

Editor's Desk

We are extremely sorry for the unusually late date that the January issue of *The PROJECTOR* was mailed to you. The reason was two-fold: first, we were already running late because of the holidays and the fact of the change in format for the 10th anniversary edition, and second, because of the unusually long time it took to meet all the postal requirements for changing to second class mailing.

Mrs. Hobbs and I plan to attend the Keystone Christian Educators' Convention, March 26-27, in Hummelstown, Pennsylvania. In addition to the displaying for "Aunt Carolyn's" books and Santa Rosa Christian College, we will both be doing several workshops. Come by our booth and see us if you are in attendance. This is our first visit to the Pennsylvania Convention.

tend to emphasize ideas, concepts, principles, theories, thought, intellectuality. In your teaching, your main aim would be to make clear to the class the thought in your mind. That is what the class is to learn. The aim of your students, as you would conceive it, should be to grow toward the ideal you hold up to them. 8

REALISM

Another form of Traditional education is known as Realism. The realist deals more with facts than ideas. He does not, for example, think of beauty apart from a beautiful object.

From this point of view, the purpose of education is to acquaint students with the facts of the world so they can learn how to get along with it — the world being both the physical and the social environment. If idealism centers on ideas, realism centers on facts. If idealism sees mind as the ultimate value, realism sees things — the universe of natural objects — as the ultimate reality. 9

As a realist teacher, you would believe that the goal of education is to transmit the established knowledge of the world in the form of documented evidence. This knowledge is to be found in textbooks, reference works, scholarly journals, films, video tapes, newspapers, and newsmagazines. It is to be dissected with impersonal disinterest. It should equip the student for the demands of an uncompromising cosmos.

If you are a realist teacher, the education best calculated to serve this purpose is the traditional one that puts its faith in rigorous study of the fundamentals. Mainly, these are the liberal arts subjects of language, math, science (especially the natural sciences, but not excluding the social sciences). If psychology is included, it would certainly have to be behavioristic. If vocational studies are admitted, they would have to be given as career information, and not as job training. 10

ESSENTIALISM

In this form of Traditional education, the teacher is concerned with the "essentials" of learning.

If asked what the essentials are, you might reply: "The fundamentals — those articles of culture generally accepted by society as a

result of long experience, and the inheritance of values and priorities that have stood the test of time." 11

Essentialism was popularized in the 1930s by William C. Bagley (1874-1946), a professor at Teachers College, Columbia University. The term itself had been suggested by educational philosopher Michael Demiashkevich, professor of education at George Peabody College for Teachers. Bagley took up the cudgels against his famous colleague John Dewey and the Progressives at a time when the controversy over progressivism was heating up as a national wrangle. No reactionary, he simply battled what he saw as extremism. He defined essentialism as a theory focusing on the "induction of each generation into its social heritage as the primary function of education as a social institution." 12

All of these branches of Traditional educational thought, and we have only attempted to identify what we believe to be the major ones, have as their aim the "pouring in" of knowledge.

Traditionalist philosophies, with their many sisters and their cousins and their aunts, all take off from the same starting blocks. Education, traditionalists agree, is a process of transmitting knowledge from the mind of the teacher to the mind of the student. The teacher gives; the student receives. The teacher initiates, decides, directs, controls; the student listens, obeys, follows, responds. The teacher chooses the subject matter to be learned (or is so ordered by a superior); the student accepts the choice and does what is required. That subject matter is the same for all. Its very nature — the cultural heritage — demands a one-way traffic flow. 13

TEACHING METHODS

Teaching methods of the Traditionalists usually consists of lecturing, homework, recitation, and memorization.

We have not, in this article, attempted to identify Christian education or attempted to point out the good or the bad in Traditional education. Next month we will attempt to do this.

FOOTNOTES

7. T. Robert Bassett, *Education for the Individual: A Humanistic Introduction*. Harper & Row Publishers (New York, 1978), p. 6.
8. Bassett, pp. 8, 9.
9. Bassett, p. 9.
10. Bassett, p. 11.
11. Bassett, p. 17.
12. Bassett, p. 17.
13. Bassett, p. 18.

The PROJECTOR

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Stars of the Morning

By "Aunt Carolyn"

NO TRICKS



If a son shall ask bread of any of you that is a father, will he give him a stone? or if he ask a fish, will he for a fish give him a serpent? Or if he shall ask an egg, will he offer him a scorpion?

Luke 11:11-12

I don't think I ever read that Scripture without thinking of "W.F." Men of distinction are sometimes called by their initials, but seldom is a young master of only six years so called. Usually such a young "William Floyd" would have been called "Bill" or "Billy" but not this little guy. He was "W.F." A fine lad he was — sturdily built, strong, smart, well-mannered, and even talented. His sense of humor got him through a lot of tough spots, and he was developing some degree of self-confidence and independence — at least he was working at it.

He was down there that day when quiet excitement and happy expectation filled the basement of his home. Every turn of the freezer crank brought the anticipation of the delicious sweet taste of smooth, cold, homemade ice cream closer to fulfillment. Each one had his turn at cranking the freezer, but the children were nearly ecstatic as the ice cream began to harden and Father stepped forward to give the last powerful turns to finish it.

"W.F." was just as interested in the prospects of this tempting dessert as anyone else, so with a smile and a twinkle in his eye, Father said, "Well, Son, go upstairs and get yourself a dish. I'll fill yours first."

Oh, joy! "W.F." hurried up the full flight of stairs to get his dish and came right back down again. By this time the freezer was open, and everyone was "oohing" and "aahing" and begging permission to "lick the paddle." The boy waited patiently but soon anxiously reminded his father of his empty dish and his promise.

"Yes, sir, young man. Let me fill it up!" With the rattle of

the freezer lid, the crack of the big spoon against the dish to make the hard ice cream fall into it, and a reminder of how delicious the ice cream would be, the dish was given back to the boy with many cautions. "Be careful going up the stairs. Don't spill it!"

So the little fellow stepped very carefully up each step, one hand holding the dish and the other the stair railing. Slowly he felt his way to the top. He knew exactly how many steps there were. At last he reached the top and disappeared into the kitchen.

Below were winks, giggles, and laughter. "What a good joke," they thought. "Won't he be surprised?"

Surprised, indeed, but nonetheless disappointed, for when the child sat down at the table to take the first tantalizing bite of ice cream into his spoon, there was nothing there. The boy felt the edge of the dish — then put his fingers down into the center. There was nothing there — nothing at all! All that time, all those carefully balanced steps, all that waiting and anticipation was for nothing. He had no ice cream at all.

You see, the little fellow was totally blind! Trusting the telling sounds of the rattling of the freezer lid, the cracking of the big spoon against the dish, and depending on the word of his father, the boy had walked in his total darkness confident that he would soon enjoy a delicious treat. But treat turned only to trick and bitter disappointment.

No doubt it was all in fun, but it was a cruel joke at the little blind boy's expense. When the laugh was over, Father straightened out the roguish deception and soon really filled the dish with that wonderful sweet, cold stuff — but the trick was one never to be forgotten.

How different from the father of whom Jesus spoke in Luke 11:11-12. In Bible days in the Holy Land, bread was often dark, made in small loaves, and often baked by an open

fire in an earthen oven. Sometimes it would even have ashes from the fire on it. No wonder it might be mistaken for a stone, but Jesus said that no concerned father would mock his son by giving him a stone when he was hungry and asked for bread.

There are also in that land types of little slim fish which people eat that look very much like a deadly water snake. A little child might not know the difference, and if he got hold of the serpent instead of the fish he could be in serious trouble, maybe even face death. Yet Jesus said that a loving father knows what is right and best for his children and would never deceive them or place them in danger by thrusting a deadly serpent into their hands when they needed good fish for food.

How could a scorpion look like an egg? It is said that there are many scorpions in Bible lands, but there is one kind that is very light-colored and when it curls up tightly could even be mistaken for an egg. What a calamity it would be if a child should think one was an egg and pick it up. That mistake could be fatal!

Earthly fathers, for whatever reasons, might trick or play jokes on their children, but it is wonderful to know that our Heavenly Father plays no jokes. He will never trick or mock His trusting children. He will never deceive them by giving them something that would endanger or harm them when they were looking to Him for their needs. Some folks like to say that God has to have a sense of humor, because He made some very funny creatures like monkeys, donkeys, and some people. That may be true, but you can be sure God does not play tricks or jokes on His children, and He never will mock His children's prayers. He wants them to come with every need and problem. He will answer prayer. He delights in meeting His children's needs. He will not trick or deceive. No tricks, no disappointments! There are no disappointments in Jesus!

PASTOR SEZ:

It is tragic that so many professing Christians are so spiritually unstable. Much of the failure in our churches can be attributed to this instability. Some of these people never seem to know what they believe. They are always wanting to hear someone or read a book that has a "new" message or methods. They are so emotionally insecure they think that some "new" knowledge will give them an edge spirit-

ually over their fellow Christians. They, unwittingly, become the dupes of false teachers and faith healers. Then, there are those who go off on tangents. They like to specialize in the unimportant and irrelevant. They waste a lifetime trying to convince their fellow Christians of the importance of the absurd. There are, also, those who use Christianity and Christians in order to make money. They always have a deal on something that will make you a better Christian. Of course, if you buy their gimmick,

From the President

Young folks, in order to be successful from God's point of view, must at some point learn to stand alone. Paul said, "At my first answer no man stood with me, but all men forsook me" II Tim. 4:16. In the end, Jesus suffered and died alone, after seeing the crowds depart when He began to talk about a cross.

At some point in my ministry many years ago, I copied the following quotes. I don't remember where I got them; therefore, I cannot give proper credit for them.

*It is human to stand with the crowd,
It is divine to stand alone.
It is manlike to follow the people,
To drift with the tide;
It is Godlike to follow a principle
To stem the tide.*

Truth has been out of fashion since man changed his robe of fadeless light for a garment of faded fig leaves.

Noah built and voyaged alone. His neighbors laughed at his strangeness and perished in style.

Abraham wandered and worshipped alone. The Sodomites smiled at the single shepherd, followed the fashion, and fed the flames.

*Daniel dined and prayed alone.
Elijah sacrificed and witnessed alone.
Jeremiah prophesied and wept alone.
Jesus loved and died alone.*

Here at the ministries of Santa Rosa Christian College we are dedicated to the job of training young men and women to stand, even when it means standing alone. Your help and prayers are needed in this endeavor. We would very much like to hear from you.



SERVICE MINISTRIES

Young women in Santa Rosa Christian College put love into action and legs to their prayers as they go out each weekend to witness and reach the lost for the Lord Jesus Christ. Their work takes them to all ages — from the very young in Children's Bible Clubs to the very old in nursing homes.

Above is a picture of one of the Bible Clubs held each Saturday morning. This one is at a Housing Authority Development. With no

meeting place available nearby, the girls take a Santa Rosa Christian School bus in which to hold the classes. Shown with the above class are its leaders, Beth Waff, sophomore from Chesapeake, Virginia, Shelley McCollim, freshman from Milton, Florida, and LuAnne White, sophomore from Center Point, West Virginia. This is an example of the practical Christian training at Santa Rosa Christian College — serving while training to serve.

Academy Honor Roll

The following Junior-Senior High School students have been named to the Santa Rosa Christian Academy Honor Roll for the first semester of the 1981-82 school year. Students on the "A" Honor Roll must achieve a grade of "A" in every subject. Students on the "B" Honor Roll must earn a grade average of "B" with no grade lower than "C".

12th grade - "A": Charlene Griffith, Palm Beach, FL; Gloria Pierce, Pensacola, FL; Corinne Poindexter, Pensacola, FL.

12th grade - "B": Tod Brainard, Milton, FL; Vonnie Burke, Pensacola, FL; Steve Foxx, Milton; Jeff Haddad, Milton; Denise Harbstreit, Indian Harbor, FL; Karla Hendricks, Jay, FL; Syretta Miller, Pensacola, FL; Kristin Opager, Milton; Gay Lee Robertson, Waukegan, IL; Eric Woods, Milton.

11th grade - "A": Debby Petters, Milton; Janice Pierce, Pensacola, FL.

11th grade - "B": Roger Brainard, Milton; Joy Johnson, Milton; Beth Jones, Venice, LA; Layne Trent, Milton; Curtis Wiggins, Milton.

10th grade - "A": Angie Williams, Ft. Walton Beach, FL.

10th grade - "B": Pam Ivey, Holt, FL; Eva Spherhac, Boca Raton, FL; Tina Weaver, Flomaton, AL.

9th grade - "A": Tiffany Harrington, Milton; Gina Reid, Holt, FL.

9th grade - "B": Rena Anderson, Milton; Missy Brainard, Milton; Pam Scharmen, Pace, FL.

8th grade - "A": Beth Pierce, Pensacola, FL.

8th grade - "B": Dana Lowery, Brewton, AL; Karen McDonald, Pensacola, FL; Maureen Smith, Milton; Della Scott, Holt, FL.

7th grade - "A": Lisa Barnes, Milton; Karen McCurdy, Flomaton, AL; Dena Reid, Holt, FL.

7th grade - "B": Dennis Dawkins, Milton; Tara Harrington, Milton; James Moulder, Brewton, AL; Chad Poindexter, Pensacola, FL; Jackie Scharmen, Pace, FL; Michael Villaroman, Pace, FL; Mark White, Flomaton, AL.

ERICH RICHTER

"Preparing for Battle"



I am very pleased and thankful that the Lord has led me to Santa Rosa Christian College. After working for eight years in the commercial world as a banker and then for six years as an assistant pastor and choir director in an independent Baptist church in Southern Florida, I really appreciate the opportunity to further my training for the Lord's service.

It is not easy for a thirty-five year old man with a wife and three children to pull up stakes, leave a full time gospel ministry, and begin again as a college freshman several hundred miles across the state. About one year has now passed since the Lord first impressed me with the need to attend college. I sincerely asked God to lead me to just the right school. I am fully confident that He has done exactly that.

Santa Rosa has all the elements that make a great school. The atmosphere is warm, and the facilities are the most beautiful I have seen anywhere. However, I believe there are two elements that make this school one of the best in the land. First, the teachers are dedicated to the task of training students to serve the Lord. As Dr. Hobbs has said, "This is a war college, and we are preparing students for the battle." Secondly, the philosophy of separation is not only taught and preached constantly, but it is put into practice on a daily basis.

Let me encourage those of you who are really serious about serving the Lord Jesus to prayerfully consider Santa Rosa Christian College as His place for your preparation. My stay here has already become one of the most rewarding experiences of my life.



Music Department News

Music plays an important part in the Lord's work — in the church, Christian school, missions, and evangelism. As Santa Rosa Christian College grows, the music department is expanding to meet the needs of the students preparing for ministries in music. Mr. Howard A. Woods, Chairman of the Fine Arts Department, notes that basic programs are offered for prospective majors and proficiencies in Sacred Music and in Music Education. Courses in Music Theory and instrumental and vocal instruction are currently being offered with others to be added according to demand.

College Dean's List

Mr. Peter J. Foxx, Dean of Santa Rosa Christian College, announced the Dean's List for the fall semester of the 1981-82 school year. He noted that a student must achieve a B+ or 2.5 grade average or above to be named to the Dean's List.

Jenny Lynn Petters, Milton, FL.
Erich Richter, Ft. Pierce, FL.
Elizabeth Lillian Waff, Virginia Beach, VA.



"Suffer the Little Children"

Santa Rosa Christian College and Academy provide residential dormitories for college and junior-senior high school age students, but by special arrangement with Mr. and Mrs. Lud Opager and their Children's Christian Boarding Home, provision is also made for young children. So even "little ones" can come to Santa Rosa Christian School. The Opagers have built a large, lovely home on spacious property about two miles from the school. Although they have four children of their own, there is room in their hearts for more.

Shown above with the Opagers are the children presently in the Children's Christian Boarding Home.

Back row (left to right):
Kristin Opager, age 17; Eric Opager,

age 19; Gracie Opager, age 4, Mr. Opager. Second row (left to right): Angie Williams, age 16, Ft. Walton Beach, FL; Mitzi Scott, age 11, Cayman Brac Island; Glen Testamark, age 11, St. Thomas, VI; Mrs. Opager. Front row (left to right): Nicole Robinson, age 9, Panama City, FL; Lisa Wilkinson, age 9, Holt, FL; Sherri Scott, age 10, Cayman Brac Island; Jennifer Opager, age 9.

Persons interested in learning more about the Children's Christian Boarding Home may write:

Mr. Lud Opager
Children's Christian Boarding Home
2630 Stewart Street North
Milton, FL 32570
(Phone: 904-623-6628)



Practical Instructions

Dr. William Liverman
(Preached at Chapel
to the Young People at
SRCS and College)

CONTINUED FROM LAST MONTH

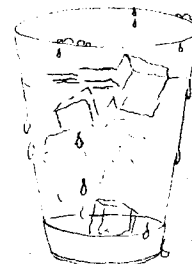
HAVE FAITH

You must have faith. Faith is an important thing as we face life, dear ones. The Bible says, "But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him" (Heb. 11:6). We must have faith in His Word. We must believe that; though it is old, it is new. Its message is as adequate for our needs today as it was in centuries past. We must have faith in the God of this Blessed Book. We must believe that He is the God of the impossible, that He still answers by fire, that He burns green wood, that He says, "Call unto me, and I will answer thee, and shew thee great and mighty things, which thou knowest not" (Jer. 33:3). We must have faith in the task to which we are called. Listen, God has a place for each of your young lives, and your task today is to do the job at hand. That is, to do well in the schoolwork that has been assigned to you. And if you do each day what God has given you to do, you will find that as you grow into the fullness of the stature of Christ, ultimately, eventually, you will find your places in the very spot which He has intended for you. You must have faith, because without it, young folks, it will be impossible to do the task that God has called you to do.

BE LOYAL

You must be loyal. Loyalty is an absolute must in our lives, young people, and there is nothing quite so contemptible as disloyalty. We must be loyal to the Captain of our salvation. We must march faithfully and loyally beneath His banner — the banner of the cross. We must be loyal to the task to which we have been called. The thing that

Instant Coffee
Instant Tea



BUT...

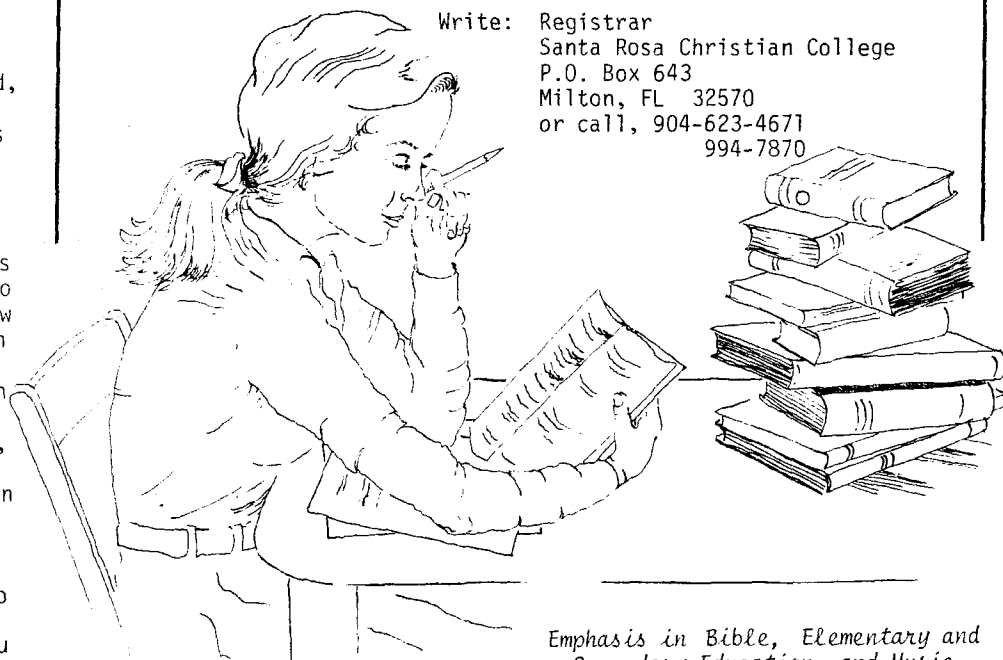
CHRISTIAN EDUCATION

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Emphasis in Bible, Elementary and Secondary Education, and Music

troubles me most is finding that, all too often, young people are prone to quit when the going gets hard. It is so easy to be turned aside and to say that it is not worth it all. But dear heart, loyalty to the task, loyalty to the duties at hand, is an absolute must. Our Lord Himself says, "No man, having put his hand to the plough, and looking back, is fit for the kingdom of God" (Luke 9:62). A winner never quits; a quitter never wins. Though this statement is trite, it none the less is true. Listen, "God has His best things for

the few who dare to stand the test. He has His second best for those who will not have His best." We ought to take this as our prayer, young folks:

*I want in this short life of mine
As much as may be pressed.
Service true to God and man —
Help me to have Thy best.*

Loyalty is an absolute must if we are going to be successful in the task to which God has called us.

TO BE CONTINUED
NEXT MONTH



Focus On Religion

BY
PETER J. FOXX

The Bob Jones University tax case is one that affects every Christian school and church in the country. The issue at stake is freedom of religion in America. Does the federal government, through the power of tax exemption, have the right to create a list of approved or unapproved Christian ministries? Does the legislature have the right to make a law respecting the establishment of religion?

Dr. Bob Jones III has written an excellent editorial on this subject which appeared in the WASHINGTON POST on Sunday, January 24, 1982. I would like to share that editorial with our readers.

GREENVILLE, S.C.—In ancient Rome, every man was required to worship the emperor by placing a pinch of incense on the fire burning upon his altar. If he refused, he lost his life. Is Congress ready to pass a law requiring religious compliance with modern Caesar's social aims and enforced by loss of tax-exemption? President Reagan's proposed bill, which would tax the religious practice of many, seems to do just that. It would make Congress the judge of what is acceptable religious belief. Religion that affirms allegiance to the social gospel of civil rights (and when the time is "right," women's rights, homosexuals' rights, etc.) would become America's national religion. Upon all other religion it would exact a penalty.

It all began so well. The Reagan administration should be cheered, not cursed, for its Jan. 8 decision restraining the IRS from further playing the tyrant. Every American who loves his freedom of religion breathed more easily when

the Justice Department announced on that day restoration of tax-exemption to Bob Jones University. That action righted a wrong that had existed for 11 years. Eleven years is an eternity for a beleaguered, independent Christian institution of limited resources that accepts no federal funds and exists only to help young people live lives that honor Jesus Christ. A nation that is founded on "justice for all" should applaud Reagan's decisiveness, which ended a grave injustice.

Bob Jones University's religious convictions are not on trial. Whether they are right or wrong, biblical or unbiblical, held by a majority or a minority of Christians, is immaterial. The fundamental point at issue is freedom—freedom to exercise a sincere religious faith without taxation because an agency disagrees with your beliefs.

Bob Jones III The Issue Is Religion, Not Race

Of far more significance than BJU's personal struggle is the nightmarish possibility that a bill spawned by headline-grabbing extremists might pass in Congress without significant alteration providing for specific and strongly worded protections for religious freedom. Prayerful Americans must ask their national legislators to resist all efforts that would pressure them into hasty passage of a bill that reeks of hysteria.

No social issue is worth delivering this nation into the place where religious belief is subordinate to government censorship. Should that occur, those who strongly disagree with BJU's beliefs have as much to lose as we do—the right to practice their faith without having it put through the sieve of government acceptance. Who is to say what belief will be attacked next by a special law? Religion by its very nature presupposes a cer-

tain discrimination. Black Muslim religion is primarily for black people. Orthodox Jews require men and women to sit on opposite sides of the temple. Catholics deny women seminary admission. Are those people and others, such as the Mormons, going to let Congress legislate a state religion by taxation of offensive beliefs? I pray not. I think not.

The BJU case, which was pending in the U.S. Supreme Court, was not about discrimination or segregation. It was a religious case. BJU has a racially integrated student body and educates its students without discrimination. Notwithstanding, BJU was met head on by the IRS tax "club." The IRS was acting illegally. Now Congress is about to act unconstitutionally by making a law respecting an establishment of religion.

I am optimistic about Americans. Most of them love freedom too much and are too independent to allow the outburst of radical hysteria—which brought the White House to the frenzied production of an ill-advised bill—to rule their will, paralyze their pens and enslave their churches. They must let their U.S. representatives know that this proposed legislation is intolerable without major alteration.

The people of America who mandated Ronald Reagan into office, believing his promise that he would get government off their backs, are betrayed by his legislation. He has listened to the voice of his enemies. Now his friends must plead with him and with Congress not to place worse oppression on them through legislation that is overtly hostile to religious rights.

The present bill would make enforcement of taxation retroactive to July 9, 1970, the exact date the IRS began discriminating against BJU. Why is Congress being asked to take dead aim on this religious, non-federally funded institution? Do they want to make this institution an extinct species? America's laws take better care of birds, animals and fish. Is protection from discrimination for blacks only? Are BJU's beliefs to be declared illegal while Congress grants tax-exemptions and federal funding to abortion clinics that murder babies every day? What kind of perverted sense of values and morality do we have up there?

Our confidence is in the Lord Jesus Christ, the high King of heaven, Who holds the hearts of rulers in His omnipotent hand. And His sovereignty is able to turn congressional hearts to our deliverance and to that of the nation.

From p. 3

PASTOR SEZ:

you will also be a financially poorer Christian. The truth is, some of these misguided people have never been saved. They are struggling in a morass of spiritual darkness. They need to honestly face the fact that they are unsaved and, then, need to turn in faith to the Lord Jesus Christ. Those who are saved need to realize that the only way to find God's peace is to yield to the authority of God's Word. They

need to quit trying to impress others with their imagined spiritual superiority and to humble themselves as little children. These "kooks" and "con-artists" make a mockery of Biblical Christianity and create confusion among immature Christians. They picture themselves as the giants of the Faith when they are really pigmies. Faithful Christians are often hindered from doing God's will by trying to help

the "weirdos." We really need to be truthful with them, tell them what they are, and, if they do not repent, mark them and avoid them (Romans 16:17, 18).





The Other Side

with Dave Johnson

Guns

On December 28, 1981, a federal judge ruled that the village of Morton Grove, Illinois, did not violate the state or federal constitution when it banned the sale and possession of handguns. The judge, Bernard Decker, ruled that he was bound by an 1886 U.S. Supreme Court decision in *Presser vs. Illinois*, which held that protection of the right to bear arms under the Second Amendment to the U.S. Constitution applies only to laws passed by Congress.

Here is an obvious case of a judge obeying the "letter" of the law while ignoring the "spirit" of the law. Technically, the Bill of Rights is a restriction placed upon the Federal Government, but who placed those restrictions there, and why? The history text which we use in *Santa Rosa Christian Academy, Rise of the American Nation*, second edition, by Todd and Curti, Harcourt, Brace & World, Inc., copyright 1950-1966, states the following regarding the Second Amendment: "The purpose of this amendment was to prevent Congress from depriving people of the right to bear arms in order to resist a tyrannical government." Tyrannical government indeed! You mean that the purpose of guns is not to protect ourselves from criminals who might break into our homes? That was not the primary reason for the amendment. Protecting ourselves from criminals was taken for granted. Protecting ourselves from government was the primary purpose of the Second Amendment. Our Founding Fathers were somewhat familiar with tyrannical governments. They knew that a government which would try to deprive people of the right to keep arms was a government which was an enemy to the liberty of the people.

When the states ratified the Bill of Rights in 1791, they did so with the understanding that they were restricting the U.S. Congress. Now, if the state governments ever intended to restrict the rights of the people themselves, they certainly wouldn't have ratified the first ten amendments which made it impossible for the Federal government to do so. That simply does not make

any sense. The above mentioned history text brings this out by stating that "The Supreme Court has ruled that the 'due process' clause of Amendment 14 protects individuals against denial by the states of certain rights included in the Bill of Rights."

In other words, the Supreme Court has already stated that it is illogical to think that a state or city government would be able to deny rights to the people because it was the people and the states who made up the Constitution in the first place.

If we apply District Judge Bernard Decker's logic to the First Amendment, then a state or city could prohibit freedom of speech on vital issues or even establish Satan worship as the state or city religion and require people to pay taxes to support Satanism! This is utterly ridiculous unless the people have been un-educated to the point that they would allow or even request confiscation of guns.

What exactly does the Second Amendment say? "A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed." Some have said that the militia is the national guard, but the definition of militia is contained within the amendment — "the people." We are the militia, and while we are not very well regulated by most standards, you just watch us if an enemy invades U.S. soil!

What is meant by infringement? Infringements are those things which criminal citizens would never abide by — registration, licensing, and permits for all fire-arms. When these "infringement" laws are passed by such governments as that of Morton Grove, you can be sure that only the law-abiding citizens will obey them.

Perhaps the best way to summarize this article is to quote from a news release issued by the Citizens Committee for the Right to Keep and Bear Arms concerning the recent tragedy in Poland.

One of the first things Jaruzelski's jackboot jingoes did last week was to order that all private firearms be turned in to the government or police authorities. This could not have been done with any chance of success if Poland did not have national firearms registration and gunowner licensing, did not have, in other words, what gun-control proponents in the United States frequently refer to as "effective gun control." The whole situation in Poland demonstrates the pernicious nature of gun control. It is an element fundamental to the repres-

sion of human freedom and as such it must be fought hard and as often as necessary by any free people which desires to remain free.

Your enemy wants to disarm you. Before he can do it, he must convince you that he has a right to do so. His ultimate goal is to educate you to the point that you will request that he do so. Christians need to be familiar with the U.S. Constitution so that they can use it in defense of their God-given rights.



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