

The PROJECTOR

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

Dr. Dayton Hobbs, Editor

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SECOND GENERATION APOSTATES

Judges 2:1-14 BY DR. DAYTON HOBBS

...and there arose another generation after them, which knew not the LORD, nor yet the works which he had done for Israel.

v. 10b

As Fundamentalists, one of our primary concerns should be that our children not be apostates. It is sad when the children of great men of the faith turn from their fathers' faith to serve false gods. Is there a scriptural reason why the children of some preachers continue to stand and fight, while the children of other preachers have no stomach for the Lord's battle, and often deny the very faith which their fathers' held dear? I firmly believe there is a scriptural reason.

BIBLICAL SEPARATION

You may argue all you care to about "degrees" of separation, but the fact remains -- there is only Bible Separation. The key to blessing in the Christian walk is separation. Many men have stayed in an apostate denomination to fight, often winning significant victories, at the cost of their children. Dr. Bob, Sr. used to drill into us "Preacher Boys" that "It is never right to do wrong, not even to get a chance to do right." Concerning apostasy, God's command is to "Come Out," not stay in. (II Cor. 6:17, 18; Rev. 18:4.) It doesn't make any difference how much good you think you can do, or how many people you can save by staying in; nothing of permanent good can come out of disobedience to God's Word. There are many testimonies that speak of the sorrow men have brought upon themselves and their families because they didn't obey and separate, but there are none who weep because they obeyed and separated. We can't second guess God; we must be obedient to the instructions of His Word.



If we expect God to be able to bless our coming generations (if the Lord tarries), we must give Him the opportunity by our obedience. This is the testimony that the Lord Himself gave concerning Abraham in Genesis 18:19:

For I know him, that he will command his children and his household after him and they shall keep the way of the LORD, to do justice and judgment; that the LORD may bring upon Abraham that which he hath spoken of him.

TWO BASIC APPROACHES TO MINISTRY

I am afraid some Fundamentalists have adopted the ideas and methods of this evil age, probably without knowing it. The "Now" generation, that says, "history is irrelevant for this day and the future is something we can't do anything about and shouldn't be concerned with, so live for what you can get out of the present," has affected the thinking of some preachers.

HARVEST TODAY--FORGET TOMORROW

I remember well an illustration Dr. Bob Jones, Sr. often used to emphasize this problem. He said that there are two ways to harvest a crop of peaches; one, you can carefully remove the peaches from the trees without damaging the branches, or two, you can strip the limbs from the trees and then remove the peaches. The one method leaves the orchard intact for another harvest next year, while the latter accomplishes the task of harvesting the peaches but destroys the orchard in the process.

See p. 8

The Importance of Separation

BY PASTOR BOB BRADBERRY
CALVARY BAPTIST CHURCH
COOKEVILLE, TENNESSEE

One of the most controversial doctrines in God's Word is the teaching regarding separation. It is hard to understand why something so clearly revealed in Scripture can be taken lightly by multitudes of Christians. The Bible teaches:

1. Separation From The World
I John 2:15,16
James 1:27; 4:4
Titus 2:12
2. Separation From False Teachers
II John 2:15,16
Galatians 1:8,9
II Corinthians 6:14-18
3. Separation From Disobedient Brethren
II Thessalonians 3:6,14,15
Matthew 18:15-17
I Corinthians 5:11

Judgment Required

In order to recognize what is of the world, who is a false teacher, or who is a disobedient brother, Christians must exercise judgment.

John 7:24 - Judge not according to the appearance, but judge righteous judgment.

I Corinthians 2:15 - But he that is spiritual judgeth all things.

I John 4:1 - Beloved, believe not every spirit, but try the spirits whether they are of God: because many false prophets are gone out into the world.

I Thessalonians 5:21 - Prove all things; hold fast that which is good.

Of course we are not to judge motives or the hidden things of darkness. Only God knows these and He will make manifest the counsels of the hearts at the Judgment Seat of Christ (I Corinthians 4:5).

However, the Bible distinguishes between good and evil; light and darkness; truth and error; God and Satan. God expects Christians to discern the difference using His

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We Get Letters...

Dear Dr. Hobbs:

Thank you so much for your comments in the September '79 edition of the Projector. It was an outstanding commendation for the King James Bible Schools of Virginia Beach. Because of the implied thought set forth by your title "They Finally said it," I feel that I owe you an apology. I have proclaimed the King James A.V. [61] as the inerrant Word of God since I was saved in the year 1950. I am sorry that I did not say it loud enough for you to hear before this time.

However, I would like to ask one favor of you; if it becomes necessary for you to mention the King James Bible Schools in the Projector again, please be honest. I have never had a problem with the historic doctrine of Biblical inspiration, yet it is quite evident that you have a problem with the historic position of Biblical preservation. Thank you for your time.

In Christ,
J. C. P.
Virginia Beach,
VA

Dear Dave:


I was delighted to receive air-mail the two copies of the booklet entitled "Teaching Methods: the Scriptural View," by Dr. Dayton Hobbs. It arrived in time for people to study just before a Christian School seminar here on the very subject of teaching techniques. Sadly, most of the teachers at Christian schools here have not been able to sort out what they have been taught at the secular training colleges, in the light of the Word of God. They have little concept of deriving their teaching methodology from the Bible instead.

Please advise if there is anything left owing on this previous order, for which I sent \$5 in your currency.

As you must have gathered, I was

The PROJECTOR

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B. F. SKINNER

Father of Individualized Instruction

by DR. DAYTON HOBBS

This is the third in a series of articles about Individualized Instruction in response to Pastor Frank Hamlin's questions to a statement I made regarding A.C.E., that *...the basic method of instruction is still Individualized Instruction, which is a humanistic method developed by humanistic educators...*

In this article, we document the fact that B. F. Skinner, noted Harvard psychologist, is responsible for the development of Programmed Instruction, also known as Modular Instruction and Individualized Instruction. In future articles, we will document the fact that Individualized Instruction has by and large been discarded by those public schools that used it, because it proved ineffective.

Let it be understood that these are simply factual educational articles, designed to inform interested persons concerning the rise and fall of one of the humanist educators' many idealistic methods. Individualized Instruction, like all humanist methods, was built upon their belief that the child is not "a fallen son of Adam;" and it was therefore doomed to failure from the outset. It was designed to replace "traditional" methods based on the authority of the teacher and to place learning in the hands of the learner.

I have not examined the content of the latest A.C.E. and Alpha Omega curriculum. So far as I know, it is sound; however, I cannot endorse the methodology of Individualized

also delighted with the contents of Dr. Hobbs' book itself. I would now like to order between 2 dozen and 50 copies (to be sent by sea mail). I do not resell at any profit to myself; in fact, I often find that it is better to lend or give outright such a booklet to my associates in the Christian Schooling movement - the small generosity leads to a more ready reception for the truth in the booklet! Would you please be able to quote me a special price for such a batch buy?

Thanking you sincerely,
Yours in the Master's
Service,
B. G. L.

Queensland, Australia
P.S. Would you also please give me a quote on 20 copies of The PROJECTOR, Vol. 8, No. 7?

Instruction. I have no malice toward anyone and no ax to grind; I am a Pastor-Educator who is concerned about Christian education -- present and future.

Who is B. F. Skinner?

B. F. Skinner (1904-) is a Professor of Psychology at Harvard University. According to Richard I. Evans, Professor of Psychology at the University of Houston,

A recent survey based on a sampling of the membership of the American Psychological Association rated Dr. B. F. Skinner as perhaps the most influential contemporary psychologist. Dr. Skinner's contributions to research methodology in psychology include a powerful, precise refinement, which he calls "operant conditioning," of Pavlov's old concept of classical conditioning. His concern for what he believes to be the inadequacy of our formal educational system led to applying the principles of operant conditioning to a learning system which he calls the "teaching machine."

But Skinner's approach is concerned with more than merely methods and techniques. He challenges the very foundations of the means by which man in our society is shaped and controlled. He feels that too often man is forced to operate in an aversive system. This aversive system of control frequently involves threat of the consequences of failure. Skinner feels that this type of negative reinforcement in the long run is both inefficient and ineffective. He believes that society must shift to a system which emphasizes positive rather than negative reinforcement. This he feels will lead to development of man to his maximum capability and to a good life.

The fact that he has developed techniques of shaping behavior through a program of scheduled reinforcement poses a threat to individuals with humanistic values, who fear that Skinner's powerful techniques of control will tend to dehumanize the individual. To the readers who are concerned with this possibility Skinner is given an opportunity in this book to clarify his position and challenge the validity of this criticism. 1

See p. 6



**Focus
On
Religion**
BY

PETER J. FOXX

Important New Book

Dr. Stewart Custer of Bob Jones University has written a new book entitled, "Tools for Teaching and Preaching the Bible." Serious students of the Scripture will readily recognize this book to be an invaluable addition to their libraries.

One of the privileges I have especially treasured through the years was my opportunity to sit under Dr. Custer in his Bible Exposition classes at Bob Jones University graduate school. There we were taught the principles of sound Bible exposition and were introduced to the tools used to exposit and exegete the Scriptures in a capable, effective manner. With this book, Dr. Custer has put twenty-five years of classroom teaching into print. Now others can share in the blessings and helps that previously were reserved for a select few.

"Tools for Preaching and Teaching the Bible" is specifically designed to help believers use their Bible study time most effectively. The book is divided into three main sections. The first deals with the importance of Bible tools. Various methods of Bible study are discussed. The wisdom of using good tools when employing the various methods of study is emphasized. Dr. Custer writes:

Tools are not an end in themselves; they are the means to an end.... When the Bible student draws upon commentaries and reference works, he is drawing upon the results of thousands of years of Bible study. He can see so much because he is standing upon the shoulders of generation after generation of dedicated students of the Bible who have shared the benefits of their study of God's Word with others. p. 24.

The second section deals with the proper use of Bible tools. Various hermeneutical principles of Bible interpretation are examined. Practical instruction is offered for busy pastors in how to effectively use their knowledge of Greek

or Hebrew without spending hours in translation. Principles for arriving at correct interpretations in difficult passages are discussed along with tips on evaluating the worth of the different commentaries.

The last section of the book is perhaps the most valuable of all -- the choice of Bible tools. Every possible type of tool from reference Bibles to Bible dictionaries to Bible commentaries is dealt with. The best works in each area are summarized. This extended bibliography is well worth the price of the entire book.

"Tools for Preaching and Teaching the Bible" is one book that will save you time and money. Dr. Custer's quote of C. H. Spurgeon is most appropriate:

If a man can purchase but very few books, my first advice to him would be, let him purchase the very best. If he cannot spend much, let him spend well. The best will always be the cheapest.... The next rule I shall lay down is, master those books you have. Read them thoroughly. Bathe in them until they saturate you.

"Tools for Preaching and Teaching the Bible" will serve as a trustworthy guide in purchasing the very best. This book may be purchased directly from Bob Jones University Press in Greenville, South Carolina.

More on Theonomy

In last month's column, I warned of the dangers inherent in the teaching of Christian Reconstruction expounded by such men as Rousas John Rushdoony. One of the more disturbing positions held by Rushdoony, which I briefly discussed, was that of theonomy. Perhaps it would be helpful to delve into the teachings of theonomy a little more deeply.

In the February 6, 1979 issue of The BLU-PRINT, Dr. G. Archer Weniger identified four significant characteristics of theonomy.

1. It represents a resurgence of a previously discredited postmillennialism.
2. It emphasizes "a hyper-Calvinistic witness."
3. It teaches the necessity for believers to strictly observe the Old Testament law, in both the moral and ceremonial aspects.
4. It insists that the prescriptive and penal codes of the New Testament are equally binding upon believers and unbelievers, upon pagan as well as Christian states.

Theonomy is a strange mixture of postmillennialism, Seventh Day Adventism, and reformed theology. Neither this new doctrine nor its adherents have any place in the camp of Biblical Separatists.



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The Other Side

with Dave Johnson

Underground Church ?

The "underground church" has been a perplexing phenomenon to me for several years. It must exist, because everyone says it does, but how can Christians live in a culture which denies the expression of Christian faith? How does a member of the underground church stay out of prison? What Biblical principles are there to prove the existence of an underground church, and what historical evidence is there? Is it possible that the underground church does not exist today? Could it be that there has never actually been an underground church?

What happens when Christians are denied a culture which allows the expression of Christian faith? Historically, Christians have answered this dilemma by one of two alternatives -- REVOLUTION or EMIGRATION. We have examples of both in the English Puritans. When denied the expression of their faith, the Pilgrims resorted to emigration and came to America to establish a Christian culture. Twenty-two years later, the Puritan brethren in England resorted to revolution and overthrew Charles I. Neither the Pilgrims nor the Puritans, however, resorted to "going underground." Why? They lived by God's Word and there is little to be found therein concerning an underground church. We are told in Scripture that, during the days of King Ahab, there were a hundred prophets hidden in a cave for a brief period of time, and also that there were in the land of Israel 7000 who had not succumbed to the culture of Jezebel; but these accounts do not speak of an underground organization.

DANIEL'S CULTURAL SUBVERSION

The book of Daniel is a good example of Satan's attempt to subvert a Christian's culture to the point where his faith is not capable of expression. Daniel was a Separatist. He even believed in cultural separation. He was forced

to attend Nebuchadnezzar's school to learn the language of the Chaldeans, but he did not forsake his former education in the laws of Moses. Daniel could not eat the king's meat without being disloyal to his Lord. If Melzar had not cooperated with Daniel by feeding the four Hebrews pulse and water, Daniel would simply not have eaten. He had purposed in his heart!

The final attempt to subvert Daniel's culture was a name change. His name would brand him as an exile and set him apart as a member of that separated group who worshipped the true God. Daniel's name meant "Judge of the Almighty" and identified him as a servant of Jehovah. Nebuchadnezzar, to counteract this, gave Daniel the name Belteshazzar. Daniel was named after the pagan fertility god, Bel.

RESISTANCE

Daniel's reaction to all of this was clear and forthright. He did not graciously accept all of the new culture and go "underground" with his true beliefs. He resisted! He purposed in his heart! He would not eat the king's meat. He would not forsake his former education. He would not adopt a new name. (Throughout the book, he refers to himself as "I, Daniel.") Daniel was not obnoxious; he resisted graciously. Daniel knew that the worst thing that could come from his resistance was death at the hands of Nebuchadnezzar. He counted the cost. Hearing a "well done, thou good and faithful servant" was more important than life under the pagan king. God blessed his decision.

Daniel saw the situation and its implications clearly. The king would allow him lip service to Jehovah, but no more. No direct denial of Jehovah would be wrung from him, so long as he would be willing to indirectly deny his God and affirm another in every facet of life. Such a faith would be an empty and deceptive fraud. Daniel saw the situation more clearly than those contemporary Christians who send their children to Sunday School on the Lord's Day after having committed them all week to the counsel of the ungodly in the state schools.

If Daniel required miraculous deliverance from the cultural warfare of his day, and if the situation in the Soviet Union is as bad as defectors tell us it is, can the reports of a flourishing underground church in Russia and other Communist countries really represent reality?

All of the reports which I have read about life in Russia make Nebuchadnezzar sound like a pretty nice guy in contrast. As a matter of fact, if Daniel had wanted to, he could have quite easily gone underground and survived that way for many years. Daniel's conscience, however, would not have allowed it.

Consider the Soviet State. They have a monopoly on education as Nebuchadnezzar did. Do you suppose it would be fashionable in Russia to name your children Faith, Hope, and Charity, as the Pilgrims once did? No more so than under Nebuchadnezzar. At this point, however, the contrast between the Soviet culture and that which Daniel resisted becomes more severe. Brainwashing and modern techniques of terror are the order of the day in Russia.

Take for example the Russian elections. We all know that these elections have nothing to do with who the leaders are. Elections in Russia serve a different purpose. The purpose of Russian elections is to make all men discharge their conscience and affirm their loyalty and allegiance to the system. To fail to vote would be a serious error, and to fail to vote one's endorsement of communism would be equal to suicide.

The question at this point is: can a Christian vote and endorse his Soviet leaders and thereby deny his Lord? Can a Christian, year after year, do what Peter did and never repent?

GRANOVSKY

In his book, "I Was An NKVD Agent," Anatoli Granovsky says that Soviet society and culture are so depraved that decency, honesty, and virtue are an impossibility. It is an account of an unsaved man, operating by very humanistic standards, coming to the conclusion that it is better to die than to live under Communism. We might well wonder about a flourishing underground church existing in the Soviet Union. According to Granovsky, this is impossible. Unless, of course, the underground church is approved by the government and used to deceive well-meaning Christians in America who give money and time to support its hoax.

ROBERT LOH

In the book, "Escape From Red China," we have the real key to the

Stars of the Morning

By "Aunt Carolyn"

Samson

PART II



Samson was a special baby, because his birth was announced by an angel of God, and he was to be a Nazarite, a special servant, set apart to do God's work and God's will. He was never to cut his hair, he was never to drink strong drink, and he was to obey God's Word all the days of his life. Oh, Manoah and his wife were so proud of their little boy. They must have loved him dearly, but somehow they must have also been too lenient and even spoiled the boy. As he got older, his own self-will began to rise to the surface. Then, instead of wanting what God wanted, he wanted what Samson wanted. In fact, he went down to Timnath, and there he saw a certain girl. She was not a Christian; she didn't love God; but rather she worshipped foreign idols. But she was good looking and Samson loved her, and he told his father, "Get her for me." Why, his mother and father were so upset! Everyone knows that a Christian, a person who is saved and is God's servant, should not marry a person who is not a Christian. It will not work -- it is against God's Word. They said, "Isn't there someone among our own people that you could love and marry?" Samson wouldn't even talk about it. He demanded, "Get her for me." He sounded like some spoiled boys and girls you meet sometimes. It seemed as if there was nothing for Manoah to do but go down to Timnath to make the wedding arrangements. As they were on the way to Timnath, a lion roared out in front of Samson. Suddenly, a great surge of strength went through his body, and Samson caught that lion and ripped it as though it had been a little goat, and he slung it over beside the road. Say, he surely was strong! Later on, when they were going back to the wedding, Samson thought, "Hmmm, I remember where I killed that lion. That was really something how I did that so easily!"

Samson's pride got the best of him, and he stepped aside to see the carcass. There in the bones of that lion was honey! Oh, honey is good, and honey would be quick strength -- but, Samson, don't do it! A Nazarite is not supposed to touch a dead body. Samson, don't do it! But Samson loved honey, and he was used to getting what he wanted, and so he took some of the honey. Then he even gave some to his mother and father. Of course, he didn't tell them where it came from. Isn't that the way sin works? We do wrong ourselves, and then we want to involve somebody else in it, too. How pitiful!

As they were going on to the wedding, Samson began thinking about the carcass of that lion and the honey, and he thought he would have him some fun. (Now Samson was making light of his sin.) Ha! He had a riddle nobody could solve! This was going to be fun. When the men got together for the bachelor party before the wedding, Samson said, "I'll tell you what I'll do." (Now remember, he is teasing and playing with men who are not saved and don't know the Lord. He is toying with sin.) "I'll tell you what," he said, "I'll give you thirty changes of garments and thirty shirts if you can solve my riddle." He laughed, and they laughed, and finally, they agreed. He said, "Out of the eater came forth meat, and out of the strong came forth sweetness. What is it?" Well, those Philistines were puzzled! They couldn't figure it out, but they weren't about to be beaten by a foreigner -- especially by one who was supposed to be the servant of God!

So, they cornered his wife-to-be and said, "Listen here, sister, you find out what the answer is or we are going to get you, and we are going to burn your father's house down." What a threat! Were these friends who were at his party? No, not at all! Now, you would have thought that his fiancee was his friend and would really have loved him, but it wasn't long before she said to Samson, "If you really love me, you'll tell me the answer to the riddle." She begged, she squalled, and she aggravated him until he finally gave in to her and told her the answer. When it came time for the party the next day, the men had the answer quickly, and proudly said, "What is stronger than a lion, and what is sweeter than honey?" Samson was shocked! Samson was furious! He realized how they had found out, and it made him so angry that he went

out and killed thirty Philistines, yanked their clothes off, and gave them to the Philistines for the thirty changes of garments. Then, he was still so angry that he just went storming home. Samson let his feelings get the best of him. He did whatever he felt like doing instead of thinking and doing right. When he got over his pouting spell, he went back to get his wife, but in the meantime, her father had given her to somebody else. That made Samson so angry that he went out determined to get even again. Do you know what he did? He caught a bunch of foxes -- 300 in fact! Then, he tied their tails together and set the poor things on fire! Oh, oh, when you think about foxes running around with their tails on fire, it's a little funny, but it is also pitiful! They ran every direction! They burned down the Philistines' corn fields, vineyards, and olive groves. Now, the Philistines were furious, and they determined to get Samson, but Samson prayed to the Lord and God enabled him to kill many more Philistines. He killed a thousand of them with a jawbone of an ass.

You may say, "My, Samson did some great things; he was mighty, and he was strong." But you know, "It is never right to do wrong even to get a chance to do right." Samson's sin started small -- with selfishness, wrong desires, doing wrong things, and keeping sinful secrets. He could have been a great man for God, but he failed to discipline himself. He didn't completely obey God, and he failed in God's best for his life. Don't be self-willed and proud like Samson. Give your life to the Lord. Follow His Word completely so you can be all that God wants you to be.

From p. 1

Importance of Separation

completed revelation -- the Bible.

How important is separation? So important that in the Old Testament the terms "to separate" and "to consecrate" were originally not distinguished (Numbers 6:2). So important that one must be a separated Christian to "be a vessel unto honor, sanctified, and meet for the Master's use, and prepared unto every good work" (II Timothy 2:21).

From p. 2

Humanistic Education - B. F. SKINNER

Skinner championed the humanist educator Rousseau's book Emile, stating that it is really a great treatise on education,² also saying that Rousseau was a champion of the rights of man.³ Concerning John Dewey and our educational system, he said, I would defend our educational system, and John Dewey's ideas as well. American schools are suffering from undersupport and overpopulation, and they haven't solved all their problems, but they are turning out a lot of productive people. They are better than schools of fifty years ago, which couldn't have solved current problems as well, but there is still room for improvement.⁴ B. F. Skinner then would very definitely be classified as a humanist educator.

Skinner's Contributions

Although Skinner is a psychologist, he has had a profound effect upon educational thought during the last twenty-five years. In his book Individualization of Instruction: A Teaching Strategy, published in 1970, at the height of the Individualization push, Virgil M. Howe of the International Center for Educational Development said,

There is already a thrust of instructional theory research which is an outgrowth of B. F. Skinner's work. This theme of development is, incidentally, purer in its delineation than are the other two themes. Perhaps this is a result of B. F. Skinner's conceptualizing the process of education in oversimplified terms as he has sought to bring additional insight to the field of education regarding instructional theory. Skinner's theme emphasizes the concept of individualized learning and immediate reinforcement as the primary touchstone in the work that he has done. Through this work we see the development of programs for pacing cognitive learning at various rates and the provision of reinforcement for the student when he correctly responds to the problem with which he is presented.

Skinner is joined in his pursuit by a very impressive array of industrial giants interested in the field of education, a substantial portion of the U.S. Office of Education, and some of the practicing professionals in the field of psychology.⁵

Skinner's contribution to

Individualized learning through programmed instruction is well documented. Observe the following quotes.

It is not inappropriate to refer to the recent interest in educational technology and programmed instruction as a movement. Like most movements, it was foreshadowed by the fantasies and tinkering of men who are now almost anonymous inventors of prototype teaching machines. The movement had its prophet (perhaps even its Cassandra) in Sidney Pressey (Chapter 10). It has its creed formed and enunciated by dedicated leaders and proselytes as B. F. Skinner (Chapter 2) and his associates and students.⁶

In his article, "The Science of Learning and the Art of Teaching," B. F. Skinner discusses some recent advances in the control of learning processes. These advances are in the area of reinforcement in learning. According to the author, the designing of techniques by which reinforcement can be manipulated has implications for individualized instruction.⁷

During the last two decades, a number of educational innovations have been attempted to meet the individual needs of students. Many of those innovations have already undergone much evaluation and appear to be educationally sound. Perhaps the "lockstep" curriculum and "egg crate" classroom will soon be broken, and new methods of teaching and learning will be implemented.

One of the first attempts to meet individual needs was programmed instruction. Most of the early paper-and-pencil programs were designed to teach small units of subject matter. The research of B. F. Skinner at Harvard University in the middle and late 1950's and others during this period led to the formulation of several teaching principles which became characteristic of programmed instruction - small steps, active student involvement, immediate confirmation of reinforcement and self-pacing.⁸

The further history of the development and refinement of Individualized Instruction by S. N. Postlethwait of Purdue is described by James D. Russell of Purdue.

In 1961, S. N. Postlethwait began using audio-taped presentations to supplement the instruction in his freshman botany course at Purdue University. During the next decade,

he developed the audio-tutorial approach which is structured around a self-instructional learning carrel. The system he developed incorporated objectives, an audio tape, printed study guides, visual aids, and actual biological materials. As used in his courses, the system also provides for teaching assistants who can aid students in understanding complex concepts. The A-T approach has proven to be a very effective and successful learning experience incorporating self-pacing and multi-media materials.

The concept of a small unit of subject matter which could be treated coherently as an individual topic and could be conveniently integrated into a study program was proposed by Postlethwait in 1968 (S. N. Postlethwait, "Time for Microcourses?" The Library-College Journal, Vol. 2, No. 2 (Winter, 1969)). He originally called these units "microcourses" but later adopted the term "minicourses" since the units were, in fact, small courses. A conventional course could be constructed from a number of microcourses or minicourses. The length and content of the small courses were determined by the objectives.

Minicourses were first implemented at Purdue University in 1969. Since then, the concept has spread to other colleges and universities as well as to both elementary and secondary schools. Just as programmed instruction emerged in the fifties and the audio-tutorial approach developed in the sixties, the thrust of the seventies is the design, development and utilization of minicourses. Purdue University has received a four-year grant from the National Science Foundation to produce minicourses for a core program in undergraduate biology.

Similar small units of instruction are being developed elsewhere under titles such as "concept-o-pac," "instruc-o-pac," "unipak," "learning activity package (LAP)," and "individualized learning package (ILP)," just to mention a few. The generic term which seems to be emerging in the literature is "module," hence the title of this book - Modular Instruction.

A module is an instructional package dealing with a single conceptual unit of subject matter. It is an attempt to individualize

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NEW COLLEGE IN MILTON, FLORIDA

Dr. Dayton Hobbs, President of Gospel Projects, Inc., announced plans today to open a College in the fall of 1980, sharing the 120-acre campus of Santa Rosa Christian Schools in Milton, Florida.

Dr. Hobbs said, "The primary thrust of the College will be to train teachers to teach in Christian schools. There will be a pastoral training division as well, with special emphasis upon Christian Education and the responsibility of the local church pastor in administering the Christian school."

The name of the College, according to Dr. Hobbs, will be Santa Rosa Christian College. The motion to begin the College was adopted by a unanimous vote of the Gospel Projects board. Gospel Projects, Inc. is operated by Grace Fellowship Church, which has been pastored by its founder, Dr. Dayton Hobbs, for over 28 years.

In addition to over 28 years pastoring the same church, Dr. Hobbs and his wife Carolyn, known as "Aunt Carolyn" to thousands who listen to her Children's Bible Club broadcast heard across the country, have been involved in education for more than 26 years. After eight years in the public schools of Florida, three of these as principal, Dr. Hobbs began Santa Rosa Christian School eighteen years ago.

"I feel that 28 years as a pastor and 22 years as head administrator of a school, in addition to the years as a classroom teacher,

uniquely equip me for the opportunity of training teachers and pastors, which we feel the Lord has called us to do," Dr. Hobbs stated. He further stated that both he and his wife would be actively involved in the teaching and training process of the new College. Dr. Hobbs and Mrs. Hobbs are both graduates of Bob Jones University and both have done extensive graduate work at Florida State University in the field of education.

The four-year College will begin in the fall of 1980 with the freshman class. No new facilities will be necessary to start the College, as Santa Rosa Christian Academy has been operating a dormitory program for Junior and Senior High School students for the past nine years. "We have dormitory and classroom space available, and we have been serving three meals a day in our dining hall for nine years," said Hobbs. We have a beautiful 120-acre fenced campus, graced with tall southern pines, and we believe the Lord has prepared these facilities, and our faculty, for the opportunity of preparing teachers and pastors for practical and efficient service for Him."

Dr. Hobbs stated that a catalogue and brochures would be available by the first of November.

Address correspondence to:
Santa Rosa Christian College
P.O. Box 643
Milton, FL 32570

From p. 6

B. F. Skinner

learning by enabling the student to master one unit of content before moving to another. The multi-media learning experiences are often presented in a self-instructional format. The student controls the rate and intensity of his study. 9

(Next Month - The Failure of Individualized Instruction.)

1. Evans, Richard I., *B. F. Skinner - The Man and His Ideas*, p. xi. E. P. Dutton and Co., Inc., New York, 1968.
2. *Ibid.*, p. 65.
3. *Ibid.*, p. 65.
4. *Ibid.*, p. 68.
5. Howes, Virgil M., *Individualization of Instruction: a Teaching Strategy*, pp. 83-85. The MacMillan Co. (Collier-

6. DeCecco, John P., *Educational Technology: Readings in Programmed Instruction*, p. 10. Holt, Rinehart and Winston, New York, 1964.
7. Hull, Ronald E., and Mohan, Madan, eds. and comps., *Individualized Instruction and Learning*, pp. 3,4. Nelson-Hall Co., Professional/Technical Series, Chicago, 1974.
8. Russell, James D., *Modular Instruction - A Guide to the Design, Selection, Utilization and Evaluation of Modular Materials*, p. 1. Burgess Publishing Co., Minneapolis, 1974.
9. *Ibid.*, p. 1.

Placement Service

TEACHERS NEEDED: Needed Immediately:

Two teachers for junior and senior high and one second-grade teacher. Please contact Wallace H. Sugimoto, Principal, King's Schools, P.O. Box 460, Wahiawa, Hawaii 96786. Telephone: (808) 621-5692.

TEACHER NEEDED: Immediate need - Girl's P.E., Girl's Coach, and Science. Good working conditions. Quality School 360 students K-12. Calvary Baptist Christian School, 631 South Dillard Street, Winter Garden, FL 32787. (305) 656-3002.

TEACHERS NEEDED: IMMEDIATE NEED - Growing fundamental Christian School has an immediate need for a sixth grade teacher and a typing teacher. Contact Vernon F. Hammond, Principal of Bethany Christian School, 2601 John R Road, Troy, Michigan 48084.

Itinerary

Dr. & Mrs. Hobbs are together except where indicated separately.

- Oct. 10-12: Mrs. Hobbs
Florida Association of
Christian Schools
Orlando, FL
Dr. Hobbs
Georgia Association of
Christian Schools
Morrow, GA
- Oct. 17-19: North Carolina Association
of Christian Schools
Wilmington, NC
- Oct. 20, PM: Rev. George Souza
21, AM Londonderry Baptist
Church
Manchester, NH
- Oct. 21, PM: Rev. Dick Sainsbury
Community Baptist
Church
W. Swanzey, NH
- Oct. 22, 23: Melvin Moody
Dublin Christian Academy
Dublin, NH
- Oct. 24-26: New England Association
of Christian Schools
West Hartford, CT
- Nov. 8 : Roger Voegtlin, Pres.
Fairhaven College
Chesterton, IN
- Nov. 8, 9 : Mid-West Association
of Christian Schools
Chicago, IL

From p. 1

Second Generation Apostates

Some men seem determined to destroy the orchard in their frenzy to win souls by any method and at any cost. Their motive may be excellent, but their methods hurt the future harvest.

HARVEST TODAY -
LAY FOUNDATION FOR TOMORROW

The program of God for this age is the taking out of "a people for his name" (Acts 15:14b). This involves two things, the first of which is a process of evangelism; that is the "taking out," from the lost multitudes, of this "people." God has ordained that the primary means by which this is done is preaching (I Cor. 1:18-25). The Church does not need more counselors or psychologists; it needs more preachers. The second implication God's statement of His program for this age (Acts 15:14b) requires, is that these "taken out" ones be a people who will bear His name and honor His name. These "called out" ones are to be a people taught "to observe all things whatsoever I have commanded you..." (Matt. 28:20). This involves more than just harvesting; it involves teaching and preparing these converts to bring honor to God's name. This is not done through worldly methods of shallow evangelism, with emphasis on bigness and the number of baptisms one has in a year, but by the teaching of doctrine, digging deep and laying a solid foundation for future generations. Our concern should be Quality, not Quantity. The purity of my work is my responsibility; the size of my work is God's (Acts 2:47). Every pastor desires that his work grow, and properly so, but not at the expense of quality.

BUILD FOR FUTURE GENERATIONS

We must not be short-sighted, building only for our generation. We must guarantee that there be sound Fundamental churches for our children and grandchildren if the Lord tarries. We can guarantee this by building churches that are grounded in the principle of Bible separation. This includes not only separation from the world (I John 2:15,16), and separation from apostasy (II John 7-11; II Cor. 6:14-18), but also separation from disorderly brethren (II Thess. 3:6,14,15; Matt. 18:15-17).

The Pilgrims



4 cassette TAPE ALBUM \$15.95

80 Page TEACHER'S HANDBOOK \$2.95

Order from: GOSPEL PROJECTS PRESS, P.O. Box 643, Milton, FL 32570

From p. 4

THE UNDERGROUND CHURCH

impossibility of separated Christians surviving under communism. In the introduction to this book, the writer says,

When I agreed to write this book with Robert Loh, he insisted that I should depict him in such a way that the readers would despise him. He said that in Communist China, no one with honor, integrity, and honesty could retain these virtues and survive; because he did survive, he must lack these virtues and therefore be despicable. If the readers simply learn that only an utter scoundrel can live in the New China -- Loh believes strongly -- they will have gone far toward understanding Chinese Communism.

It is Robert Loh who tells of the "organization meetings" which are held every week. Attendance at these meetings is compulsory. The purpose of these meetings, which are actually sensitivity training, brainwashing sessions, is to have everyone approve and applaud the policies of communism. No one is allowed to remain silent. All must discharge their conscience. Can a Christian take part in this and survive? To confess Christ in a meeting such as this is suicide. To survive, one must deny Christ

perpetually, while constantly endorsing and praising the religion of Antichrist.

Robert Loh's description of Communist Chinese society simply doesn't fit the picture of secret Christians going about their regular business unmolested and then sneaking off to church.

GOD'S WORD

Jesus said in Matthew 10:32,33: *Whosoever therefore shall confess me before men, him will I confess also before my Father which is in heaven. But whosoever shall deny me before men, him will I also deny before my Father which is in heaven.*

Citizens of a communist state are required to continually deny Christ as the necessary price of existence. Those who confess Him are imprisoned or executed.

The Bible acknowledges no secret Christians; those who live a lie. The Bible requires a public witness, a holy life, and the fruits of repentance. Without holiness, no man shall see the Lord.

(Next Month -- False Prophets of the Underground Church)