

The PROJECTOR

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

Dr. Dayton Hobbs, Editor

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Consent Thou Not

BY DR. BILL HALL, EVANGELIST

"My son, if sinners entice thee, consent thou not. If they say, Come with us, let us lay wait for blood, let us lurk privily for the innocent without cause: Let us swallow them up alive as the grave; and whole, as those that go down into the pit: We shall find all precious substance, we shall fill our houses with spoil: Cast in they lot among us; let us all have one purse: My son, walk not thou in the way with them; refrain they foot from their path: For their feet run to evil, and make haste to shed blood. Surely in vain the net is spread in the sight of any bird. And they lay wait for their own blood; they lurk privily for their own lives. So are the ways of every one that is greedy of gain; which taketh away the life of the owners thereof. (Proverbs 1:10-19).

Wisdom speaks to her children. Remember in the Book of Proverbs wisdom represents the Lord Jesus Christ, who said, "I am the way, the truth, and the life. No man cometh unto the Father but by me." In Him dwells all the fullness of the Godhead bodily and all the wisdom of God. So wisdom begins by saying, "My son, if sinners entice thee, consent thou not."

AGE OF CONSENT

There is a big legal question in America today that many politicians and different groups argue. We have lowered the voting age in the United States to 18, but when is a person old enough to go into a restaurant and order liquor by the drink? When is a person old enough to go to an "X-rated" movie? When is a person old enough to go into the section of the book store where they sell dirty books and purchase those books? When is a person old enough to go to the liquor store and buy liquor? When is a person old enough to do these things?

Should we say eighteen? After all you can vote when you are eighteen. Well, if at eighteen, why can't you do it when you are sixteen? And if at sixteen, why can't you do it when you are fourteen? Where are you going to stop?

All right, I have a good rule. Here is God's one rule: Verse 10 — "My son (or children), if sinners entice thee, consent thou not." There is the age of consent. I don't care if you are seventy - five or a hundred years old, "My son, consent thou not." You just don't get old enough to do those things, God said, "Consent thou not."

Now the devil's philosophy has always been, "Express yourself; do anything you are big enough to do. You only go

around once in life, so get everything out of it that you can. You deserve a break today!" Right?

God says, "Deny yourself. Consent thou not." This is God's one rule. All of sin is constituted by this one word, "Consent." Before a person ever commits an overt act of sin, he has "consented" to that sin in his heart.

Let us notice the charm of "consenting" as presented by the devil and the devil's crowd. Verse 10 says, "If sinners entice thee, . . ."; I have a circle around the word "if." It could be better translated "when" sinners entice thee, because there is no doubt but that you will be tempted. So, "when sinners entice thee." Notice the word "sinners" is plural. It is the popular thing to do; everybody is doing it! So you have numbers, a multitude, wanting you to run with them.

SIN INVITES

Verse 11 — "If they say, Come with us . . ." There is no threat here, no ridicule; it is an invitation. "You ought to be honored that we would want you to be one of the bunch. You ought to be honored that we would like for you to come with us." At first, they don't say that you have to do anything wrong, just "come" with us. Oh, the rest of the crowd may be drinking beer, but you don't have to drink; just come with us! In this case, they were a bunch of thieves. "You don't have to steal, but it would be kind of exciting to go along with us. Just come with us." That is where it starts, folks. You just come with them, accept their invitation. You run with the multitudes.

In verse 14 they say, "Cast in thy lot among us . . .". We



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Dr. Hall is the former pastor of a fundamental Baptist Church which he founded in Greenville, Tennessee and his ministry reflects the influence of the "old time" revivalists placed on his life by Dr. Bob Jones, Senior. He makes no apology for being a "fighting fundamentalist" or for being an outspoken foe of liberalism.

are partners. First, they say, "Just go along with us." Now they say, "Why don't you be a partner? Cast in your lot with us." Oh, naturally, you are going to have some second thoughts. In this case with the thieves, you say, "You suppose we will get caught?" They say, "Forget it! We're not going to get caught. We may even have to kill some folks. But if we do, it will be as though the ground just opened up and swallowed up their blood and all the evidence will be gone. No one will ever catch us. And just think, we are going to get rich. We are all going to benefit in this thing together; share and share alike." Thus goes the lie of the devil.

SIN ENTICES

No matter from what direction the temptation may come, first, they say, "Come with us." Then they say, "Be one of us, a partner, because we're going to have a great time together. You're going to share with us. If you have any thoughts about getting caught, forget about it." The charm of that "consent!" You are going to be the first one to get by with sin, huh?

God repeats the rule again in verse 15 — "My son, walk not thou in the way with them; refrain thy foot from their path." So He is saying once again, "My son, when sinners entice thee, consent thou not." That is the rule, and it is all negative. Don't consent! Don't walk with them! "Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners,

SEE PAGE 7

Your Reading Program

Is It Developing American
Christian Character
And Scholarship?

Mr. Rose has been actively involved in the field of American Christian Education since 1965. He served as the Administrative Assistant to the Pastor and Director of the Central Baptist Church and Schools in Anaheim, California for three years until he and his wife, Barbara, moved to Hayward, California in 1968. He assisted Rev. Elliott Paulsen, Pastor of the independent, Bible - believing, Fairway Park Baptist Church of Hayward in founding American Heritage Christian Schools. Mr. Rose is the Minister of Education at the Church.

He has completed graduate research and instruction in the philosophy, curriculum, and methodology of American Christian education and government under the direction of the Foundation for American Christian Education in San Francisco. He received a scholarship in 1970 from the Foundation for Economic Education in New York to participate in a summer seminar program in American free - enterprise economics.

As a Curriculum Consultant for the Foundation for American Christian Education, Mr. Rose has conducted seminars on the Principle Approach to American Christian Education at Christian School Conferences in California, Colorado, Maryland, Massachusetts and Virginia. He has also lectured at the American Christian History Institute Summer Seminar programs in San Francisco.

Literacy is defined as a state of being literate or able to read and write and, subsequently, learned or educated in literature and science. Illiteracy is a state of being illiterate or inept, unable to read and write, hence, ignorant of letters or books, untaught, unlearned. 1

The problem of illiteracy has reached the level of a national disaster. It has been documented that at least 50 per cent of America's population over age 25 are functionally illiterate. 2 Imagine, half of the adult population, inclusive of newly weds, young parents, management trainees and young citizens, cannot read and master such reading matter as newspapers, job applications, driving and service manuals.

Illiteracy invites dependence and slavery, both spiritual and political. Literacy is essential to achieving and maintaining a free, separate and distinct existence as Americans and as Christians.

In the light of these observations this article is addressed to the Christian School Administrator particularly, and to his faculty in regard to the following: the gravity of the reading problem in America; the biblical significance and governmental importance of the ability to read; literacy and the Word of God in early American education; the



JAMES B. ROSE
HEADMASTER,

history of the "look-say," sight vocabulary, whole - word approach to reading which has prepared a character to embrace socialism and delight in irrelevance and has produced a dependent mentality followed by a loss of individual liberty and private property. As an alternative to the "look - say" method of reading, the Principle Approach to teaching reading in the context of "intensive phonics" versus sight - reading or token phonetics will be introduced. Lastly, the Christian School Administrator is entreated to take the leadership in his school's reading program and to know the total function and significance of reading in the entire curriculum.

THE PROBLEM OF
ILLITERACY IN AMERICA
"The teaching of reading —
SEE PAGE 2

EDITOR'S DESK

School Days, School Days!! Well, it's that time of year again. Santa Rosa Christian School's 6th Annual Summer Christian Teachers Institute is now history and many of the participants have commented that they believe it was the best ever. Dr. and Mrs. Ed Panosian and Dr. and Mrs. Myron Cedarholm were the guest speakers and workshop leaders, and all our hearts were blessed. These institutes give a tremendous boost to teachers and administrators at the time it is needed most — the beginning of a new school year. In addition to the inspiration, there is the practical help needed for new and experienced teachers and administrators.

In the months ahead, the Projector will feature some of the messages given at the Institute. Watch for them. You will not want to miss them. Dr. Cedarholm's message on the havoc New - Evangelism has brought into the field of Christian Education was classic as well as Dr. Panosian's perceptive messages on the providence of God in History.

I want to remind you of the Eastern Christian Educator's Convention which will be held at the Sheraton Hotel, October 15 - 17. Mrs. Hobbs and I will be giving a number of workshops at the Convention and special speakers will be Dr. Jack Hyles, Dr. Walter Fremont, Dr. Al Janney, Charles Jones, Dr. George Youstra and Dr. John Rawlings.

Letters To Editor

Dear Dr. Hobbs :

I noted with interest the article on New Math by Cathy Underhill, St. Louis, Missouri, reprinted in the North Star Baptist, since mathematics happens to be my field.

I happen to be one mathematician that agrees and have never really changed to the "Modern Math" concept. I have used various types of base systems or challenging exercises. I have used the binary system (base 2) since many computers use this.

The problem that arose was that an error in early arithmetic teaching was to be corrected and many textbook writers and publishers went overboard. When I took math, I was basically taught how and not why. The Modern Math was to teach how and why. What happened then was that the pendulum swung to too much why and little how.

I always believed that the tendency of so much theory and little practical was just another tool the devil used to break up the God ordained institution of the family. Now parents could not even help their children with plain 'old arithmetic' and thus in the minds of small children they felt parents were ignorant. This feeling then, in children, led them to lean on the teacher for wisdom and knowledge rather than just educational knowledge. I am not saying teachers should not be able to impart wisdom to children. I am saying in order to transfer wisdom you must have it. The scriptures tell us in Proverbs 9:10 "The fear of the Lord is the beginning of wisdom." Here is where the problem arose that the devil enjoyed. Most of the teachers in secular schools did not have "the fear of the Lord" and thus imparted wisdom of the world and this is the devil's delight.

I do take exception to the conclusion of the article when the author states, "We contacted several mathematicians to find the answer to 236 plus 145 in base 8. 'Easy,' said the first. 'That's 158.'



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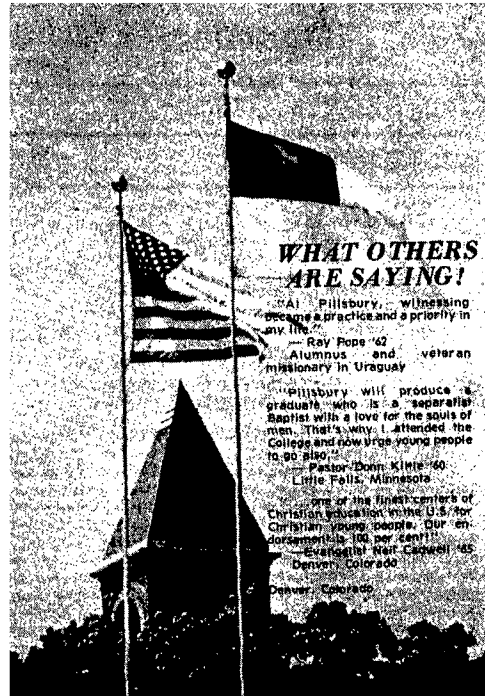
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'Simple,' said the second. '439.'
'It's 403,' said the third.
A fourth source endorsed 403, so we assumed that was correct and gave up." The proper answer is four, zero, three base 8 or 403 8.

I think the author is misusing the term mathematician in the first two answers. Any real mathematician would know that you cannot use the numerals 8 or 9 in a base 8 system. The only numerals useable are 0,1,2,3,4,5,6,7 and this is why it is called a base 8 system because only 8 numerals or combinations of these numerals are used. This related to our base ten system where we use 0,1,2,3,4,5,6,7,8,9.

Sincerely yours in Christ,

Robert Eiseman
Chairman Mathematics Department
Pillsbury Baptist Bible College

Dear Sir:

I am enclosing a check for \$4.00 for The Projector. I enjoy and get much from the articles although there is one once in a while which I must admit I do not agree with. But even at that, it does give much thought and evaluation.

Thanks again for each article.

(Mrs.) Aleatha Carlson
Principal

FROM PAGE 1

Reading Program

all over the United States, in all the schools; in all the textbooks — is totally wrong and flies in the face of all logic and common sense Johnny couldn't read ... for the simple reason that nobody ever showed him how." 3 With this observation, Rudolf Flesch declared war on the whole - word, look - say method of reading in his book *Why Johnny Can't Read*, published in 1955. Mr. Flesch was challenged by nearly all the professional educators and educational psychologists, but to parents his observations rang true. Twelve years later, a 1968 U.S. Census estimated that over 50 per cent of the population over 25 had less than a 12th grade education, while noting that such items as driving manuals and tax returns are written at about the 11th grade level or higher. In addition, the national government even acknowledged the problem of illiteracy in 1969, when they established the "Right - to - Read Program," citing the fact that one out of four students nationwide had reading deficiencies; that there were more than three million illiterates in the adult population; and that one half of all unemployed youths between ages 16 and 21 are functionally illiterate. The U.S. Armed Forces tabulated that nearly 70 per cent of the youth entering the armed forces fell below the 7th grade level in reading and academic ability, consequently the

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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.



JONAH

Jonah may not have loved the sea, but it was a sure cinch he was going to get away if he could. He wasn't about to go to Nineveh! What a sad story it was, for Jonah was a prophet of God. You can't imagine such rebellion welling up in his heart, but when God called him to go to Nineveh and warn the people that judgment was going to come soon because of their sin, Jonah absolutely rebelled! He didn't love those people! They didn't love God. They had been living in open sin and doing wrong. Jonah felt they deserved whatever judgment they had coming, and he surely didn't want to go warn them! How quickly he had forgotten his vows to God. How quickly he had broken his promise to do God's will and speak His Word. The man who had vowed to God to be His dedicated prophet was now running as fast as he could in the opposite direction from God's will. He went down to Joppa and then to get even further away, he bought himself a ticket on a ship bound for Tarshish, and he paid the fare. Yes, and that wasn't half of the bill he paid before it was over. It always costs a tremendous price when we run from the Lord.

Anyway, on board he went. It wasn't long before the ship shoved off, and they got out into the big sea. Then a storm came up. It wasn't any little sprinkle and wind either. It was a great torrential storm. The wind whipped the ship like a dishrag. The ship rolled one way, then the other, and then back again. The sailors began to pray and cry out to their false gods to give them safety, but the storm only got worse and became so bad that they knew there was an unusual cause for all this trouble. They had to find out what was wrong. They went through the ship, and lo and behold, when everybody else was bailing water, tying down cargo, and fighting for their very lives, here was a passenger down in the bottom fast asleep! Well, there are some people who don't seem to have sense enough to know when they are in danger. There are some people who just don't seem to care. The sailors shook Jonah awake and said, "Get up here on deck!" Before long, they cast lots, something like drawing straws to see who had caused the trouble, and sure enough, the lot fell on Jonah. They said, "Who are you? What is your occupation? Where are you going?" And Jonah had to come clean and admit that he was a prophet of God, that he was going to Tarshish, and, yes, that he was the fault of all the trouble, because he was trying to run from God. Jonah

told them that they might as well throw him overboard and get it over with. Why, the men could hardly believe their ears. Was this man actually wanting to be thrown overboard? Would Jonah rather drown than do God's will? What patience God had to give Jonah a second chance. Right now, Jonah could have said, "Lord, I'll go," and could have caught the next boat home. But no, he would rather die in the sea than to be a missionary to Nineveh. He begged the sailors to throw him overboard and get it over with, but the men fought hard, for they surely didn't want to be responsible for the death of this man. They threw most of the ship's cargo out in an effort to save the ship, but still the storm raged on. The boat was about to go under, and finally a couple of sailors grabbed Jonah by the arms and legs, and with a one... two... three... overboard he went! I suppose the poor sailors took their caps off and held them over their hearts and bowed their heads as they watched the poor fellow go down to Davy Jones' Locker.

Jonah did go overboard and into the sea, but he didn't drown. God had prepared a huge fish and just about the time Jonah was in mid air, that big old gentleman fish swam up, opened his gaping jaws, and Jonah went right in. My! I guess that fish had never had such a mouthful! He gave one big gulp and down Jonah went, all the way down into his stomach! Can you imagine what it must be like inside of a big fish's stomach? Ugh! Dark and goeey and horrible! And Jonah didn't like it a little bit. But he didn't pray—he didn't even beg God to get out. Jonah was in there in that terrible darkness for three days and three nights! Finally, he began to get the message, that he couldn't run from God. If he wanted to be happy and accomplish anything, he had to do God's will. At last after all that time, Jonah began to pray and confess to God that God was the God of heaven, that God could do anything, that God had spared his life, and finally Jonah even humbled down and said, "Lord, I'll even pay my vows to You." Oh, what a humbling statement that was, but it surely was a blessing, because Jonah no more than got the words out of his mouth and promised the Lord that he would keep his promises and do what God wanted him to do, than that old fish swam right up to the beach and spit Jonah out. He landed right up on dry land. What a relief it was to be on level, solid ground again instead of being up and down

and sea sick in that fish's stomach!

Jonah got the message all right... and he headed straight for Nineveh. It was a huge city. It took three days to walk through the place; Jonah started on one side of town and began to cry God's message... "Yet forty days and Nineveh will be destroyed!... Yet forty days and Nineveh will be destroyed!" He didn't tell the people how to be saved... he didn't tell them how to pray... he just gave them the warning. But the people responded to God's warning. The king himself even commanded, "Everybody put on sackcloth and ashes... maybe God will have mercy... maybe He will hold off His judgment." Oh, I'm glad to tell you that God's judgment was withheld. Nineveh had the chance to repent and was spared. How merciful God was! He was merciful to Nineveh to give the people an opportunity to repent and to heed God's warning. God was merciful to Jonah, too. He could have taken his life because of his rebellion. But He gave Jonah the opportunity to do His will and the privilege of speaking His message.

Say, God has given you the opportunity to please Him and do His will, too. First, you must be sure you have been born-again, that your sins are cleansed by the blood of the Lord Jesus Christ. "... The blood of Jesus Christ His Son cleanseth us from all sin. (1 John 1:7) Then give Christ your life without reservation—to be His witness and His servant, to do whatever He wants you to do and go wherever He wants you to go. No cost is too great to do the will of God, for that is the only path of joy and blessing for your life. "I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service." (Romans 12:1) "Thou wilt shew me the path of life; in thy presence is fulness of joy; at thy right hand there are pleasures for evermore." (Psalms 16:11).

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FROM PAGE 3

Reading Program

military had to start remedial reading and writing programs in order to get recruits to merely read the training manuals necessary to carry out basic military functions.4

Walter Cronkite even became alarmed over the illiteracy of the T.V. viewer. Writing in Signature Magazine, May 1970, he noted how T.V. is being watched by millions of viewers who do not read at all or seldom read newspapers or news magazines. He acknowledged that viewers depend upon evening news broadcasts to inform them through sight and sound and pictures and concluded: "The result of all this is a genuine crisis in communications. Since a democracy (sic) cannot flourish if its people are not adequately informed on the

issues, the problem becomes one of the nation's survival.5

The ability to read is a key to our survival as a free nation with a Christian form of government as well as the survival of the individual American Christian as a free and independent man in relationship to other men and nations. I also submit that the ability to read is basic to the progress and defense of the Gospel of our Lord Jesus Christ.

It has been said that "reading is not merely a basic subject in school; it is the basic subject.6 Reading is the key to the 4-R's, the ability to research, reason, relate and record principles from the Word of God.

If a person does not or cannot read well he will not master the Bible, history, SEE PAGE 4



Educational Potluck

By Dr. J.R. Biddle

Their Just Deserts

"That which is altogether just shalt thou follow" (Deut. 16:20).

Few concepts are as deeply engrained in the American mind as "equality"; from "all men are created equal" down to equal opportunity and equal rights, American democracy has glorified equality. In our schools, for instance, "separate but equal" is not permissible, and fairness means treating everyone equally. Having had this value impressed upon us by society, Christians can easily forget that equality is a sociological rather than a theological concept. Equality is subordinate to mercy in God's affairs with men, and equity instead of equality is to govern human interactions. The concern with justice may appear to some to be a mere philosophical quibble. However, indifference to the value of justice cuts at the heart of Christian goals, contentment, and character by destroying the important relationships between work and reward, earned and given, and mediocrity and superiority.

When equality usurps equity, the relationship between work and reward is destroyed. The sowing reaping principle of Scripture clearly indicates that rewards should be equivalent to the degree and quality of work rendered; to give a reward not earned is not only an injustice, it is a lie. To give a student an A for B work, to give a faculty member an advancement which he has not earned, or to deny recognition rightfully earned is to disregard the Biblical command to "render therefore to all their dues" (Rom. 13:7). Denying the earned rewards of an action leads to the substitution of

unearned and unjust rewards. Hence, both the receiver and observer of these unjust rewards learn the wrong lessons; they learn that flattery is more effective than struggle and that "politics" are more important than truth. Can we wonder at the new generation which believes society owes them a living? Perhaps we Christians have been teaching the wrong lessons.

Education has traditionally involved a process of identifying a hierarchy of students and teachers; the criterion for this hierarchy has been competence. Positive rewards were the natural result of superior work; negative rewards accompanied inferior work. Education remains strong as long as it honors the distinctions between work and reward, earned and given, and mediocrity and superiority. Whenever such distinctions are blurred, education suffers; whenever teachers are treated equally rather than equitably, education suffers; whenever relevant and applicable differences are overlooked because of sentimental feelings for equality, education suffers. Wrong rewards speak a lie.

God is vitally concerned that our policies involving students and teachers be just and equitable; equal rewards for equal work, but unequal reward for unequal work. To follow any other procedure, whether in the name of equality, sacrifice, or whatever, is unscriptural: "To do justice and judgment is more acceptable to the Lord than sacrifice" (Pro. 21:3). Equity, yes; equality, not necessarily.

FROM PAGE 3

Reading Program

literature, or any other subject of record. In arithmetic, for example, poor readers are easily bewildered by word problems. As our common schools produce functionally illiterate students the standards for academic achievement and entrance into college are lowered. Thus, as a result of the past fifty years of a sight-reading, look-say, ideographic approach to reading, America is being populated by an appalling number of ignorant, inept and inert youths and adults.

THE BIBLICAL SIGNIFICANCE AND GOVERNMENTAL IMPORTANCE OF

READING

How important is the ability to read from a Christian point of view? Do the Scriptures confirm the significance of reading to receive the blessings of God and to forward God's grace and purpose for men and nations? Of what importance is reading to the government of God through Christ in the hearts of individuals and with regard to their nation?

In II Kings 22:8 we read that Hilkiah, the high priest, found the book of the law while the house of the Lord was being repaired. This copy of the Pentateuch was probably recovered from the cornerstone of Solomon's temple while the "breaches in the house" were being rebuilt. Hilkiah gave the book of the law to Shaphan, the scribe, who read it to King Josiah. Josiah in turn, called all the people of Judah together (II Kings 23:2) and "read in their ears all the covenant which was found in the house of the Lord." King Josiah made a covenant with the Lord on behalf of Judah and "all the people stood to the covenant." As a result of reading the books of the law, the people voluntarily stood and joined with King Josiah "to walk after the Lord to keep his commandments, and his statutes, with all their hearts, and all their soul, to perform the words of this covenant that were written in this book:..." Thus, Judah came under the blessing and government of God's law for a time through the reading and publishing of God's will for His people.

In Acts 8:30 the Ethiopian Eunuch was reading the prophet Esias and Philip was used to open the Eunuch's understanding and lead him to the redemption and control of God by faith in the Lord Jesus Christ followed by believers baptism.

Revelation 1:3 declares the Revelation of Jesus Christ where God's blessing comes by reading: "Blessed is he that readeth and they that hear the words of this prophecy, and keep those things which are written therein: for the time is at hand."

Literacy goes with liberty and the capacity of the individual to be properly self-governed. Literacy is allied to both the liberty wherewith Christ has made us free from the bondage of sin and death and the liberty we enjoy under the umbrella of constitutional and civil law in America. The biblical basis of Christian liberty and self-government, or the government of God in

the inward man, is the foundation of the American Christian conviction that our rights or "just claims" to life, liberty, and property are God-given, not civil government granted. Hence, as American Christians we conceive of civil government as a government of settled, known, and established written laws which only a literate people can write as well as fulfill in order to preserve and perpetuate their stewardship of God's property. The ability to read and write can be the means to enjoying Christian liberty and preserving our civil or political liberty. Illiteracy can keep a people in both spiritual darkness and under political tyranny and bondage or impel them into ignorance, then dependence, then bondage.

Literacy is one of the keys to liberty and freedom. Most educators are promoting reading methods which are robbing the people of the ability to reason biblically and governmentally, thereby keeping them in ignorance of both the law and the Gospel which are the basis of our Christian form of government and the greatest liberty the individual has ever enjoyed in the history of the world.

LITERACY AND THE INFUENCE OF THE WORD OF GOD IN EARLY AMERICAN EDUCATION

It has been documented that "adult male literacy in the American colonies seems to have run from 70 per cent to virtually 100 per cent, on the basis of signatures on deeds, wills, militia rolls, and voting rosters. 7 How do we account for this? One scholar of America's Christian history and literature offered the following reasons for such a high degree of literacy produced by our early colonial education.

"(Colonial Americans) read exceptionally well. Broadsides and newspapers had a high school reading level. Every colony published at least one newspaper. The

people read and knew exactly what was being proposed by the British Parliament. They advised their representatives in the respective colonial assemblies.

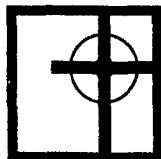
"The colonists wrote with amazing skill. They wrote to each other and to friends in England, Ireland and Europe to inform them of their position on principles. They spoke with effectiveness and convinced each other of the necessity of Independence. They understood PRINCIPLES and reasoned from them to each event or infringement of their privileges and responsibilities.

"The HOLY BIBLE has been documented as the single greatest reason for the READING, WRITING, SPEAKING, and REASONING ability of our American colonists. . . . If the Holy Bible so influenced the education of the vast majority of our Americans 200 years ago, let us put it back as an EDUCATIONAL textbook and restore the quality of literacy we once had — allowing us to establish the first Christian Constitution the world has known, with the greatest outpouring of Christian evangelical effort ever witnessed." 8

The research of such a secular historian and educator as Mr. Lawrence A. Cremin, Professor of Education and Director of the Institute of Philosophy and Politics of Education at Columbia University, also confirms the influence of the BIBLE as the "single greatest reason for the reading, writing, speaking and reasoning ability of our American Colonists." Some of Mr. Cremin's conclusions are as follows:

"Above all, however, the colonists were acquainted with the Bible itself, principally in the Geneva Version but increasingly in the King James Version. The Bible was read

SEE PAGE 5



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The Other Side

with Dave Johnson

Testing

During the month of June, 1975, a principal wrote to us concerning the Kuder Interest Survey. This test was given in the eleventh grade of a Christian Academy in connection with other tests regarding college planning, etc. The principal who wrote to The Projector suggested that schools need to be informed about, the offensive nature of the Kuder test so that these tests could either be protested or avoided by Christian schools which did not want to perjure the consciences of Christian young people.

The Kuder Interest Survey, College Level, is a product of Science Research Associates, Inc., which is a subsidiary of IBM. In response to a complaint about some of the questions of the Interest Survey, a representative of SRA made the following observation:

"I would be pleased to think that no one in the country would find more than two triads in the survey for which all choices are strongly objectionable, but I am sure this is not the case. We feel that the omission of responses to two triads does not seriously invalidate a subject's scores. The scores become increasingly dubious with the omission of three or more triads, and when nine or more triads have been omitted we consider the scores virtually worthless. Given, then, that a subject may find some triads in the survey for which all three activities presented are in some way objectionable, he or she would be advised to rank them somehow in increasing order of distaste, and respond accordingly. It is by no means clear that the information thus conveyed would be insignificant to the measurements of interests."

The triads which were deemed objectionable by a Christian school had to do with two specific questions asked as follows:

Choose what you would most like to do and what you would least like to do.

66.

Wait on people in a night club

Cook for a night club
Be the person in a night club who puts out customers who get rough

79.

Play Cards
Go to the movies
Go to a big party

What should Christian schools do about the problems which develop as a result of using tests which are designed for use in the public schools? It appears to me that a proper understanding of the Christian Philosophy of education as opposed to Satan's philosophy

of education is essential in determining the answer to this question.

There are only two philosophies of education and, therefore, only two types of schools. If a school is not a Christian school, it belongs to Satan. The public schools, as well as all private schools which are not Christian, have a goal which is completely opposite from the Christian goal of education. Public schools are in the business of programming the brains of boys and girls so that they will have proper social attitudes. These proper social attitudes fall right in line with Satan's plan to set up his world empire with an ecumenical apostate church, a socialistic political system and a two - class society of the elite (ruling class) and the commoners.

A relatively new educational term is "taxonomy of educational objectives." According to Benjamin S. Bloom, this term means: "the classification of the intended behavior students - the ways in which individuals are to act, think, feel as the result of participating in some unit of instruction. Taxonomy should be an educational - logical - psychological classification system and should be consistent with relevant and accepted psychological principles and theories. Taxonomy has three domains; (1) COGNITIVE - how you think. (2) AFFECTIVE - how you feel. (3) PSYCHOMOTOR - how you act.

By directing his attitudes, therefore, we direct his behavior and, conversely, any attempt to control behavior by other means, unless accompanied by the development of appropriate attitudes is doomed to failure."

Obviously, a Christian is not supposed to think, feel, or act in the same manner as a non-Christian. We are not to look to the world or the government for standards of education, morality, or anything else. Our standard must be the Word of God.

There is nothing wrong with giving a state approved achievement test to students in a Christian school as long as we know how to interpret the scores. If a class of otherwise "bright" students makes a horrible showing on a section of an achievement test, this could mean that your school is doing an outstanding job of teaching that particular subject.

There is no such thing as secular education. A school is training students for either Christ or Satan. If we train them for Christ, we must not expect them to pass a test which was designed for students who were trained for Satan!

FROM PAGE 4

Reading Program

and recited, quoted and consulted, early committed to memory and constantly searched for meaning. Deemed universally relevant, it remained throughout the century the most important cultural influence in the lives of Anglo - Americans." 9

"In the teaching of reading, a family might use a textbook like Edmund Coo's the English Schoole - Maister (1596); or a simple hornbook or ABC, which presented the alphabet, a few syllables combining a consonant with a vowel, and a prayer of grace, usually the Lord's Prayer or the Apostles' Creed; . . . This was equally true of the Bible itself, which was frequently used as a reading text. Doubtless many a colonial youngster learned to read by mastering the letters and syllables phonetically and then hearing Scriptural passages again and again, with the reader pointing to each word until the relationship between the printed and oral passages became manifest." 10

"The Bible itself, particularly the Geneva edition of 1560 and the Authorized Version of 1611, is the single most important primary source for the intellectual history of colonial America." 11

Scholars like Mr. Cremin may not acknowledge the Bible as the inspired, inerrant Word of God. However, his observations constitute a challenge to American Christian administrators and teachers to take the leadership, as only we can, in restoring the Word of God, the Holy Bible, to the classroom as the source, origin and inspiration of our philosophy of education, methods and curriculum.

We know that one of the reasons local, community - centered common schools were established in Colonial times was to teach children how to read the Bible and comprehend the laws of the land. The Colonists desired a

high degree of literacy in order to read the Scriptures and promulgate the Gospel. They used their Bibles to achieve literacy, consequently producing generations of Bible - believing, Bible - living, independent self - governing citizens. Should we do less?

A BRIEF HISTORY OF THE LOOK - SAY METHOD OF READING

Mr. Samuel Blumenfeld has documented the fact that the first look - say primer or Dick and Jane reading series in America was used and promoted as early as 1836 and was hailed as the best method of teaching reading by Horace Mann, the father of progressive education. 12 The highlights of this fascinating story are as follows.

Rev. Thomas H. Gallaudet, a graduate of Yale in 1805 and a student of theology at Andover, was the Director of the American Asylum at Hartford, Connecticut, for the Education of the Deaf and Dumb from 1817 - 1830. Gallaudet brought forth the

system of sight - reading by teaching a deaf and dumb child to read by first having him learn a sight - vocabulary of about 50 words before teaching him the letters. He used pictures and whole words to teach deaf - mutes as they could not learn a sound - system of reading. The written words (a sound - symbol) of normal man's spoken language was taught to deaf - mutes as ideographs rather than phono - graphs. 13 Thus, students learned the meaning of CAT by a picture and a word, giving rise to the sight - reading of whole words whose meanings are conveyed by pictures.

Gallaudet's success in teaching reading to deaf - mutes encouraged him to advance this method to normal students who could see and hear. Thus, Rev. Gallaudet became the first person in America to introduce a whole - word method with extensive use of pictures to represent words and meanings without mastering the sounds of letters and combinations of letters. He then published a "Mother's Primer" for normal schools which was the first Dick and Jane reader in America.

SEE PAGE 6

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Teaching Tips

BY ALICE ANN SMITH

"It Takes Three"

This is an instructional game that can be used to make sentence and word drill more inviting and attractive. Children will receive practice in reading words, phrases and sentences. The game is entitled, "It Takes Three".

Materials: Make three piles of cards, each one having eighteen cards in it. Put subject phrases on all the cards in the first pile, for example; "the red house," "the brown cow," "a gray pony." Put verb phrases on all the cards in the second pile, such as; "was burning," "gave milk," "ran home." Put additional phrases on the cards in the third pile, for example; "on the high hill," "for boys and girls," "to the little boy."

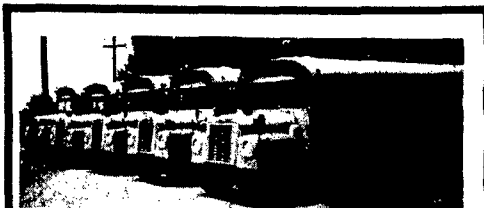
Procedure: All the cards are shuffled and dealt. Each player tries to see how many stories he can make. Three cards make a story. Since there are too many cards to hold, a player may lay his cards in front of him, face up, if he wishes.

The first player finds he can make the story, "The red house on the hill was burning." He reads the story and puts the cards down in a pile in front of him. He may ask any other player to trade a card with him. If he received a card that he can use, he reads the



story and puts it down. Otherwise he has to pass. The player reading the most stories wins the game.

This idea can be improvised and used as a basis for composition. Containers labeled character, trait, problem and location are filled with word strips. Each child chooses one strip from each container and that provides the topic for his composition. The trait could be "chubby," the character "toad," the problem "poison ivy" and the location "tree house." The students are delighted by the suspense of choosing a paper from the container and the combination of the choices almost always provides opportunity for a humorous, imaginative story.



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FROM PAGE 5

Reading Program

Gallaudet's Primer, like the current Dick and Jane readers, emphasized the look-say, ideographic approach to reading and made sounds and oral explanations of letters secondary. Mr. Blumenfeld even documents the fact that Gallaudet's "Mother's Primer", published in 1836, used the names JANE for the little girl, SPOT for the dog and FRANK for the little boy. The Primer's first line was "Frank had a dog, his name was Spot."

Horace Mann, the acclaimed Secretary of the Massachusetts Board of Education from 1837 to 1848, endorsed Gallaudet's new method of teaching reading and attacked the teaching of the alphabet and letter sounds in his 2nd Annual Report issued in 1838. Mann and his wife subsequently toured Europe in 1843, visiting England, Scotland, Ireland, France and Holland and then spent six weeks visiting schools in Prussia and Saxony (a province of Germany). Upon his return he wrote his famous 7th Annual Report of 1844, praising Prussia's compulsory, state-controlled, secular educational system and criticized the Boston School system, renewing his attack on the phonetic approach to reading. "I am satisfied that our greatest error in teaching children to read lies in beginning with the alphabet," he declared, "... being persuaded that no thorough reform will ever be effected in our schools until this practice is abolished." 14

It is interesting to note that Horace Mann praised a philosophy of education practiced in Prussia that was based upon a philosophy of government that subsequently produced a Bismark, a Kaiser, and a "Hitler while indoctrinating and enculturating into its youth the character to embrace and support such "leaders".

Horace Mann's attack on the Boston School system and the alphabetic approach to teaching reading did not go unanswered. The Association of Masters, representing 31 Boston Schoolmasters, experimented with and evaluated the whole-word, sight-reading method praised by Mr. Mann. One of the masters was chosen to write a brilliant and challenging critique of Mann's 7th Report. The response of the masters, published in 1844, is well worth studying. 15.

This brief account of a fascinating period of reading "reform" in American education suggests several things. First, the look-say sight vocabulary, whole-word method of teaching reading advanced by Rev. Gallaudet for the deaf and dumb is producing generations of nearly aphonic, inarticulate, frustrated speakers and readers. As the Report of the Boston Schoolmasters demonstrated, advocates of the look-say method must learn thousands of ideograms for all new words. The phonetic approach teaches principles, a few key sounds (as few as 44 in some intensive phonetic methods) which provide the foundation for pronouncing, reading, writing

and correctly spelling thousands of words. Otherwise, students grow up learning whole words or even phrases without knowing the relationship of the words to their letters and sounds or that letters have anything to do with pronunciation. But there is an alternative, as hundreds of Christian Day Schools in America are proving with great success.

THE PRINCIPLE AP-

PROACH TO TEACHING READING

What is the Principle Approach to teaching reading which develops Christian character and scholarship? Consider some of the historical characteristics of Western education.

Historically, some of the most important goals and aims of traditional American education were to train children to function as adults in a free society; to develop men and women whose minds were trained to function independently by mastering all the analytical skills required to exercise an independent judgement. These goals required attentiveness, concentration, silence, "a room full of minds at work". Such mental work required solitary concentration. But this emphasis was to be radically changed.

One hundred years after Horace Mann, progressive, secular educators such as John Dewey, George S. Counts and William Kilpatrick, advanced a philosophy of education which transformed the classroom into a noisy workshop where children were doing things together, making each classroom a little society and a group-oriented learning center. The new goal was not to train the individual to be independent and to exercise self-government and sound judgment, but to develop the child's social character and consciousness, his social interests and interdependence among men. This took a new curriculum to produce a character for socialism and modernism. 16 In addition, the historic method of phonetic reading was disputed and cast out as too tedious, dull and slow. The whole-word, sight-reading, Dick and Jane readers were substituted in enormous volume and with great fanfare but with devastating and even sinister effect upon the level of literacy in America.

Even now some Christian School administrators may believe that an approach or text that uses a phonetic approach is enough. It ISN'T enough! The Principle Approach to reading requires what may best be called intensive phonetics. It should also be understood that a school's reading program is a reflection of a philosophy of government and character development. In fact, reading is a researching, reasoning, relating and recording process. Our method of teaching reading either promotes the use of principles as a basis of life and living or uses an environmental or progressive approach.

An INTENSIVE PHONICS method should have the following characteristics. It should develop the ability of

the mind to ANALYZE (resolve things into their parts or principles or elements) based upon specific principles which the student has mastered. When this analytical or reasoning process is implanted in the minds of youth in early childhood, it influences every subject in the curriculum and develops the scholarship necessary to promote and defend the Gospel as well as our liberty and property under the laws of the land. A child gains confidence by learning that he can master the difficult words by reducing them to their simpler parts. The child's mind becomes accustomed (familiar with, by use and by habits formed by practice) to the process of intellectual analysis and reasoning from the same simple principles worked over and over again in each subject. The child knows he is mastering each subject in terms of its principles. A mastery of the principles of phonics gives a mastery of thousands of words, over 90 per cent of the English language. Forgetting a word or how to read or pronounce a word is not a threat. The student may forget, but he has the principle sounds of the alphabet and the combinations of sounds, i.e., the principles of phonic analysis, by which he can analyze the words he might have forgotten.

In contrast, the contemporary look-say, guess-the-word, and token phonetics approach relies on memorizing word forms or the structure of words. It relies upon a pictographic or herographic method of learning as used in learning Chinese by its characters which represent whole words. A method of word-guessing depends upon memorization and repetition which can be both boring and tedious. No mastery of specifics is required and no feeling of definite achievement is produced. No sense of dominion, independence or confidence results. Reasoning skills are minimized. The use of meaning clues often becomes ridiculous and time consuming. The look-say method has an impressionistic emphasis and minimizes the ability to reason from principle sounds. Perhaps the greatest concern is that this method produces a quality of character that tends to be violent, discouraged, frustrated, and provokes a feeling of being trapped and useless. Students who are inept at reading and writing become so disappointed and so dependent upon sensory experience that they are encouraged to seek drugs to provide a contrived and artificial enlightening of the mind.

Intensive phonetics, however, can produce a character for independence. This approach can liberate and give one a sense of dominion and confidence over new words, new material and provide the ability to grow and be in command of words, ideas and all the rich heritage of Christian history, literature, science, music, etc.

An intensive phonetic method of reading is consistent with the American Christian principle of property whereby the property of one's mind, identity, and talents are preserved as private as far as

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FROM PAGE 1

Consent Thou Not

nor sitteth in the seat of the scornful. But his delight is in the law of the LORD; and in his law doeth he meditate day and night." (Psalms 1:1-2) You don't walk with the wrong crowd; you don't start the wrong direction! The sin starts with the "consent".

Before Eve ever partook of the forbidden fruit, she "consented" in her heart. Before Achan ever took the forbidden goods, he "coveted" in his heart. Before David ever committed adultery with Bathsheba, he lusted and "consented" in his heart. Consent constitutes the sin, and here is either the road to victory or the road to defeat.

When Mrs. Potiphar tried a flirtation with Joseph and sought to seduce him, Joseph had the victory, because he had determined beforehand that he would not consent in his heart. The time to make your decision about smoking, about dirty books and movies, about drinking, about gambling, about drugs — the time to make the decision is now! Don't wait until you are confronted with the temptation. Make that decision now, because you will be tempted! Just get ready for it, you are going to be tempted by the world; the pressures of the world are upon us. But make up your mind right now, I - will - not consent!

Listen to our Lord, who said in Matthew 4:10 — "Then saith Jesus unto him, Get thee hence, Satan." And in Ephesians 5:11—"and have no fellowship with the unfruitful works of darkness, but rather reprove them." Aha, but," you say, "I think I can fool around a little bit with temptation and sin. I won't have to fall into sin." Did you know that God says in Romans 11:20 "... Be not highminded, but fear." Don't get cocky! Don't think you can overcome all these things, because you are so strong, and you're such a good Christian you can fool around with temptation. God

said you had better fear; you better not be proud and haughty. "Consent thou not." II Corinthians 2:11 — "... for we are not ignorant of his (the devil's) devices." You ought not to be ignorant! You ought to listen to the chapel speakers as they come here; and listen to your teachers and study the Word of God, and don't be ignorant of the devil's devices seeking to get you to sin.

I Corinthians 15:33 — "Be not deceived: evil communications corrupt good manners." So don't be deceived! The wicked crowd is going to tempt, but don't you consent. The only safety is in flight. I want you to understand this: There is not a sin that man can commit that we are not capable of committing. No matter who you are and how good a Christian family you are from, you are capable of committing any sin known to man. So don't get cocky! Just make up your mind right now, "I have a will; I'm not going to trust myself. I can either say 'yes' or 'no' to something; and by the help of God, I am going to say 'no'. I'm not going to beat around the bush about it. I'm going to be blunt about it. I'm going to say 'no!' " I Corinthians 10:13 — "There hath no temptation taken you but such as is common to man: but God is faithful, who will not suffer you to be tempted above that ye are able; but will with the temptation also make a way to escape, that ye may be able to bear it."

Enticement may be slow, it may be subtle, it may be polite. "Aha, come with us. We're going to have a wonderful time together." Their invitation may be ever so nice and polite, but let me tell you something, your refusal must be blunt; it must be to the point. You must not even toy with the idea; you must not give it any consideration whatsoever. Remember, "Consent - thou - not." So make your refusal immediate and final...

I wish I could think now that

all you folks are so taken up with this message from the Word of God that Bill Hall is preaching that not a single one of you would ever consent, but I have better sense than that. Some of you are going to go ahead and do what God tells you not to do. I hate to say it, but some of you will. What will the consequences be?

SIN BINDS

Look at verses 16-19 again. In verse 16 it says, "their feet" or the feet of the enticers. Sin is constituted in such a way that when one commits the sin or consents to the sin, that sin prepares the way for the next sin. Everytime you sin your conscience is so deadened that it is not as hard to do the same thing again, because we are creatures of habit. When you sin, it kind of hurts the first time; because you know you shouldn't have done it. But then, you commit it again, and you are not quite as sensitive to that thing. So you start running to do evil, You first

walk, then you run.

Let me illustrate it with tobacco. A bunch of fellows or girls are out, and they are smoking. They say, "Oh, try one. You don't want to be different." And you don't, you know, so you try one. (Ugh! Phew!) But you light up. They ask, "How do you like it?" "Oh, (choke) it is wonderful!" It tastes terrible, doesn't it? But you say, "Oh, it is wonderful", because everybody else is doing it. So then you try the second one. With the first one, you didn't feel good, and it tasted terrible and all that, but the second one wasn't quite as bad as the first one. Then the third one gets a little bit better. And the fourth one ... then the first pack and the first carton. Then it isn't long until every morning the first thing you do when you get up, that little "white monster" says, "Smoke me, smoke me, smoke me." So you get up and light up. At breakfast you have to have another one. You don't eat much, but you have

to have that cigarette. (Cough, Choke) That little white monster is bossing you around. You smoke up everything; people can't breathe in restaurants, or in airplanes or buses, or anywhere because some nut has to have that little white monster smoking. He is a slave to that little white monster, the first thing in the morning and the last thing at night. Then sometimes in the middle of the night he wakes up and he has to have some more. He smells up the whole house and contaminates everybody's hair. But it all started with one. What happened? Well, he "consented" to the first one when he was enticed, because everybody was doing it. A fellow starts out with one drink; or one dirty book. He never intends to get his mind all twisted and perverted. No long ago, in Panama City, Florida, a boy wanted to get "high" on something. So he sprayed

SEE PAGE 8

FROM PAGE 6

Reading Program

other men are concerned and held in Stewardship where God, His will is concerned. On the contrary, reading methods which produce illiteracy tend to bring one's mind, identity, and talents in obedience to and dependence upon society and opinion makers, and subject to "philosophy and vain deceit, after the rudiments of the world, and not after Christ." (Colossians 2:8) Mastering the principles of reading, writing, speaking, and spelling develops a unity of principle with a diversity of expression and individuality which cannot be easily controlled. Reading methods responsible for producing functional illiterates develop a uniformity and conformity which is easily controlled because it is dependent.

Which of these opposing views of life and living do we see surfacing and parading about today as a result of the reading programs promoted so intensely in American Schools for the last 50 years? Do we see a character ripe for and actually embracing socialism and modernism, which is non - reflective and externally oriented and easily controlled; or a character which is the express image of Christ, which preserves and defends the Gospel and demonstrates the sovereignty of God in each aspect of life and living while exercising a practical, intelligent, literate stewardship over all spheres of life — civil, religious, educational, economic, social?

AMERICAN CHRISTIAN ADMINISTRATIVE LEADERSHIP PROGRAM IN THE READING

Every Christian School administrator should know how to teach the reading method used in his school. The administrator cannot turn over the reading program to a teacher without knowing what the program produces in terms of literacy, character, and scholarship. Do we know what our teachers are teaching? Does the rest of the faculty know how to read phonetically, and are they teaching the vocabulary of their subject phonetically, thus supporting and

promoting the same principles of reading that the elementary and high school English teachers teach in depth?

Administrators must understand the total function and importance of the reading program to the entire curriculum, because "Reading is not merely a basic subject in school; it is the basic subject." Be certain that your reading program is producing the character and scholarship necessary to articulate and perpetuate Christ and Christianity in America and is able to defend and perpetuate America's heritage of Christian character, property, and self-government under a limited, constitutional Christian form of government.

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Consent Thou Not

deodorant from a spray can into a paper bag and breathed into that bag and fell dead. He just wanted to get a little "high." Oh, but you are going to get by with it; just try a little bit, everybody is doing it.

God says, "Consent thou not." But if you do consent, walk not with them. If you walk with them, your feet are going to run to do evil. You are going to get on a super - highway that is downhill all the way. Your brakes may work a few times. You'll know when to stop. You'll know how far to go with that girl. Your brakes may work pretty good for awhile, but you have had the restraints of a Christian school, and perhaps the restraints of a Christian home.

Perhaps you have parents who have some pretty high moral standards and maybe you have had some other helps. You've been given some real opportunities in life, and your brakes work for awhile. But you keep fooling around with temptation and sin, then one day you hit the brakes, thinking you are going to stop as usual, and you find that the brakes are gone, and it is too late. "For their feet run to evil, and make haste to shed blood." (Verse 16).

SIN IS SENSELESS

Verse 17 is very picturesque. "Surely in vain the net is spread in the sight of any bird." There we see a picture of the senselessness of sin. When a fowler or bird hunter goes out he doesn't set the trap for the bird while the bird is sitting up on the limb looking at him. Do you know that a bird by instinct has more judgment than we do, and God made us rational beings? You have heard your preacher, other chapel speakers, sometimes your parents, and others warn you again, again, and again. So you know the devil has the traps. You know how the devil tempts in these things. And yet, you rush right on into the trap anyway. We don't have as much sense as birds. Talk about birdbrains, huh?

I have a relative who does some duck hunting. He is always wanting me to go with him, but you have to get up at four - thirty or five o'clock in the morning. It is cold, and you have to go out and wade in cold water. I have never been, but I have heard him talk about it. They go out to the river backwater, and they have decoys that look like ducks. They put these decoys out in the water, and they get over in the undergrowth or duckblind. When it gets daylight and the ducks start flying over, they make this duck call, "Quack, quack, quack." Those ducks flying over look down and say, "Hey, there are some of my brothers and sisters down there; let's go in for a visit." So they start to fly in, and then the hunters have them. You have duck for dinner. Now just suppose that these hunters were so stupid that they waited until it was daylight and they went out while the ducks were flying over. Then they put the decoys in the water and go, "Quack, quack, quack." Those ducks would say, "Do you think we are stupid?"

But what do we do? Sure, we see the devil setting his traps. We have been warned again

and again. We hear his sin - call. Then even though we know, we still rush right into the trap. That is crazy! It is senseless!

SIN IS SELF - DESTRUCTIVE

Not only is sin senseless, but it is self - destructive. Look in verses 18-19 again. These thieves were in reality laying wait for their own blood, laying a trap for themselves. You think you can get by with sin, but God says, "Then when lust hath conceived, it bringeth forth sin; and sin, when it is finished, bringeth forth death." (James 1:14) "Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap." (Galatians 6:7).

Ahab and his conniving wife plotted to kill Nabot. But Ahab, as well as his wicked wife, ended up killed and the dogs licked up their blood. Haman despised the Jew, Mordecai. He built a gallows and was going to the king to have Mordecai hanged on those gallows. But Haman ended up being hanged on his own gallows, which he had prepared for Mordecai. Young people, you may build gallows and you may fix up everything for sin and evil, but you will end up hanging on your own gallows. Sin is self - destructive.

When my wife's dad was in the intensive care ward of the hospital several years ago, just before he died of cancer, there was a young man on the bed beside him who had played Russian roulette and lost. He lay in a coma for weeks, and finally died. He thought he could win the game. It was exciting, but he lost. Another young man in Memphis, Tennessee thought he could beat that train to the crossing, but he lost. He lay in a coma for over a year before he died.

Young people, if you play the game fast and fool around with temptation and sin, you are going to lose. You are going to lose; just get it into your head, you are going to lose. But thank God, as Christians, the Bible says in I John 1:9 - "If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness."

You are going to do one of two things today: You are either going to consent to sin and self, or you are going to consent to Christ. One or the other. You say, "How do you consent to Christ?" Paul said in Romans 12:12 - "I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God." Again in Psalms 1:1-6 - "Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the seat of the scornful. But his delight is in the law of the LORD; and in his law doth he meditate day and night. And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not

wither; an whatsoever he doeth shall prosper. The ungodly are not so: but are like the chaff which the wind driveth away. Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous. For the LORD knoweth the way of the righteous; but the way of the ungodly shall perish."

Do you see the contrast? If you consent to the Lord, His Word, and His will, you can be a fruitful, stable Christian. But if you consent to the devil, you are in for trouble, serious trouble. So consent to Christ.

If you are unsaved today, you are either going to consent to Jesus Christ and receive Him as your Saviour and have eternal life, or you are going to consent to the devil and "...the wages of sin is death..." and whosoever's name is not found written in the Book of Life will be cast

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9. Cremin, op. cit., p. 40.
10. Cremin, op. cit., pp. 129 - 130.
11. Cremin, op. cit., p. 587.
12. Blumenfeld, op. cit., Chap. 7.
13. Ideograph: (idlogram) N. A picture or pictorial symbol (not phonetic) to represent an idea rather than a word. Webster's Collegiate Dictionary, 1946.
14. Blumenfeld, op. cit., pp. 147 - 148.
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16. For excellent documentation on this point see: Paul W. Shafer and John Howland Snow, The Turning of the Tides, The Long House, New Canaan, Conn., 1962.

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