

# The PROJECTOR

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

Dr. Dayton Hobbs, Editor

P.O. Box 643, Milton, Florida 32572

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## FOR THE GOOD OF YOUR CHILD

By Dr. Dayton Hobbs

(Continued from last issue)

### IS AUTHORITY A BAD WORD?

It is impossible to do away with God without attempting to do away with authority. Authority is necessary for there to be order and order brings peace and progress as well as many other benefits. Your child needs to grow up in a tranquil atmosphere where peace of mind is possible and progress in every area of a child's growth is normal. This kind of atmosphere can only come when parents recognize their responsibility to back the authority which they themselves have authorized to be over their child. There are, of course, those who abuse authority and this cannot be tolerated by those responsible, however, the worse thing that can happen to your child is not that they be mistreated or not believed, as bad as that kind of thing may be, but that the parents and the school get at odds causing a

breakdown in the authority structure over the child. Authority must always stand united in behalf of the child. If the parents and the school have differences, let these be settled privately without the knowledge of the child, but let the child always see unity...this is for the good of the child.

### PARENTS' SUPPORT

Parents' support of the teacher is primarily for the benefit of the child. It certainly makes the teacher's work more enjoyable and their life easier as well; however, a happier and more contented teacher also works for the benefit of the child.

When a teacher knows that support from home will be direct and forceful, that teacher will be able to accomplish so much more with a student. When, however, a teacher feels that any attempt to correct a child will be questioned by the parent, that teacher labors under a handicap, the ultimate result of

which will make the teacher less effective in accomplishing some desired objectives in that child's progress. The value of parents support cannot be overestimated. Of the many things that must come together to comprise success in the educational process, it is my opinion that none is more important than that those in authority over the child be solidly united. Parents back the school and the school backs the parents. This combination practically assures success for the child, and after all, isn't that the bottom line.

### SOME DOS AND DON'TS FOR PARENTS FOR THE GOOD OF THE CHILD

DO:

Support your child's school, including the administration and the teachers.

Express your support openly so that your child knows your position.

Take the teacher's word about incidents. If you have questions, talk privately to the teacher without the child's knowledge.

See GOOD, page 8

## Is It A Sin For A Christian To Teach In The Public Schools ?

by Bob Dalton

Christian schools across America are approaching a crisis shortage of competent teachers. In the face of this critical shortage we are seeing a not so subtle shift in the attitudes of some Christian college education graduates toward the public schools and away from Christian schools. Should this trend continue to accelerate, the consequences for our Christian schools will be devastating. Aside from the practical difficulties this lack of conviction for Christian education presents, there are some significant moral and ethical issues that must be considered by the public school teacher who is a Christian.

These education graduates generally list four basic reasons for their willingness to teach in the public schools:

1. To be a testimony
2. To evangelize
3. To salvage the system
4. To have a "secular" job

A Christian teacher evangelizing in the government sponsored and coerced educational system of a pluralistic society raises important questions. Because the public schools are governmental agencies, the teacher is a paid agent and representative of the government. The U.S. Constitution demands that

the government observe a strict neutrality toward all religious sects. The burden of the First Amendment is that government may not advance or favor, in any way, one religion over another and, as recently interpreted, may not advance religion over non-religion. Many court decisions have confirmed these facts. In 1977, for example, in the case of MALNAK vs. YOGI, the court even ruled that the public schools may not teach that God says it is wrong to steal. Christians, then, are clearly forbidden by law to bring Christianity to bear on man's problems in the public school classroom.

See TEACH, page 4

## Editor's Desk

By Dr. Dayton Hobbs

### The Personality Cult

Fundamentalism is no stranger to personality cults, in fact, because of the needed emphasis upon the authority of God over our lives and an emphasis upon the authority of scripture as our rule for Faith and Practice, Fundamentalism seems to lend itself to egotistical personalities, who obviously have the ability to transfer the authority properly reserved to Christ and the Bible, unto themselves, thus giving them unto-ward control over the lives of multitudes of men and women. When the Word of God in the lives of men and women is replaced by the cultish power of some preacher with a super-ego, sound judgment is affected and all kinds of weird and unscriptural things go on under the guise of the work of the Lord. This villain (for such he is) becomes infallible in the eyes of the deceived, and they fall prey to his every wish and will, and all under the banner of great accomplishments for the Lord.

The true servant desires only that his Master get glory and honor and he does not try to reserve a part for himself. When men of clay who have built their ministries upon the sand foundation of human personality, instead of the solid foundation of the Rock of Ages, fall, we should rejoice, not because they have been exposed, but because the ones they have held under their power may once again enjoy the true liberty which is ours in Christ.



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## The PROJECTOR



EDITOR  
Dr. Dayton Hobbs

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## Stunning Revelations About Fundamentalist Leader

By Dr. Norman Pyle

Dr. Robert Sumner in the May 1 issue of The Biblical Evangelist released an amazing array of accusations involving Dr. Jack Hyles of First Baptist Church of Hammond, Indiana and founder of Hyles-Anderson College. The accusations involve both immorality, doctrinal deviation and questions about money handling. It is a sad and sorry tale.

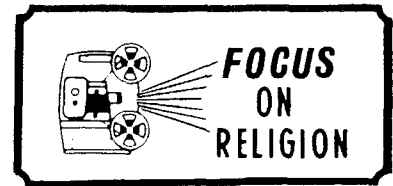
I am not prepared to deal with it fully until we hear from Hyles, Hutson, and others. However, I must say that I was not totally surprised at the revelations. Much of it seems consistent with other things I have observed through the years. Some of the things are so bizarre as to border on the unbelievable. Yet, a double minded man is unstable in all his ways. And it is true that sin often finds us out in most unusual circumstances.

Robert Sumner is one of the most careful newspapermen among fundamentalists, usually bending over backward to get his facts straight. It is true that he has had conflicts with Curtis Hutson. And as he said "we all put our pants on one leg at a time" and we are all liable to follow our personal biases occasionally. However, I searched the article on Hyles for any deliberate effort to implicate Hutson and with the possible exception of the info on John Stancil (which appeared to be pertinent) I found none.

As I have thought about this tragic development I remembered two sayings. One, Martin Luther observed that God allows spiritual leaders to fall into sexual immorality as a judgment upon their personal pride. and second, what parents allow in moderation their children will do in excess. When we saw the awful immorality of Dave Hyles and the Smith boys (Jack's protégés), we should have looked up river to see where the stream was polluted.

One pastor observed that the greatest problem here is the "guru mentality," the Jim Jones syndrome, the demand for absolute loyalty to a man that should be reserved for God alone. It is likely that the moral and doctrinal perversions grew out of this if Luther's perceptive comment is correct.

(A Christian View of the News,  
May, 1989)



By Tod Brainard

### CONTEMPORARY MUSIC APPEAL: WHOM ARE WE KIDDING?

Recently a short article appeared concerning the so-called Christian Rock group, Stryper (there is nothing Christian about them), downplaying the group's appearance and focusing on the message of their songs. The article read: "Okay, forget the long hair, makeup, weird clothes, and earrings. Let's just take a look at some very good music with a very good message. The first single, 'Always There for You', is already charting in the top ten on MTV. While their lyrics aren't incredibly deep, they do get the message across in a no nonsense way. And they are making a strong impact on kids and music." (3/89 Tree of Life Christian Bookshop)

One important principle that we must understand concerning the gospel message is that God never uses Satan's vehicle to carry the good news. It is the precious Holy Spirit Who bears the message of truth to the sinner's heart. (John 16:8-14) Claiming that dressing, acting, sounding and performing like a rock star is necessary in order to draw kids to the message of the gospel is to say that the Holy Spirit no longer is doing His job. God in His Word has never declared that music be the medium through which the Gospel is relayed. God has ordained that His Word and the "foolishness of preaching" be the medium through which the gospel is carried.

Our music and message must be untainted by this world. "Love not the world, neither the things that are in the world. If any man love the world the love of the Father is not in him. For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life is not of the Father, but is of the world. I John 2:15,16.

Our music and message is to edify and admonish believers in Christ, to draw people to Christ not to the entertainer. Christ declared to His disciples, "And I, if I be lifted up from the earth, will draw all men unto me." (John 12:32).

The contemporary music scene would

# Stars of the Morning

By "Aunt Carolyn"

*Hard Earned Badges*



"Yes, you can go rafting Saturday providing you get your work done and providing you be careful."

"Whoopee!" Ken and Scott were overjoyed! They scrambled to get their gear together and even packed their lunches the night before. They planned to hike through the woods to the old shed by the river where they kept their raft. The raft looked pretty good, they thought, even if they did build it themselves. They even earned some scout badge points for building it. They figured they would row upstream and make notes on all the wildlife they saw and earn some more points.

Dad called them early as he promised. Mom poked a good breakfast down them, and they dashed out the door with Dad's warning ringing in their ears, "Be careful, boys! You know the wild wolverines are merciless when they're hungry. Be sure to be home before dark!"

The wolverines were relentless in their search to kill for meat and blood. That's why old Faithful could not go on the expedition with the boys this time. He had to stay and guard the sheep as they grazed away from the sheep sheds. As bad as the wolverines were in the daylight, there was no telling what they would do at night.

At last Ken and Scott reached the old shed, pulled out their raft, and were soon battling their way up river. It was not long before clouds began to roll in, but they kept a steady pace with the oars. While one rowed, the other took notes on the wild life. The boys noticed the beavers working in sort of a frenzy and the fish leaping out of the water. Ken laughed, "If Gramps were here, he would say, 'Batten down the hatches, boys, there's a quick storm a-brewing!'"

"I hope not," Scott muttered. "I'm getting tired and hungry. When we get to Skull Point, I want to eat

before we start back. But we have to get back before dark!"

When they reached Skull Point, they packed their notes and binoculars into their waterproof packs. They worked their way carefully across the swift channel and tied the raft to a stump to rest and eat lunch. Boy! Were they hungry! They could not wait to dig into the sandwiches and - What? Where was their lunch? There was no lunch! They had left it on the bank when they were dragging the raft to the river!

"Oh, no!" moaned Scott. "I'm starving!"

The weary boys wanted to rest, but a look at the sky warned them to hurry. Back into the river they went, both rowing as fast as possible. A sense of fear rose in their hearts. Suddenly Scott said, "Ken, I - I feel the wind changing. Ken, look!"

Before Ken could answer, the breeze stopped. The raft stopped. A hot blast of air passed over, and then, without warning, they heard a loud roar! Looking up they saw a vicious looking funnel cloud heading directly toward them!

Ken shrieked, "TORNADO! DIVE DEEP!" Both boys dived, and just as they hit the water, the raft was whipped high into the air, flipped around like a handkerchief, and dashed to smithereens.


The boys stayed under water as long as they could. From all their scout training, they kept remembering, "Don't panic; don't panic!" It was only a minute or so, but it seemed like an eternity before they finally surfaced.

They leaped toward each other, so thankful to be alive! Quickly they scrambled ashore. They were scratched and bruised with nothing left but what was on their backs. They knew they had to hurry! Darkness would catch them soon. No raft now, they would have to run through the heavy woods. That might take a couple of hours, and there was less daylight left than that.

At least an hour passed. The boys were exhausted from their fright and running. They stopped in spite of needing to press on. If they could only make it to the old sheep shed, maybe they would be safe there for the night. Just then they heard a mournful howl in the distance. The wolverines! Ken and Scott ran for their lives!

At last, there was the old shed. Rickety as it was, the boys were glad to have a roof over their heads and a break from the wind. Again came the howls of the wolverines. The boys checked the old, creaky door. It wasn't strong, and there was no lock. There was little hope it would hold the wolverines at bay if they did come. With no gun, no

See STARS, page 5



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TEACH, from page 1

Some would possibly reply, "We should obey God rather than men", and then proceed to proselytize contrary to court rulings. The problem, unfortunately, is not that simple. Such rulings are not absolute but severely limited; our free society still leaves many opportunities to reach these children in their homes, churches, and almost any place except under the aegis of the state; and so it should be.

Such teacher propagation then of any religion is illegal; teacher propagation is state propagation as far as the law is concerned. Also, overt or covert classroom evangelizing conveys a message to the student that the teacher is disobedient to higher authority and a lawbreaker - an example hardly conducive to a good personal testimony and the building of good citizenship in the student.

It also violates the spirit of fair play and true religious liberty. All states compel, by law, these children to be in the classroom. Baptists, for example, would rightly resent a Jehovah's Witness public school teacher "witnessing" to their children. That Jehovah's Witness orthodoxy was only "bootlegged" into the classroom would be of little consolation to Baptists; nor that the charm of the teacher merely seduced the child to an after class "religious conversation". Compulsory attendance laws force children into the orbit of a teacher's influence. In such a context, all religions have a right to have their children protected from the missionary activity of all others. Some would answer that since the state teaches humanism we have a right to teach Christianity. Christians never have a right to coerce or be unfair; we don't do evil that good may come.

In sum, a Christian in a public school cannot be truly useful for Christ without raising serious moral, ethical, and legal questions. Their presence there causes some practical problems as well:

1. It creates a moral dilemma for Christian parents. Some parents interpret the presence of a Christian in the system as approval of the system as a whole. The consequence is that the Christian teacher draws Christian children into the contaminating environment of humanism and corrupt peer influence.
2. It subtly undermines in the minds of such parents God's mandate for a Christian education.
3. It gives credibility to a system that has and deserves no

credibility. Such a teacher, particularly a highly competent one, has the cosmetic affect of hiding an inexorably humanistic and therefore morally destructive influence.

4. It holds up the hands of an implacable enemy of the church. In state after state, it is the public school establishment which drives the legislatures to oppress Christian school ministries. We might well ask these teachers the question that was asked of Jehoshaphat, "Shouldest thou help the ungodly and love them that hate the Lord?" It would seem obvious then, that such teachers intensify the pressure on Christian schools. This is particularly true when they attend churches with a Christian school ministry.

The Scriptures make a distinction between a "weight" and a sin. A sin is a transgression of a clear precept in God's Word; a weight is something that hinders and limits our usefulness and therefore hurts God's cause. We are clearly commanded to lay aside every weight as well as the sin (Hebrews 12:1). To fail to do so once our weight is discovered can become sin. It becomes sin in that a clear command to lay aside weights is disobeyed. The Scriptures also remind us that to know to do good and not do it is sin. So then, is it a sin for a Christian to teach in the public schools? Perhaps it is best to identify such a situation as a weight that can become a sin. (MAGNOLIA MESSENGER, September, 1988)

## The Builder

"An old man traveling a lone highway  
Came at evening cold and gray  
To a chasm deep and wide,

The old man crossed in the twilight dim,  
The sullen stream had no fear for him,

But he turned when safe on the other side  
And built a bridge to span the tide.

" 'Old man,' said a fellow pilgrim near,

'You're wasting your strength in building here,  
Your journey will end with the ending day,

You never again will pass this way;  
You've crossed the chasm deep and wide,

Why build you the bridge at eventide?'

"The builder lifted his old gray head.

'Good friend, in the path I've come,' he said,

'There followeth after me today  
A youth whose feet must pass this way.

This chasm that was as naught to me  
To that fair youth may a pitfall

be;  
He, too, must cross in the twilight dim;

Good friend, I am building the bridge for him' "

-Anon.

## Skipping Church Doesn't Wash

Associated Press/Louisville, KY - Parodying the time-worn excuses people give for not attending church, a pastor wrote in his parish paper a satirical piece called, "Ten Reasons Why I Never Wash", including:

"I was made to wash as a child."

"People who wash are hypocrites...they reckon they are cleaner than other people."

"There are so many different kinds of soap, I could never decide which one was right."

The information office of the Presbyterian Church (U.S.A.) distributed the piece, written by the Rev. Sidney Laing of Dublin, Ireland. It also included these reasons:

"I used to wash, but it got boring so I stopped."

"I still wash on special occasions, like Christmas and Easter."


"I'm still young - when I'm older and have got a bit dirtier I might start washing."

(Pensacola News Journal - 1989)

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**Teaching Tips**  
By Mrs. Doris Peppard

Teaching Children To Think

Teaching children to think requires us to teach this skill "precept upon precept, line upon line." Children learn things in their simplest form first and then progress to the more difficult. We must follow and purposefully teach these skills to students in our Christian Schools. All teachers bemoan the difficulty in teaching their students to think at some time or other. If we break this skill into its simpler components, it is certainly easier to teach. We cannot expect children to think without first teaching them how. The Word of God explains what we are to think about and is the primary source of instruction in this skill. If we do not give our students something to think about, the world will certainly provide plenty to fill their minds.

If children are going to be taught to think, they must first be taught what they should think about. Christian School teachers have the opportunity to help their students learn about things which should be taught. Philippians 4:8 states, "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, and if there be any praise, think on these things." Each area of the curriculum provides the basics of subject matter which is appropriate for us to ponder in our minds. Noah Webster's 1828 Dictionary defines the word think as, "to have the mind occupied on some subject, to have ideas, or to revolve ideas in the mind." We can give our students the facts concerning each subject area and also show them how to use these facts for use in forming ideas.

Very young children need guidance in thinking about simple truths. During kindergarten and the primary grades, teachers should help their students learn the wonders of God and His creation. We should give them time to do some thinking and make sure it is directed in a particular direction.

You might say, "Think about leaves." Then, proceed to ask questions concerning every aspect of leaves which you have taught. This helps direct young minds and develop the skills of concentration and self-discipline our pupils will need to think logically and clearly. It is not necessary or desirable to teach these young children the "why's" of the subjects taught. That type of understanding will come later. It is of utmost importance that they simply understand what is. This is true in the area of discipline as well. We do not tell our little children why they must do this or that, but expect voice obedience on the spot. Teaching children to think about a specific thing follows this same pattern.

Upper elementary and middle school children are capable of developing the thinking skills of reasoning. We teach our students the facts and then proceed in questioning as to why certain events followed. It is good to teach them deductive reasoning at this point. Use of "if, then" types of questions helps develop this skill. Examples: In math, word problems must be understood using the process of reasoning as to whether to add, subtract, multiply, or divide. In science children can reason concerning the development of plants. They know that plants need water, light, soil, etc., so reason what would happen if the plants got too much or too little? In history, the students could follow the battle plans of a war and judge whether the plans were suitable or what could have been done to change the outcome of the battle.

Children in these middle grades can enjoy learning to use their minds in developing reasoning skills. Teachers will learn more about their pupil's personality and mental abilities in the teaching of these skills.

When children have developed the discipline necessary to concentrate on a specific thought and also learned how to use these thoughts in the reasoning process, they are ready to be taught to use their thinking skills in making decisions. We would not expect young children to make serious decisions about their lives until we have taught them the necessary skills. When children mature into young people in high school, they need to be taught decision making. In order to make good decisions, we need to have specific knowledge or facts upon which to base our decisions. We must also have the reasoning skills to know the outcomes of our decisions. We can teach decision making by studying

examples of people in the past and present. Examples: In history, students could study the decisions made by leaders - Benedict Arnold, Robert E. Lee, Joseph Stalin are a few. A newspaper provides current events and students could follow the decisions of such people as Oliver North, the President, and others. In science, your students could study the use of nuclear weapons, environmental hazards, and development of new technology. These need to be well planned out by the teacher, who must direct the students thought processes and lead them in the right directions.

Teachers on every level must be careful to point students to the Scripture as the ultimate authority in the thinking process. We must all submit our thoughts to the will of God. As our pupils graduate and continue their training in a Christian college or university, they should have the background to discipline their minds (as well as their hearts) to the leading of God in their lives.

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STARS, from page 3

fire, no anything, the wet boys huddled together and shivered with cold and fear.

Back home, Old Faithful was acting strangely. He had picked up an old cap of Ken's and kept whining and pacing back and forth to the door. Then the radio report of the tornado and its path of destruction reached Mother and Dad. The boys! They had to have been in its path!

"Hurry!" Dad shouted. "Let's go!"

Mother gathered blankets and flashlights while Dad brought the truck around and called Old Faithful. They all headed for the forest, praying to find the boys.

At last they stopped where the truck could go no further. Dad ordered Mother to stay with the truck. "Don't get out for anything! There's no telling where those wolves are. If you hear me fire the gun, turn on the truck lights to help me find my way back."

"Go, Faithful!" Dad shouted. "Go, Boy! Find Ken and Scotty!"

The dog was soon far ahead. His shepherd instincts and loyalty to the boys drove him through the darkness. The howls of the wolverines came through the night, and Dad cocked his gun.

# SPURGEON

## ON TEACHING

Psalms Vol. III Page 434

Psalms 78:4-8 "We will not hide them from their children, shewing to the generation to come the praises of the LORD, and his strength, and his wonderful works that he hath done.

Verse 5: For he established a testimony in Jacob, and appointed a law in Israel, which he commanded our fathers, that they should make them known to their children:

Verse 6: That the generation to come might know them, even the children which should be born; who should arise and declare them to their children:

Verse 7: That they might set their hope in God, and not forget the works of God, but keep his commandments:

Verse 8: And might not be as their fathers, a stubborn and rebellious generation; a generation that set not their heart aright, and whose spirit was not stedfast with God."

Verse 5a: The favored nation existed for the very purpose of maintaining God's truth in the midst of surrounding idolatry. Theirs were the Oracles, they were the conservators and guardians of the truth.

Verse 5b: The testimony for the true God was to be transmitted from generation to generation by the careful instructions of succeeding families.

Verse 6a: As far on as our brief life allows us to arrange, we must industriously provide for the godly nurture of youth. The narratives, commands, and doctrines of the Word of God are not worn out; they are calculated to exert an influence as long as our race shall exist.

Verse 6b: The one object aimed at is transmission; the testimony is only given that it may be passed on to succeeding generations.

Verse 7a: "That they might set their hope in God..." The main end of all spiritual teaching.

Verse 7b: "...keep his commandments". Those who forget God's work are sure to fail in their own.

The design of teaching is practical; holiness towards God is the end we

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### CHRISTIAN EDUCATION

Psalms 78:4 "We will not hide them from their (our Father's) children, shewing to the generation to come the praises of the Lord, and his strength, and His wonderful works that He hath done."

We will look forward to future generations, and endeavor to provide for their godly education. It is the duty of the church of God to maintain, in fullest vigor, every agency intended for the religious (Christian) education of the young; to them we must look to the church of the future, and as we sow toward them so shall we reap. Children are to be taught to magnify the Lord; they ought to be well informed as to His wonderful doings in the past, and should be made to know "his strength and his wonderful works that he hath done." The best education is education in the best things. The first lesson for a child should be concerning his mother's God. Teach him what you will, if he learns not the fear of the Lord, he will perish for lack of knowledge. Grammar is poor food for the soul if it be not flavored with grace. Every satchel should have a Bible in it. The world may teach secular knowledge alone,

'tis all she has a heart to know, but the church must not deal so with her offspring; she should look well to every Timothy, and see to it that from a child he knows the Holy Scriptures.

(Spurgeon Psalms Vol. III Page 433)



STARS, from page 5

Suddenly, Dad heard a yipe and then solid loud barking.

Faithful had found them! Breaking through the trees and underbrush, Dad found the shed and Old Faithful barking and digging at the door.

As Dad opened the creaky door and shined the light inside, he could see two weather-beaten boys in an exhausted heap on the floor. Faithful was soon on top of them, licking their faces and yipping with joy.

As soon as he knew the boys were all right, Dad fired the shotgun to get word to Mother. Soon he helped the bedraggled boys back to the truck and home to dry clothes and plenty of food.

As Mother and Dad listened to the boys' hair-raising experience, how they thanked the Lord for keeping the boys safe through the tornado and the dangers of the woods. How thankful they were for Old Faithful and his sensing the boys' trouble and tracing them.

When Ken and Scott finally got to bed, they thought the badge points they had earned that day were about the toughest ever. They were thankful for God's wonderful care. When no one else knew where they were, God was with them and sent Old Faithful to find them.

In the same way, God knows where you are. If you are God's child by faith in the Lord Jesus Christ, you are never alone. He is always with you. If you are not God's child, He knows where you are, too. He wants to rescue you from sin and Hell. He sends the Holy Spirit to seek you out, to show you your lost condition, and to draw you to salvation. You may not be lost physically, but if you do not know Christ, you are lost in sin. Sin separates you from God and Heaven. Yet Jesus loves you and gave His life for you. Won't you come to Him? Ask Him to forgive your sin. Repent and believe the Gospel. Jesus said, "Him that cometh unto Me, I will in no wise cast out."

Story based on a true incident  
related by Mrs. Virginia Frederick.

## MINCED OATHS

A visiting minister was asked to lead in prayer in Sunday School. When he had finished, a teacher heard one of her girls whisper, "Gosh, what a prayer!"

In expressing one's appreciation of a prayer, such an exclamation seems incongruous enough. A little further thought will lead anyone to the conclusion that gosh is not an appropriate word for a Christian on any occasion. Yet, it is a fact that some Christian people are habitual users of expressions which the dictionary terms minced oaths.

Let us look into the meaning of such interjections, using as our authority Webster's New International Dictionary. Capitalized, the commonly used interjection, Gee, is given this definition: "A form of Jesus, used in minced oaths." Two common words and their definitions are these: "Golly - a euphemism for God used in minced oaths." "Gosh - a substitute for God, used in minced oaths." Darn, darned, and darnation are said to be "colloquial euphemisms for damn, damned, and damnation." Persons who allow their lips to utter,

Gosh-darned, quite freely, would be shocked if they realized the real meaning of the expression.

When he was a child, a certain minister - now a professor - in a sound seminary - was not allowed to use goodness, mercy, or gracious, as exclamations. He was inclined to think of these restrictions as a family peculiarity - merely a parental overcarefulness. Today, however, he can see that they had a sound Scriptural basis. The Westminster Shorter Catechism asks, "What is required in the third commandment?" and then gives this answer: "The third commandment requireth the holy and reverent use of God's Name, titles, attributes, words, and works." Certainly goodness, mercy, and graciousness are attributes of God.

The use of minced oaths is quite contrary to the spirit of New Testament teaching. For example, our Lord Jesus said: "But I say unto you, Swear not at all... But let your communication be, Yea, yea; Nay, nay; for whatsoever is more than these cometh of evil" (Matthew 5:34,37).

The phrase, whatsoever is more than these, suggests the use of an excla-

mation, defined as: "Something added merely as a filling; especially a word, letter, or syllable not necessary to the sense, but inserted to fill a vacancy."

James, in writing his epistle, repeats almost exactly the words of Christ as quoted above, but adds this warning: "...That ye fall not under judgment." That last word recalls our Lord's declaration: "But I say unto you, that every idle word that men shall speak, they shall give account thereof in the day of judgment. For by thy words thou shalt be justified, and by thy words thou shalt be condemned" (Matthew 12:36,37).

If we try to excuse ourselves by saying that these exclamations slip through our lips unawares, we need to heed the Holy Spirit's warning in the epistle of James: "If any man among you seem to be religious, and bridleth not his tongue, but deceiveth his own heart, this man's religion is vain" (James 1:26).

James seems puzzled by the same irregularity that puzzles us, namely: the presence of minced oaths on the lips of Christians. He writes of the

See OATHS, page 8

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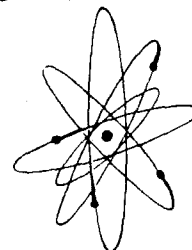
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GOOD, from page 1

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DON'T:

Be anything but supportive of your child's teacher in the child's presence.

React emotionally to events that may happen at school. We don't solve problems on an emotional level, we only agitate them.

Be afraid that your child will think you don't love him/her because you stand behind the school instead of the child. They are wiser than we think.

Let your child drive a wedge between the authority over them. Children will never respect authority if they do not learn to as children.

These observations come from more than 35 years of teaching and administering in both public and Christian schools. I hope they will prove helpful.



IF YOU HAVE NOT SENT A DONATION LATELY TO HELP WITH THE PROJECTOR EXPENSES, PLEASE LET US HEAR FROM YOU.

FOCUS, from page 2

deceive young people into believing that it is all right to look, sing, sound, and perform like secular entertainers. Only the carnally minded Christian would be weak enough to believe such a lie. The Christian who follows such Satanic philosophy is in his own right declaring his carnal tendencies and should fall before a holy and righteous God for forgiveness and cleansing.

It is high time for the Christian Bible believer to get into the Word and dig out the spiritual truths concerning music of worship and praise, and to grow in grace and in His perfect truth. "Let the Word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord. And whatsoever ye do in word or deed, do all in the name of the Lord Jesus, giving thanks to God and the Father by Him." (Col. 3:16,17).



### Can You Believe It ?

Look at the article below that appeared in The Extended Hand March, 1989.

The headline read:

GET CHURCH BUSES OFF THE ROAD

Let Drunks Have the Highway!

The article followed:

We expected it. We predicted it. Kentucky passed a new regulation requiring the inspection of church buses after a drunk entered an interstate highway on the wrong side, meeting traffic at combined speeds of 110 miles an hour. The drunk hit a school bus. He killed many children. The newspeople blamed the bus, Ford Motor Company, Congress, seats, doors, windows, gas tanks, and everything but beer.

This will be devastating for churches which use buses. But those buses must be kept off the roads so drunks can travel. Let the drunks have the road. Let the beer store make him drunk. Let the beer maker roll in the blood money. But eliminate church buses.

The church bus was not at fault. If the bus had been forbidden to operate, the drunk would have killed others. Why sue Ford? It could have been a Chevrolet, International, or Chrysler. Sue the store or the beer company that caused the wreck.

Satan's world (II Corinthians 4:4) is rigged against God's church. But one day, Jesus Christ will rule. Meanwhile, be sure He has entered into your heart, saved your soul, and that He rules your life. (Mile High Evangelist)

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OATHS, from page 7

tongue as a "restless evil...full of deadly poison," and says:

"Therewith bless we God, even the Father; and therewith curse we men, which are made after the similitude of God. Out of the same mouth proceedeth blessings and cursing. My brethren, these things ought not so to be" (James 3:9-10)

No attempt has been made to give a complete list of all the words in the vocabulary of near-profanity. Enough has been said, however, to indicate that present day speech has fallen below the standard which Christ set for His disciples. When we carelessly follow others in their use of these common minced oaths, we dull our own spiritual sensitiveness and weaken our Christian testimony.

If we are to gain the victory in this matter, becoming fully obedient to our Lord Jesus, we will need to make the prayer of David our daily petition:

"Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O Lord, my strength, and my Redeemer" (Psalm 19:14).

-George H. Seville (Marantha)



George Swinnock

The cloth that is dyed in the wool will keep colour best. Disciples in youth will prove angels in age.

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