

The PROJECTOR

Dr. Dayton Hobbs, EDITOR

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

VOICE OBEDIENCE The Only Scriptural Discipline

By Dr. Dayton Hobbs

John 10:27 — My sheep hear my voice, and I know them, and they follow me.

Obedience — (Definition Webster's 1828 Dictionary): "Compliance with a command, prohibition or known law and rule of duty prescribed: the performance of what is required or enjoined by authority, or the abstaining from what is prohibited, in compliance with the command or prohibition. To constitute obedience, the act or forbearance to act must be in submission to authority; the command must be known to the person, and his compliance must be in consequence of it, or it is not obedience. That which duty requires implies dignity of conduct rather than servility. Obedience

may be voluntary or involuntary. Voluntary obedience alone can be acceptable with God."

OBEDIENCE

All disobedience is either directly or indirectly against God, as all authority is ordained of God. Our authority is in our word. All true obedience is, in response to the word of authority. God's authority is in His Word! If the devil can diminish, dilute, minimize, undermine or in any way cause to be watered down the impact the Word of God has upon one's thinking, decisions, and actions, then he has been successful to that extent. The devil's primary attack is ever against God's authority as expressed in His Word. This, of course, is how he attacks Christ, his arch-enemy, as Christ is the Word made flesh.

We as parents, husbands, wives, preachers, administrators, supervisors and teachers must not

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MANAGING BEHAVIOR OR EXERCISING AUTHORITY

By Ronald Bean

Newly married couples share the desire of raising obedient children who will be a source of joy to everyone who knows them. As future parents, they determine that they will train their children according to Biblical guidelines and expect God's blessing to follow their implementation of His methods. Shortly after the arrival of their first child, however, they discover that he does not share their desire and they must find a way to resolve the conflict that arises when parental authority confronts a child's carnal nature.

A similar situation occurs when the teacher who wants an orderly classroom

discovers that the students do not share the teacher's desire for peace and harmony. How can a teacher get students to obey classroom rules and follow instructions?

Teachers who want the answer to this question have been presented with a variety of methods and techniques for achieving their goal of an orderly, well-run classroom.

Behavior Management

Behavior management has its roots in the work of Russian psychologist Ivan

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HARD WORK

By Douglas Wilson

Boys, taking one thing with another, tend to be lazy. This means that one of the central duties parents have with regard to their boys is the duty of teaching and instilling what used to be called a work ethic. "He that gathereth in summer is a wise son; but he that sleepeth in harvest is a son that causeth shame" (Prov. 10:5). The son who causes shame is one who causes shame to his parents. The shame is theirs because the responsibility to teach the lessons of work was theirs.

Work is not a result of the fall of Adam, but work goes the difficult way it does because of the fall. Prior to the advent of sin in the world, Adam was given the task of tending the garden, and naming the animals. We were created for work. But when sin entered, God in His wisdom said that thorns and thistles were now needed (Genesis 3:17-19). In His grace, God cursed the ground. Just as the law is a schoolmaster to bring us to Christ, so is the sweat

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EDITOR'S DESK

Principles of Supervision

In the next few issues of *The PROJECTOR* I would like to identify some principles of supervision. My ideas are not likely to contain anything original, nothing that most of you have not already had to deal with; however, maybe I can state them in a practical way that may be of some help to those who are newly entering into areas of supervisory responsibility. At a later time we plan to assemble these into a booklet for convenience.

1. Don't assume everything is all right; see that it is!

Dr. Henry Brandt said it this way: "People don't do what you expect; they do what you inspect." Supervisors have to develop an instinct for these matters. When you find a person who carries out completely your instructions without your inspection you have found a treasure. Hang on to him, if possible, and as you have need for someone to handle more important responsibilities, give that person the chance to further develop his or her abilities. Just because you have assigned people to carry out responsibilities in no way says your job is done. As a matter of fact, it has just now begun. Delegating is the easy part of supervision; seeing that there is a completion to every assignment with an attitude in harmony with the spirit of the ministry is the important and more difficult part.

I can remember well my mother's inspection of jobs assigned to us as children. Scrubbing our rather large (or so it seemed to me) front porch floor was one of my assignments. After her inspection and disapproval of the cleanliness level I had obtained she would say, "All right, now let's scrub it again and this time put some 'elbow grease' into it." Without close inspection most of us just don't want to really put any "elbow grease" into our work. We say that we believe God sees all that we do, yet if we really believed that we would be more diligent in our work. "Whatsoever thy hand findeth to do, do it with thy might..." Ecc. 9:10a. Ω

(Continued from page 1 - *Hard Work*) of the brow. Sinners don't do well living on the Big Rock Candy Mountain.

And so this is why boys need to be taught and disciplined in *physical* labor. Of course it is not an end in itself—the point should always be grace—but in the hands of wise parents, hard physical work is an important part of a boy's discipleship. He needs to know what it is like to be exhausted, to have callouses on his hands, and to work when his body does not really want to anymore. He needs this; God said so. He is a son of Adam.

A boy who learns to settle into his laziness is being prepared by his parents for a life of frustration. "The soul of the sluggard desireth, and hath nothing; but the soul of the diligent shall be made fat" (Prov. 13:4). Nothing ever seems to go right for him; the breaks always go to the other guy. He is adept at making excuses, and so he continues to do so—but this does not make the frustration go away. Frustration in the hands of a spin doctor is still frustration. Why is the other guy always so "lucky"? The answer is that everything comes to the one who hustles while he waits.

A boy who is allowed to drift downward into this sin is also being prepared for a life of poverty. "Go to the ant, thou sluggard; consider her ways, and be wise: which having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest. How long wilt thou sleep, O sluggard? When wilt thou arise out of thy sleep? Yet a little sleep, a little slumber, a little folding of the hands to sleep: so shall thy poverty come as one that travelleth,

and thy want as an armed man" (Prov. 6:6-11). God does not just promise poverty to this young man; He promises that it will come upon him like a thug with a gun. In the good providence of God, the lazy man is not going to be treated with tenderness. Parents who allow this pattern to develop while their son is under their oversight are asking God to work him over with a baseball bat.

In order to work well, *preparations* to work well are necessary. A lazy boy promises himself that he will get to work when the time comes, at the last minute. He has great (hypothetical) plans. But when the time for work comes, he discovers that some preliminary work was apparently necessary. So now he has a *new* outcome. "The sluggard will not plow by reason of the cold; therefore shall he beg in harvest, and have nothing" (Prov. 20:4). However reasonable the excuse may appear in his own eyes, he still has nothing.

In addition, parents who allow their son to neglect work are trying to arrange a rotten reputation for him. "As vinegar to the teeth, and as smoke to the eyes, so is the sluggard to them that send him" (Prov. 10:26). When employers are irritated to this extent, they do not keep their opinions to themselves—nor should they. When someone fills out a negative job evaluation, or tells a prospective new employer that Billy here needs to learn what "get the lead out" means, he is *not* gossiping. Work is a public activity and should be publicly evaluated. A boy steeped in laziness will be

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The Projector



EDITOR
Dr. Dayton Hobbs

The Projector is published quarterly by Gospel Projects, Inc., P.O. Box 643, 6331 Chestnut St., Milton, FL 32572, U.S.A. Third Class Permit at Milton, Florida.

The Projector is sent without charge to those who desire it. It is supported by the gifts of those who, voluntarily, desire to be a part of this ministry.

Postmaster send change of address to The Projector, P.O. Box 643, Milton, FL 32572, U.S.A.

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(Continued from page 1 - VOICE OBEDIENCE)

only know the validity of this truth, but it must be the primary principle of our lives. We must memorize it, make it a part of our daily evaluation of our success or failure as a Christian: Is the Word of God the authority in our lives, our thinking and our actions? To the extent that this is true of us, we may be called spiritual Christians, for true spirituality is measured in terms of obedience — Obedience to the Word of God. "Yea, hath God said?" (Gen. 3:1).

Parents Need To Understand This

We must be sure parents understand this, and that their child's enrollment in the Christian School depends upon their support in this matter. This is not an option, it is a must. When it becomes evident that the parents do not support us in our effort to teach their child we must not retain that child -Period!! We must follow God's order of authority for children. It is not a loss to us, it is a loss for the child when parents will not support the school's authority over the child. The sooner this is settled the sooner we can succeed with a child. If the parent learns this, it will be a tremendous help for the child even after his or her school years.

Students Need To Understand This

Some students will insist that the authority structure be established and identified. They need to know that mom and dad back the school not them. We don't want students who don't understand this, because we can't succeed with them and they can poison other students. They will obey school and classroom rules or they will not remain in school. When this is clear to parents and students as what we require of all students, then they will stand with us in the training of their child, or they will move on, and that is what we want, one or the other. It may sound as if we don't love students, but what I am saying to you is from a lifetime of love for children and young folks, and it is the only way to be successful. We operate from the position that God opened our school

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LETTERS TO THE EDITOR

Thank you again for publishing such an excellent paper. I read it in its entirety.

IN

We received our PROJECTOR and found pages 5 & 6 missing. We had a duplicate copy of the other inside pages. The front page articles are great and we do not want to miss out on any blessings as the article completes on pages 5 & 6. Is it possible to send the missing pages?

Thanks again for all you do for the cause of Christ and the glory of God.

IL



I recently resigned my position as Pastor of Lighthouse Baptist Church. . . to begin a church planting endeavor in southern Colorado where an entire county (Costillo) has never had a Baptist Church. I would really appreciate continuing to read the PROJECTOR at my home. . . We hope to move to a field address in 6 mos. or so but I didn't want to miss one issue.

NE

The PROJECTOR has good articles in it and we appreciate its stand.



A small gift to help with postage. Wish we could do more.

God bless you and continue faithful to Him.

ME



I have been reading the PROJECTOR for many years— sometimes glad, sometimes sad, sometimes mad.— but always appreciate the truth. My wife teaches Jr. Church and has/does use all of Aunt Carolyn's stories.

FL

(Continued from page 1 - Management)

Pavlov in the early twentieth century. His most famous experiment involved the ringing of a bell each time a dog was fed. Pavlov observed that, after a period of time, the sound of the bell alone would cause the dog to salivate. His conclusion was that conditional responses in animals could be produced by outside stimuli. American psychologist, John Wooten, and the famed behavioral psychologist, B. F. Skinner, later refined his theories.

B. F. Skinner's studies in behavior modification involved experiments with animals and children, including his own daughter. His principle conclusion was that changes in behavior were the result of conditioning rather than thought processes. The theory proposed by Skinner was this: If conditional responses in animals could be produced with outside stimuli, responses in people could be achieved the same way. Skinner noted that rewards and punishments influenced behavior. Rewards (positive reinforcements) caused behavior to be repeated, and punishment (negative reinforcement), while discouraging behavior, often caused the subjects of his experiments to avoid the situation involving the behavior all together. The method of behavior modification that he proposed were procedures that used positive reinforcement to shape behavior in desired ways and the exclusion of negative reinforcement or punishment as a discouragement to behavior. Skinner's theories found ready acceptance among educators, especially those who worked with individuals who were mentally or behaviorally challenged. His methods were responsible for the early teaching machines (and today's computer teaching programs) that rewarded students for answering questions correctly.

My first exposure to behavior modification methods was in state university psychology classes with those memorable pictures of Skinner's baby monkeys clinging to handmade dolls that were serving as surrogate mothers. As an unsaved college student, I accepted the theory that whatever worked with animals would work with human beings because man was just a higher functioning animal.

My next encounter with behavior modification came twenty years later. I

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(Continued from page 4 - Stars)

Mr. Lud Opager—Computer consultant.

And More! Thanks so much for your prayers and faithfulness to this children's ministry.

I hope this helps you understand the work and purpose of the CBC. We urge you to be an active member of this mission team. Fundraising is not our "forte." We do not pester or harass our friends with money pleas every few weeks, and we diligently try to conserve on mailing costs. We do, however, want you to share the vision of the needs. (Children cannot give no matter how glad they are for the help they receive. Maybe that is partly why so few people work with children. — There's No Money In It!) So we humbly ask your help and prayerfully await your gracious response.

Only one life; 'twill soon be past. Only what's done for Christ will last.

(Author unknown)

For Christ's sake and for the children's sake, please let us hear from you. In appreciation for your gift or pledge, we will send you a 2001 CBC wall calendar/prayer reminder for your home or office. Enclosed is a return envelope and response slip for your convenience or call our toll free number and use your Visa/MasterCard. Won't you help us send light, hope, and joy to children in these dark days? Please let us hear from you soon, and may the Lord richly bless you!

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(Continued from page 3 - Management)

had been saved and was pastor of a small church and working for a secular agency that provided services to individuals with mental and behavioral disabilities. The term in vogue for the technique that Skinner had espoused was now behavior management. The goal was to get individuals to replace unacceptable behavior with acceptable behavior and the method used was fairly standard. When a person demonstrated a behavior that needed to be changed, a program of positive reinforcements was created to address the issue. For example, if the individual acted appropriately, they would be praised and their accomplishment noted with a star on the calendar or similar notation. While inappropriate behavior was generally ignored, repeated appropriate behavior would be awarded with a prize or other special treat. An essential part of planning these behavioral programs was to find a reward that would serve as an effective motivator. In one case, an individual received an expense paid trip to an amusement park for not hitting anyone or breaking anyone else's property for a period of time. The ultimate goal of each individual's program was to establish a pattern of appropriate behavior that would, hopefully, become part of the person's daily life. Failure was usually attributed to the lack of an effective motivator or reward and never to the individual.

I still regard this method of training as demeaning to the individual and reminiscent of the way one would train an animal. The method downplayed personal responsibility, sought to remove negative consequences that would have been natural in a normal situation, and allowed the student to dictate the rules by naming the reward and "raising the ante" if he wished.

Behavior management methods are beginning to be questioned by some educators due to their failure to produce lasting results and lack of semblance to reality. Some are suggesting that individuals be told what is good and acceptable behavior and what is not. The same individuals then learn that, while appropriate behavior is usually not praised, it is often its own reward. They also discover that inappropriate behavior is not ignored but naturally produces negative consequences.

Meanwhile, some Christian educators, in an effort to promote proper behavior in students, have picked up behavior management methods,

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(Continued from page 2 - Hard Work)

evaluated roughly.

In dealing with all these issues, a boy learns to distinguish between the ever popular notions of self-esteem and the biblical concept of self-respect. Self-esteem is found in Galatians 6:3. "For if a man think himself to be something, when he is nothing, he deceiveth himself." A boy lounging on a soft couch can fancy himself quite the working man. But self-respect is found in the next verse. "But let every man prove his own work, and then shall he have rejoicing in himself alone, and not in another. For every man shall bear his own burden" (vv. 4-5). Work should not just be done, it should be proved. And when it is, a boy learns the deep and godly satisfaction that comes from a job well done.

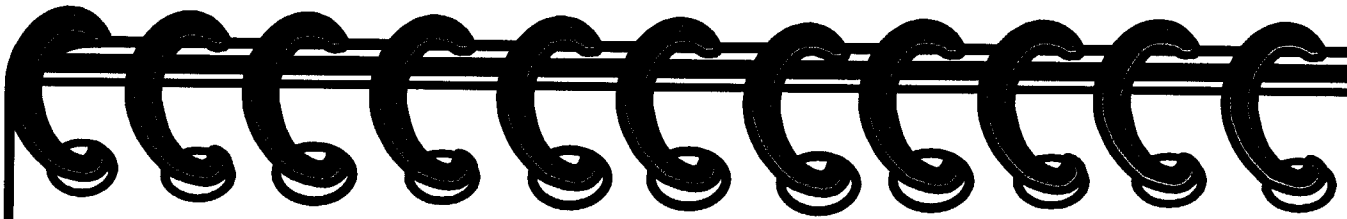
And last, parents who rob their son of a work ethic have taken from him one of this life's most precious gifts—Sabbath rest. The fourth

commandment has two parts, and they depend upon one another. One part, of course, is the day of rest, but the other part is the six days of labor. Without the labor, the rest is nonsensical. Without the rest, the work is slavery. Learned together, a boy comes to comprehend the dignity of labor that is offered up to God in the name of Christ. He learns to rest on the first day of the week in a way that consecrates all his subsequent labors.

So much of this runs contrary to the way the carnal mind thinks, we might come to believe it is impossible. And it is impossible, apart from the gospel of Christ. This is why the discipline of work should be imparted to a boy along with careful teaching on the meaning of the cross of Jesus Christ. This is because the foundation of a biblical work ethic is a biblical grace ethic.

Agenda Volume 12/Number 2

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Teaching Tips

by Doris Peppard

HOLIDAYS!

Holidays present a special challenge to Christian classroom teachers. Besides decorating, planning a party, preparing special art projects, and producing programs, the energy level of the children is enough to launch teachers into outer space. We, however, must not allow holiday cheer and excitement to get in the way of the true meaning of the holiday. Our students will be blessed to learn the significance and meaning of each holiday season celebrated at school.

The number one rule is: **Keep it simple.** Shakespeare said, "Simplicity is truth's most becoming garb." This principle will direct our purpose and plans for each holiday celebration.

Rule number two is: **Keep your academic schedule moving.** If you keep your students' "feet to the fire," so to speak, their energy will have a proper outlet. "An idle mind is the devil's workshop." Students need assignments that are demanding yet practical during the holiday seasons.

Rule number three is: **Prepare ahead of time.** Most classroom discipline problems occur when the teacher is not prepared. The teacher must have everything thoroughly planned out on paper before the subject of the holiday is mentioned. Do not allow students to take control of the important aspects of the celebration. It is the teacher's responsibility to make sure that everything is done "decently and in order."

Here are a few suggestions to help with various holidays.

1) **Labor Day** — Have students write "thank you" letters to various staff members. Point out those who work behind the scenes to make their school run well. Praise hard work. A job well done is its own reward. (Eccl. 9:10; Col. 3:17).

2) **President's Day** — Do reports on the presidents and let students share them orally. Discuss presidential elections, our voting privilege, the structure and purpose of the electoral college, the wisdom of the men who wrote our Constitution, etc. (Leave Florida out of the mix!)

3) **Veteran's Day** — Have your students write about someone in their family who served in the military or fought in a war. Encourage students to interview war veterans. The students will gain much by talking to these heroes/heroines and hopefully will learn to appreciate the sacrifices many have made in defense of our country.

4) **Thanksgiving Day** — Teach your students the truth concerning the Pilgrims. Be careful! Many sources confuse the Pilgrims with the Puritans. These two groups are as different as can be. "Aunt Carolyn's" Children's Bible Club has cassette recordings available that help children understand the historical significance of the Pilgrim forefathers.

Discuss and help students learn gratitude, not only for earthly, tangible blessings (home, family, food, etc.), but also for spiritual, eternal blessings (salvation, the precious blood of Jesus Christ, the Word of God, the attributes of God, etc.).

(To Be Continued Next Issue)



P_{roverb} P_{racticals}

By Ludwig Opager

Proverbs 10:6,7 — Blessings are upon the head of the just: but violence covereth the mouth of the wicked. The memory of the just is blessed: but the name of the wicked shall rot.

One of the great delights of God is to bless. God is slow to anger, but swift to show mercy. God walks slowly toward His place of wrath, but He is swift to extend His mercy. **"...but thou art a God ready to pardon, gracious and merciful, slow to anger, and of great kindness, and forsookest them not"** (Nehemiah 9:17b). **"Every day will I bless thee; and I will praise thy name for ever and ever"** (Psalm 145:2). God's plan for man includes God's blessing upon man. When Jesus Christ, on the cross, uttered, "It is finished", included in that finishing was the putting on the side of the believer every spiritual blessing.

The Apostle Paul in Eph. 1:3 wrote: **"Blessed be the God and Father of our Lord Jesus Christ, who hath blessed us with all spiritual blessings in heavenly places in Christ:"** Spiritual blessings are restricted to those *in Christ*. Jesus Christ said in John 17:17, **"Sanctify them through thy truth: thy word is truth."** This means that God the Father sets believers apart for Himself and for His service, but it also means that believers, His children, are set apart for His blessing. "Sanctify them through thy truth" puts a believer into the pipeline of God's spiritual blessing.

The practical outworking of God's Word in the life of the believer will bring the believer the blessings of God. All people throughout the world receive temporal blessings of God, but the spiritual blessings He gives are only to those who are sanctified. The world cannot know spiritual blessings because they are spiritually discerned, and only a spirit alive unto God can receive the things of God. They are "in Christ" blessings and can only be known by those in Christ.

Our proverb, "Blessings are upon the head of the just," paints a picture of a just or saved man under a great cascading waterfall. This is the great Niagara of blessings God wishes to bestow on His children. God desires this picture be impressed on His children as it is His delight to load His children with blessings. David declared this truth in Psalm 68:19: **"Blessed be the Lord, who daily loadeth us with benefits, even the God of our salvation."** Paul captured this same thought in I Cor. 2:9,10 — **"But as it is written, Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath**

prepared for them that love him. But God hath revealed them unto us by his Spirit: for the Spirit searcheth all things, yea, the deep things of God."

Do these spiritual blessings come upon the head of the just from a God who is eccentric or fickle? Does He just toss out blessings impulsively or indiscriminately, or do the spiritual blessings conform to a pattern or plan? This plan was given to the children of Israel and is directly tied to obedience. **"Behold, I set before you this day a blessing and a curse; A blessing, if ye obey the commandments of the Lord your God, which I command you this day: And a curse, if ye will not obey the commandments of the Lord your God, but turn aside out of the way which I command you this day, to go after other gods, which ye have not known"** (Deuteronomy 11:26-28). The valve of obedience must be opened for God's blessings to flow.

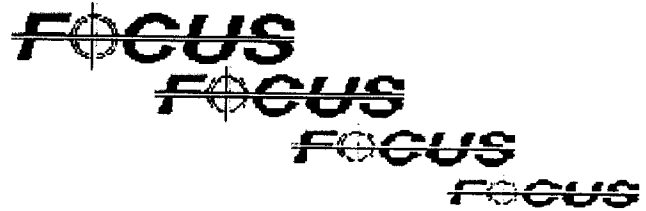
It is God's delight to bless, but His blessings flow only by obedience to His Word. This is not a threat of God to "obey or else," but a promise of God. Anyone outside of God's economy, those who do not trust His Son, the Word of God, will suffer all loss. There are no spiritual blessings to those who do not obey God's Word.

"Blessings are upon the head of the just" and the just will open his mouth in praise and thanksgiving to the Giver of benefits. "But violence covers the mouth of the wicked." The wicked cannot praise God because he withholds himself from the blessings of God. His own unbelief keeps his heart shut off from the blessings that flow freely to those who believe. He shuts himself off from any spiritual blessings, because he refuses God-given life, which would open to him the door of heaven's blessings.

Even the *memory* of the just is blessed, because his life was filled with the blessings of God. This is what will be remembered about the just. It is not the greatness of the just that will be remembered, but the greatness of the blessings of God upon the just. The wicked have no blessings of God by which to be remembered; therefore, the name of the wicked shall rot. What a contrast in legacies is given in this Proverb. What an incentive is lifted up before us to be counted among the just!



FOCUS ON RELIGION



Lessons on Evangelism

By Tod Brainard

Matthew 19:16 -26, Mark 10:17 -22, Luke 18: 18-30 The Rich Young Ruler

He was the perfect evangelistic target! The rich young ruler came to Jesus Christ asking, "What good thing shall I do, that I may have eternal life?" This young man was a hot evangelistic prospect. To the human eye he was ripe, but to the Lord, Who loved him, he was a hardened sinner full of pride, and Christ did not try to make it easy for him.

What kind of evangelism is this? Christ had not challenged this man to repent and believe, never mentioned the Romans Road, never explained the facts of redemption or prayed with him. Had Christ failed to draw the net? Had He failed to get closure, to sign the young man up?

After all, when a person comes up to you in front of a crowd and asks, "What shall I do to inherit eternal life", you can't let him get away, right?

Some churches would have had this young man in the baptistry before verse three of "Just As I Am". However, Christ knew His pupils, and He knew His subject. Easy believism is the scourge of our present day. Our churches are suffering from people who came down an aisle on emotions and came away with nothing but false hope.

A Hardened Sinner May Have A Desire For Salvation And Yet Not Be Saved

It is important to remember that God cannot have a personal relationship with a sinner. The sinner must be transformed into a new creation before that can happen. People come forward in church services to be saved for a variety of reasons: Personal relationships are crumbling, psychological needs, family problems, anxieties, lack of peace, sense of hopelessness, absence of joy, and yearning for happiness. All these are soulless responses and have little to do with coming to grips with SIN! Christ exposed this rich young ruler's thinking by stating immovable, divine standards that could not be pushed aside by feelings. Christ put the focus off the young man's felt needs and put it on God's standards of righteousness.

Divine Standard #1 - ONLY GOD IS GOOD

This young ruler obviously did not believe that Christ was God. In essence Jesus Christ said, "Do you understand that I am God? I am the Righteous One with whom you have to deal." Like the rich young ruler, it is my opinion that very few today honestly see their

miserable state in light of Christ's holiness and righteousness.

Divine Standard #2 - THE WORD OF GOD IS RIGHT

This young ruler was measured against the Word of God and found wanting. Christ forever illustrated that Evangelism must always take the sinner and measure him against the perfect standard of the Word of God to show him his gross sin and wicked heart. Grace will mean nothing to the one who thinks he does not need it.

How About Our Generation?

Bishop J. C. Ryle wrote in 1858, "Does the case of the rich ruler stand alone? Do we suppose there are none like him at the present time? If we do, we are greatly deceived. There are thousands, it may be feared, in all our congregations, who have not the least idea of the spiritual nature of God's law, and consequently know nothing of their own sinfulness. They do not see that God requires 'truth in the inward parts' and that we may break commandments in our heart and thoughts, even when we do not break them in outward actions. To be delivered from such blindness is one of the first things needful to our salvation. The eyes of our understandings must be enlightened by the Holy Ghost. We must learn to know ourselves. No man really taught of the Spirit will ever talk of having 'kept all God's commandments from his youth'. He will rather cry with Paul, 'the law is spiritual, but I am carnal... I know that in me dwelleth no good thing' (Romans 7:14-18)".¹

Written over 150 years ago, I believe that this statement is more than true today. Our society is full of the affluent, the self-sufficient, the religious, the careless and the characterless. In short, we are the "eat, drink and be merry generation". **The rich young rulers of this world are alive, well off and multiplying.**

The Scriptures are clear that Christ ministered in a day of abounding unbelief (Matt. 11:16-19; 13:13-17; 16: 1-6; 19:16-26; 20: 18-19). Space does not permit us to look at each of these Scriptures. Suffice it to say, our present generation is not much different than that of Christ's day, as a matter of fact it is probably worse. Christ told us in Matthew 24:37, "But as the days of Noe [Noah] were, so shall also the coming of the Son of man be." Noah's day was one of complete lawlessness against God and unbelief in His Word. When Christ comes back

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(Continued from page 5 - Management)

spiritualized their psychological origins, and promoted them for use in Christian schools.

In the Christianized version of behavior management, the teacher correctly begins by establishing clear guidelines of what constitutes proper classroom behavior, then uses behavior management methods to produce that behavior. Students may be instructed as to why good behavior is acceptable and bad behavior is unacceptable. This appeal to their reason will hopefully persuade them to do what is right. As a further inducement, students are given the opportunity to earn rewards for good behavior that is continued over a period of time. While acceptable behavior is praised and rewarded, unacceptable behavior is to be ignored in the belief that most such behavior is done for attention. Continual misbehavior may be treated with the teacher moving closer to the student in hopes that his close presence will stop the behavior. If this fails, the teacher should ask the student to think about what he is doing and remind him of the rewards of correcting his behavior.

The goal of all behavior management methods is to assist the child in forming a habit or pattern of acceptable behavior that, while initially motivated by reward (praise, prizes, or persuasion), will hopefully be done for the right reasons and without continual reinforcement.

If one is willing to settle for temporary conformity to classroom standards, behavior management methods could be useful. Finding effective motivators will present some problems. Attention and praise have always been considered good rewards, but as we encounter children who have had their self-esteem inflated since early childhood, "Great work, Jimmy!" is liable to be accepted with a yawn. Small prizes to those who have more than enough possessions may meet with a similar response. Temporary order may be attained but, in fact, the children are being taught to respond positively for reward and will ultimately be asking, "What do I get for doing right?"

Exercising Authority or The Teacher as Master

Behavior management methods may produce temporary conformity to standards and may be acceptable if one's primary goal is getting the classroom and students under control. Hopefully, teachers have a greater objective in view than just managing a classroom. Consider the opportunity a teacher has of teaching students the Christian virtue of cheerful and willing obedience to authority without any thought of reward.

A fundamental aspect of the Biblical teaching on obedience is obedience to the voice of authority. Voice obedience is required of the children of men and the children of God. (Genesis 27:8, 13, 43; Exodus 19:5; 23:21, 22; Deuteronomy 13:4; 21:18, 20; 27:10; 30:2, 8, 20; I Samuel 12:14; Jeremiah 7:23; 11:4, 7; 26:13, 38:20, 42:6; Zechariah 6:15). The pattern is simple; authority speaks and those under authority obey. This principle of voice obedience that is essential to the Christian life is the goal for the Christian teacher.

There are some basic facts that must be accepted if children are to be trained to voice obedience. First, children must be accepted for what they are. They are not little adults; they are children who need an adult to lead them and they are

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again He will find the same conditions upon this earth that existed in Noah's day. Luke put it this way, **"Nevertheless when the Son of man cometh, shall he find faith on the earth" (Luke 18:8)?**

Can we not see these similar conditions all around us?

The condition of men's hearts today are characterized by hardness and unbelief. ***The gospel seed does not germinate in the hardened heart (Matthew 13:4,19; Hebrews 3:7-19).*** That is a strong statement but it is the truth. There seem to be some preachers across this land who have not honestly faced this issue. Dulled and insensitive hearts given over to lasciviousness are well-nigh impossible to penetrate with the Gospel of Christ. Am I against evangelism? Not at all, in spite of prevailing unbelief we are commanded to stand for the faith once delivered unto the saints and we are to proclaim to a lost world of sinners ***"Be ye reconciled unto God"*** (II Cor. 5: 20). **It is important that we understand the times in which we minister.** Such an understanding will help us to explain what we see taking place on mission fields and at home. Honesty and truthfulness among God's faithful ministers is important at this juncture.

Too Much Compromise

The late Dr. F.V. Dabold, long time missionary to Uruguay wrote the following in 1962, ***"The Spirit of God is grieved because of sin and compromise in the church. He is retiring from the scene. The Church is almost complete. Behind the scenes this is what the devil knows, and he is confident, he has nothing to lose by exposing people to the Gospel - largely speaking.... It is not enough to preach the truth. The Spirit of God must act directly through the speaker, and communicate the truth in a cordial manner, from the heart of the speaker to the heart of the listener. The Spirit acts in a sovereign manner in His choice of time, and place and speaker, as well as the listener. He is never, never reduced to such straits as to be compelled to use the tools of the devil, or to violate His own restrictions laid down in the Word. There is too much compromise today in the church to witness much of the work of the Spirit."***²

There are some I'm sure who would disagree with this evaluation; however, I find it insightful and completely in line with what happened during Noah's day. The generation of Noah received that same message from God in Genesis 6:3, ***"My Spirit shall not always strive with man."*** William Wilson, offering his translation and interpretation of this verse reads, ***"My spirit shall not always be despised by man, in other words, I will not suffer my Spirit, admonishing them and pleading with them by the prophets, to be perpetually neglected, I will punish them."***³ The flood came 120 years later with only eight souls having believed in Christ. Eight souls in 120 years!

Was Noah a failure in Evangelism? Did he fail to give the message of righteousness to those lost ones around

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students who need a teacher to instruct them. Their greatest need is salvation and the new heart that regeneration brings. As Christian young people, they need to be trained as servants for the Lord Jesus Christ and understand the role of a servant. For the Christian, there is no greater position than servant, and servanthood must be seen as a blessed privilege. Willing and cheerful obedience is the essential trait of the faithful servant, and that obedience must be instilled in children at an early age.

The teachers must realize that they are the masters in the classroom. It is no accident that the Bible uses the word "master" to describe teachers. The teacher is a master and not a peer. This fact will expose the fallacy of the use of persuasion as a technique of leadership. Persuasion is for people on an equal level. Kings do not persuade their subjects, generals do not persuade their armies, God doesn't persuade His people, and masters do not persuade their servants.

The teacher is the authority in the classroom. That authority has been given to him by God and, with some limits, delegated to him by parents. An effective teacher must accept, by faith, that authority and exercise it with genuine love and concern for the well being of his students. The book of James warns teachers of the great responsibility that comes with this authority and it must be exercised with diligence and care.

While teachers should have a proper fear of God and awareness of the responsibility they have as teachers, they should not be timid in their exercise of authority. II Timothy 1:7 declares that God has not given His servants a spirit of timidity but of quiet confidence in God's calling and enabling. That confidence, or attitude of authority, is noted by those same children who have an innate ability to tell if a teacher is truly spiritual, prepared, and genuine. They will know if you believe that you're in charge.

What does a teacher have to enforce his authority? He feels like a lion tamer in a cage and he needs his whip and chair. Think about this illustration. Would a chair, whip, and cap pistol deter a lion intent on having a lion tamer for lunch? The "weapons" he carries are for the benefit of the audience and serve as little more than cues for the lions. The real command in the cage is the word of the lion tamer. He speaks - they obey; not because they are afraid of the weapons but because they have been trained to voice obedience. The same holds true for the teacher. The teacher's word and look are the tools with which authority is exercised.

The most effective tool a teacher has is his/her voice. The importance of the voice is underestimated, yet consider how often in the Scriptures we are exhorted to listen. Teachers must use their voices in an effective manner. This

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doors and that He expects us to run things right. When the time comes that we can't get enough students who want what we offer, we will assume it is time to close our school door! Until then we are going to have the support of parents or we are not going to keep their child. We never make a decision on whether or not to keep a child on the basis of money or the position of his father or mother in the church or society. We have no one to answer to but God. Having said that, I want you to know that it breaks our heart when we are forced to give up on a child, and we never do that until we have made every effort to get the parents' support. We have to answer to God if we should give up on a child without making every effort to succeed.

Teachers Need To Understand This

Teachers should make friends and supporters of their parents. Don't talk to teachers who have had the child in a previous year. It might give you a bias toward a child or his parents and get you off on the wrong foot. Often the problems that a previous teacher had with a child or his parents may have been the teacher's defensive attitude or lack of warmth. In my experience, I want to learn for myself the make-up of every child I teach. Some teachers don't like children who have a little spunk, because they have very little themselves; however, unless I miss my guess, that same teacher will be proud to say "I taught that young man" when he becomes a preacher, a missionary, or even the governor. Dry, dead, uninteresting and unchallenging children will very likely be the same kind of adults. The horse the cowboy breaks is usually the one he picks to ride. Teachers, of course, do not make the final decision to disenroll a child, although they are at the center of the effort to establish a working relationship with the child and his parents, and it would be a shame to dismiss a child when, in fact, the primary problem rests with the weakness of the teacher.

Voice Obedience: The Discipline of the Scripture

*Genesis 27:7,8 (Isaac to Esau) "Bring me venison, and make me savoury meat, that I may eat, and bless thee before the Lord before my death. Now therefore, my son, **obey my voice** according to that which I command thee."*

*Genesis 27:43 (Rebekah to Jacob) "Now therefore, my son, **obey my voice**; and arise, flee thou to Laban my brother to Haran."*

*Exodus 19:4,5 "Ye have seen what I did unto the Egyptians, and how I bare you on eagles' wings, and brought you unto myself. Now therefore, if ye will **obey my voice** indeed, and keep my covenant, then ye shall be a peculiar treasure unto me above all people: for all the earth is mine:"*

*Exodus 23:20-22 (Delegated authority) "Behold, I send an Angel before thee, to keep thee in the way, and to bring thee into the place which I have prepared. Beware of him, and **obey his voice**, provoke him not; for he will not pardon your transgressions: for my name is in him. But if thou shalt indeed **obey his voice**, and do all that I speak; then I will be an*

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 enemy unto thine enemies, and
 an adversary unto thine
 adversaries."

Deuteronomy 13:4 "Ye shall walk
 after the Lord your God, and fear
 him, and keep his
 commandments, and **obey his
 voice**, and ye shall serve him,
 and cleave unto him."

Deuteronomy 21:18-21 "If a man
 have a stubborn and rebellious
 son, which **will not obey the
 voice of his father**, or the **voice
 of his mother**, and that, when
 they have chastened him, will
 not hearken unto them: Then
 shall his father and his mother
 lay hold on him, and bring him
 out unto the elders of his city,
 and unto the gate of his place;
 And they shall say unto the
 elders of his city, This our son is
 stubborn and rebellious, **he will
 not obey our voice**; he is a
 glutton, and a drunkard. And all
 the men of his city shall stone
 him with stones, that he die: so
 shalt thou put evil away from
 among you; and all Israel shall
 hear, and fear."

I Sam. 15:22 (To Saul) "And
 Samuel said, Hath the Lord as
 great delight in burnt-offerings
 and sacrifices, as in **obeying the
 voice of the Lord**? Behold, to
 obey is better than sacrifice, and
 to hearken than the fat of rams."

Jer. 7:28 (Jeremiah to Israel just
 before captivity) "But thou shalt
 say unto them, This is a nation
 that **obeyeth not the voice of
 the Lord their God**, nor
 receiveth correction: truth is
 perished, and is cut off from their
 mouth."

Dan. 9:11 "Yea, all Israel have
 transgressed thy law, even by
 departing, **that they might not
 obey thy voice**; therefore the
 curse is poured upon us, and the
 oath that is written in the law of
 Moses the servant of God,
 because we have sinned against
 him."

A. No other method of
 discipline is given in
 Scripture as a standard for

which we are to strive. God
 speaks and we obey, or we
 could say it this way:
 authority speaks and those
 under authority obey. I
 know this sounds old
 fashioned, but it is all I find
 in the Word of God.
 Obviously, the early training
 of children should have this
 kind of voice obedience in
 mind, and it has to be the
 heart and soul of what a
 parent trains for in his or
 her child. In other lectures
 we deal with this process of
 bringing a child to obey your
 voice immediately and
 pleasantly the first time you
 speak to him in a quiet and
 normal voice; however, here
 we are attempting to
 establish the proper manner
 of school discipline of a child
 using scriptural methods,
 not the methods being
 taught by very many of our
 Christian colleges today;
 that is, Discipline by
 Persuasion or Rewards.

B. The business of training a
 child to obey when spoken to
 by the proper authority is
 the responsibility of the
 parents for the following
 reasons.

1. The Scripture puts the
 responsibility there.

2. This must be done by the
 time a child enters kindergarten
 for the best years for this
 training to voice obedience are
 0 to 3 or 4.

3. Schools should not risk
 the possibility of allowing a "bad
 egg" to bring bad publicity upon
 a teacher, administrator or
 school; or the possibility of
 criminal charges.

4. The school's business of
 continuing in a group situation
 the training begun by the
 parents would be greatly
 hindered when too much time
 has to be taken with all kinds of
 time-consuming, unbiblical
 methods of discipline.

The Life and Testimony of Noah Webster

Chauncy A. Goodrich
 Son-in-Law and Yale Professor

"Many, in breaking away from the
 sternness of Puritan discipline, have
 gone to the opposite extreme. They
 have virtually abandoned the exercise
 of parental authority, and endeavored
 to regulate the conduct of their
 children by reasoning and
 persuasion, -- by the mere presentation
 of motives, and not by the enforcement
 of commands. If such persons succeed,
 as they rarely do, in preserving
 anything like a comfortable state of
 subordination in their families, they fail
 at least in the accomplishment of one
 great end for which their offspring were
 committed to their care. They send
 forth their children into life, without
 any of those habits of submission to
 lawful authority which are essential to
 the character of a good citizen and a
 useful member of society."

The Making of George Washington
 William H. Wilbur

Mary Washington, P.44

"Mother Mary was particularly
 insistent that George learn to
obey. An accepted tradition tells
 us that she was asked
 somewhat later in life, to name
 the lesson which she had tried
 hardest to teach George in his
 earliest years. She replied,
 laconically (concisely, tersely),
"The lesson -- to obey."

Instant Obedience

"The story is told of a
 missionary home in the Congo
 where a little son was playing in
 the yard. Suddenly he heard his
 father's voice.

'Philip, obey me instantly!
 Drop to your stomach!'

The boy obeyed without
 asking a question.

'Now crawl toward me as fast
 as you can!' Again the boy
 obeyed. 'Now stand up and run
 to me!' The lad obeyed and
 ended in his father's arms. Only
 then did he turn to look at the
 tree by which he had been
 playing. Hanging from a branch

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him? Was he a faithless witness? **NO! Men's hearts were hardened to the message of deliverance.** It is important to note that Noah did reach his entire family and his son's wives. Noah never compromised to trim his way to seek favor with men. Noah did all that he was expected to do. He preached Christ's righteousness. What a testament to faithful preaching of righteousness for those 120 years! He reached his family!

Too Much Of The World's Wealth

I believe that rich young ruler knew what he ought to do, but he didn't do it. He was stopped by his own lack of faith in Christ. He clung to his riches, his affluence, his pride and self-esteem. In his own estimation these things were far more precious and important than Christ; therefore, he went away sorrowful and grieved. As far as we know he died and went to Hell. Christ told his disciples, **"How hardly shall they that have riches enter into the kingdom of God!"** (Mark 10:23). Affluence, materialism and humanism mark our present day culture. We have our *things* and we believe we are in need of nothing.

Christ forced no decision from this young man. Christ did not have him sign a card or repeat a prayer. The hardened of heart went away without Christ.

How could Christ let this happen? Did Christ not love this rich young ruler? We are told in Mark 10:21, **"Then Jesus beholding him [the rich young ruler] loved him"**. Christ loved the rich young ruler yet the ruler as far as we know died in his sin. Christ could not love this man into eternal life. **Greatness of love cannot overcome the hardened heart of a sinner.**

Our Ministry In This Generation

*"Take heed, brethren, lest there be in any of you an evil heart of unbelief, in departing from the living God. But exhort one another daily, while it is called **To day**; lest any of you be **hardened** through the deceitfulness of sin"* (Hebrews 3:12-13).

When dealing with the hard of heart as we approach the end of the age, let us love them, let us warn them, let us give them the message of reconciliation and let the Holy Spirit do His work. It is all that Noah could do; it was all that Christ could do; it is all that we can do!

¹ J.C. Ryle, *Expository Thoughts On The Gospels*, Volume II, Baker Book House: Grand Rapids, Michigan, Reprinted 1990, p. 271.

² Dr. F. V. Dabold, *The Mystery of Iniquity, Or The Final Phase Of The Apostasy*, Published by author, Reprinted 1966, pp. 36-37.

³ William Wilson, *Wilson's Old Testament Word Studies*, MacDonald Publishing Co., McLean, VA., n.d., "Strive", p. 424.

Ω

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was a fifteen-foot snake!

Suppose the boy had paused to ask, 'Why, Dad?' or, 'Do I have to right now?' He would have been killed by the snake! Instant obedience is a mark of faith and love. Philip knew he could trust his father, so he obeyed his voice. 'Speak, Lord, for Thy servant heareth!' (The Bible Friend)

False Discipline Methods

1. Lee Canter's Assertive Discipline
 2. Discipline by Persuasion
 3. Discipline by Rewards
 4. Discipline by Threats
 5. Discipline by Force or Cruelty
 6. Discipline by Peer Pressure
- (Next issue—The error of these methods)

Ω

(Continued from page 10 - Management)

means that words must be chosen carefully, instructions must be clear, and a teacher's word must be his bond. There is never a need for a teacher to yell or threaten. A teacher should wait until he has the attention of his students and then give his instructions. Some simple school rules may assist in producing an atmosphere conducive to verbal instruction. Bells may be considered cues to silence in the class. Other teacher-originated signals may mean "silence", perhaps a raised hand or just standing in front of the class.

Along with their voice, properly used, teachers should also master the use of their eyes as a means of communication. A teacher needs to have "the look". We tell our teachers that, if they don't have one, they need

to get in front of a mirror and practice until they get one. That look may mean different things to different students but to all it sends the signal to stop what they're doing and pay attention. The power of a look resides in its ability to communicate many varied messages - displeasure, disappointment, and anger - all of which can be understood by students.

If teachers are going to exercise their authority and seek voice obedience from their students, they must realize that they are doing spiritual work and bathe their efforts in prayer. They must adopt an attitude that settles for nothing less than complete obedience.

Remember that true peace and order in the classroom is not achieved through negotiation, bribery, or appeasement but by the faithful and loving exercise of God-given authority. Consider the wonderful opportunity God has given you to train servants for the Lord instead of managing hirelings.

Ω