

# 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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## The Erotic and the Spiritual

By the late A. W. Tozer

The period in which we now live may well go down in history as the Erotic Age. Sex love has been elevated into a cult. Eros has more worshipers among civilized men today than any other god. For millions the erotic has completely displaced the spiritual.

How the world got into this state is not difficult to trace. Contributing factors are the phonograph and radio, which can spread a love song from coast to coast within a matter of days; the motion picture and television, which enable a whole population to feast their eyes on sensuous women and amorous young men locked in passionate embrace (and this in the living rooms of "Christian" homes and before the eyes of innocent children!); shorter working hours and a multiplicity of mechanical gadgets with the resultant increased leisure for everyone. Add to these the scores of shrewdly contrived advertising campaigns which make sex the not too slyly concealed bait to attract buyers for almost every imaginable product; the degraded columnists who have consecrated their lives to the task of the publicizing of soft, slinky nobodies with the faces of angels and the morals of alley cats; conscienceless novelists who win a

doubtful fame and grow rich at the inglorious chore of dredging up literary putridities from the sewers of their souls to provide entertainment for the masses. These tell us something about how Eros has achieved his triumph over the civilized world.

Now if this god would let us Christians alone, I for one would let his cult alone. The whole spongy, fetid mess will sink some day under its own weight and become excellent fuel for the fires of hell, a just recompense which is meet, and it becomes us to feel compassion for those who have been caught in its tragic collapse. Tears and silence might be better than words if things were slightly otherwise than they are. But the cult of Eros is seriously affecting the Church. The pure religion of Christ that flows like a crystal river from the heart of God is being polluted by the unclean waters that trickle from behind the altars of abomination that appear on every high hill and under every green tree from New York to Los Angeles.

The influence of the erotic spirit is felt almost everywhere in evangelical circles. Much of the singing in certain types of meetings has in it more of romance than it has of the

Holy Ghost. Both words and music are designed to rouse the libidinous. Christ is courted with a familiarity that reveals a total ignorance of who He is. It is not the reverent intimacy of the adoring saint but the impudent familiarity of the carnal lover.

Religious fiction also makes use of sex to interest the reading public, the paper-thin excuse being that if romance and religion are woven into a story the average person who would not read a purely religious book will read the story and thus be exposed to the gospel. Leaving aside the fact that most modern religious novelists are home-talent amateurs, scarcely one of whom is capable of writing a single line of even fair literature, the whole concept behind the religio-romantic novel is unsound. The libidinous impulses and the sweet, deep movings of the Holy Spirit are diametrically opposed to each other. The notion that Eros can be made to serve as an assistant of the Lord of glory is outrageous. The "Christian" film that seeks to draw customers by picturing amorous love scenes in its advertising is completely false to the religion of Christ. Only the spiritually blind will be taken in by it.

The current vogue of physical  
SEE SPIRITUAL, PAGE 5

## A SOLEMN CHARGE TO MOTHERS

Excerpts from Lydia H. Sigourney's  
"Letters to Young Ladies" - 1851

The mind of the present age, acting on the mind of the next, 'is an object of concern to every being endowed with intellect, or interested, through love or hope, in the welfare of the human race. Our age fully admits this sentiment; and we see not only the theorist and the practical man, but the divine, the philosopher, and the poet, devising modes of nurture for the unfolding mind, and striving to make useful knowledge the guest of the common people. . . . Is it not important that the sex to whom Nature has entrusted the moulding of the

whole mass of mind in its first formation should be acquainted with the structure and developments of mind? that they who are to nurture the future rulers of a prosperous people should be able to demonstrate, from the broad annal of history, the value of just laws and the duty of subordination? the blessings which they inherit, and the danger of their abuse? Is it not requisite that they, on whose bosom the infant heart must be cherished, should be vigilant to watch its earliest pulsations for good or evil? that they who are commis-

sioned to light the lamp of the soul should know how to feed it with pure oil? that they in whose hand is the welfare of beings never to die, should be fitted to perform the work and earn the plaudit of heaven?

"The natural vocation of females is to teach. In seminaries, academies, and schools they possess peculiar facilities for coming in contact with the unfolding and unformed mind. It is true, that only a small proportion are engaged in the departments of public and systematic instruction. Yet  
SEE MOTHERS, PAGE 7

# Editor's Desk

Dr. Dayton Hobbs

A new column entitled Discipline Situations begins with this edition of The PROJECTOR. Many times teachers or administrators ask for specific answers to specific problems. While the principles and aims of discipline may be clearly stated, the practice of discipline is not an exact science. Every child is an individual and must be dealt with as such. The child's particular age, background, physical condition, home situation and other variables will determine how its particular situation will be handled. Let us have your comments concerning the new column, please.

A new SUPER-SUMMER dormitory program is being begun this summer here at Santa Rosa Christian Boarding Home and Academy. The program will run for six weeks and the opportunities are legion. Please look over the ad elsewhere in The PROJECTOR for specifics on this exciting new program.

It is hard to believe that another school year is about to end. This makes 25 for Santa Rosa Christian School. Many of our graduates are now in varied places of service for the Lord.

We need to hear from many of you. If you have not sent in a contribution in the past few months, please drop us a line --- and a check. Thanks. ★★★

## Letters

Enclosed is a small gift toward your publication of The PROJECTOR.

I deeply appreciate this periodical.

R.B., VA

Dear Sir:

Here is my renewal for your periodical, "The Projector."

I look forward to receiving it -- as a breath of truth.

Thank you so much  
In Christ's love,  
H.M., CO

### The PROJECTOR



EDITOR

Dr. Dayton Hobbs

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# Discipline Situations

WITH DR. DAYTON HOBBS

This is a new column which will appear in each issue of The PROJECTOR if it proves to be helpful. It is designed to be of help to Administrators, teachers and parents. We will take real live discipline situations, analyze them, and hopefully come up with some helpful suggestions and solutions. We want you to send in to us some specific discipline problems you may be having, and we will attempt to at least throw some light on the situation and hopefully, on occasion, come up with valid solutions.

Basically, we will attack these discipline situations from three angles: First, we will evaluate the situation by asking a variety of questions, questions which hopefully throw light on background problems, giving some insight into the situation. Secondly, we will point out some principles that would apply in this particular situation; principles that will give us guidance in seeking a solution, and last of all, we will attempt to provide some steps to a solution of the problem.

We do not guarantee to provide "pat" answers to discipline problems, but we do expect to be able to give some guidance which will be helpful in evaluating and resolving many of the varied types of discipline problems encountered daily in the Christian school classroom. We would greatly appreciate your comments concerning this approach. Suggestions are appreciated and criticism welcomed when given to be helpful. Below is the first discipline situation to be analyzed.

Joe can't leave his neighbors alone. He can't seem to keep his hands to himself. The girls complain that he annoys them. Most of the boys will have little to do with him. What is the answer to Joe's problem?

#### Situation Evaluation.

1. How many brothers and/or sisters does Joe have? Ages?
2. Have you visited in Joe's home?
3. What is Joe's home situation? Divorce? Single parent?
4. How long has Joe been attending a Christian School?
5. Are there any other specific problems that you have with Joe on

a regular basis?

6. Do you have any other children in your class with similar problems?
7. Does Joe have any history of medical problems?
8. Do the other students also pick at Joe?

Principles that apply. (Most of these principles are covered in detail in the Author's book, Classroom Discipline - A to Z.)

1. Determination on the part of the teacher to resolve problems (within their power) rather than live with them.
2. Clear instructions as to the teacher's classroom requirements and expectations in these areas.
3. Getting the support of the home.
4. Patience - it will take time to break bad habits.
5. Keep your "cool." Don't react to children's behavior.

#### Steps to a solution.

1. Parent support is always a necessity in resolving problems. Get the home behind you.
2. Show Joe that you really care for him and give him responsible things to do.
3. Be sure he is aware of his problem and of your disapproval of his behavior; also that you cannot allow it to continue.
4. In certain situations put Joe with those with whom he is having problems and let him lead.
5. Selective isolation for a period of time may be helpful. (Never isolate without the designed purpose of helping the student to improve his behavior.)
6. Stay on top of the situation and nip future occurrences before they have a chance to develop.

Send your discipline situations to:

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Milton, FL 32572

We will use as many as possible in future issues.

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## Placement Service

Dedicated Director/Teacher for Christian School, Sylacauga, AL. Founded 1982. ACE Curriculum. Contact: Mrs. Evelene O. Taylor, Rt. 1, Box 32-A, Weogufka, AL 35183. (205-249-8715).



# Stars of the Morning

By "Aunt Carolyn"

## Bread In The Wilderness

(Matthew 15:29-39)



"Whew," gasped a disciple as he slumped exhausted on the deck. "What a relief it is to get back to the boat."

"Indeed," sighed another, "the past few days have been exhausting. It is the Master, though, Who should be tired. I don't know how He continues such a grueling pace or is so patient with all those people. Why, there was a mass of them pressing Him all the time."

"I know. Jesus had no more than sat down to rest than the multitude followed Him right up the mountain with more sick and disabled. They are relentless. One after another they bring lame, blind, dumb, and maimed relatives and friends to Jesus for healing. I tell you, I didn't know there were so many seriously ill and handicapped people in the world. I don't know where they all come from."

"Oh, they have been with us all along. It's just that up to now there has been no one who was able to help them. No physician can do what Jesus does! It is no wonder people seek Him."

"Yes, but the greater wonder is that He cures them! I mean, He actually makes blind folks able to see perfectly and lame folks able to walk. There was absolutely no hint of a hobble or limp after He healed those cripples! Oh, how they praised and glorified God."

"But three days! Can you imagine all those people going without food for three days to follow Jesus? Most people would not miss one meal or miss eating for one day, let alone going without food for three days!"

"Being with Jesus was more important to them," said the other disciple, laying his head back against a big coil of rope to rest, "but more remarkable than that was the Lord's concern for them. If I had been in charge, I would have dismissed them and sent them home."

"Not Jesus! As weary as He was, I'll never forget the look on His face when He turned to us disciples and said, 'I have compassion on the multitude, because they continue with me now three days, and have

nothing to eat: and I will not send them away fasting."

"Isn't that just like Jesus? He will never send away anyone hungry who seeks Him."

Just then another disciple eased down and joined the conversation. "The situation was impossible, brethren. There must have been twelve to fifteen thousand people in that crowd. There was no way we could feed them."

"Yes, that was a pretty blunt question you fellows asked the Lord, but where did He expect us to get enough bread in the wilderness to feed such a multitude? There surely were no inns or shops to buy that much food even if we had had enough money."

"Which, of course, we didn't," one laughingly added.

"Of course, we didn't," another replied, "but I knew something was going to happen when Jesus asked, 'How many loaves of bread do you have?' And the fellows answered, 'Seven, and a few little fishes.'"

"Alas, I'm afraid our lack of faith showed, didn't it? Any amount seems small and inadequate when our faith is small and we don't trust Him."

"The Lord's quiet order and organization always amazes me. Did you see how calmly He made all those people sit down and wait to be served?"

"Yes, it was amazing. At most big picnics or festivals, people push and shove and try to be first. Folks forget all their manners and dignity when there is food at hand. They show just how selfish they can be."

"Yet, but Jesus still loves them, . . . I should say 'us,' in spite of our sinful, self-centered ways."

"It is such a privilege to be with Jesus, but sometimes I think perhaps we are so close to the action that we fail to see the power and miracle of what He is doing. Did you notice how He got the crowd quiet, then took the seven loaves and the few fishes and just simply gave thanks and began to break them into pieces for us to give out to the people?"

"What a thrill! I was so excited I could hardly carry the baskets quickly enough. I went up one aisle and down another between the groups of people the Lord assigned me."

"Me, too. And to see the surprise and joy on the peoples' faces was wonderful."

"Yes, but before long they had eaten so much that the looks of surprise and joy changed to expressions of deep satisfaction. They were all filled up! They couldn't eat any more!"

"Jesus surely isn't stingy or skimpy with His supply, is He? Why, I counted seven basketsful of food left over."

"Well, you can be sure it didn't go to waste. Jesus' supply is abundant, and I'm sure it was saved for others later."

"I know one thing, when Jesus sent them home, the folks weren't weak or faint from hunger any more. I imagine the children ran and played all the way home, but I expect some of the cripples Jesus healed were still so excited that they passed the younger folks going down the mountain."

"You can say one thing, men, women, or children, Jesus satisfied their need."

"Well, it has been a good day -- a wonderful day, but I'm glad the multitude has gone, and we can be quiet awhile," one breathed. Then casting a look over to where Jesus rested, he added, "But, brethren, aren't you and I blessed not to be sent away but to be able to continue with the Lord in His work?"

"Umm. . ." they replied and drifted off to peaceful rest.

The quiet water of the Sea of Galilee sloshed gently against the sides of the boat as it made its way toward Magdala.

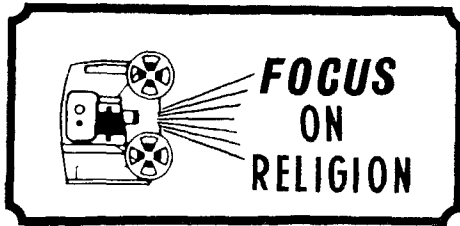
Hungry souls were fed that day. Jesus satisfied their need.

Jesus is still satisfying needs today. If you are lost in sin, in need of forgiveness, a clean heart, and eternal life, Jesus can satisfy your need. Jesus said, "The Son of Man is come to seek and to save that which was lost." (Luke 19:10). "He that hath the Son hath life." (1 John 5:12). If you are a Christian and need power to live a consistent testimony and to be a witness to unsaved loved ones or friends, Jesus can help you. "He that abideth in Me, and I in him, the same bringeth forth much fruit." (John 15:5) Perhaps you have a need or burden that seems impossible, but remember, ". . . with God, all things are possible." (Matt. 19:26b). After all, He supplied "bread in the wilderness!"

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By Mr. Tod Brainard

THE TRANSLATION TRAGEDY

Since the NIV (New International Version) has received endorsement by the Nazarenes, promoted by the SBC, and even printed by Roman Catholics (Paulist Press), it was only a matter of time that the NIV would become the best-selling Bible in 375 years, thus outselling the KJV.

What a tragedy! Surely we are seeing the falling away from God's Word as proclaimed by Amos, "Behold, the days come, saith the Lord God, that I will send a famine in the land, not a famine of bread, nor a thirst for water; but of hearing the words of the Lord!" Amos 8:11.

Whenever a translation receives such an ecumenical reception, we must carefully consider what draws such a gathering. We who know the truth must speak out as never before to warn others.

A WARNING!

"Dianetics," "Scientology," and "L. Ron Hubbard," are all names tied together. The late L. Ron Hubbard is the founder of the false cult. Scientology and Dianetics (meaning "through the soul") promises to manifest the source of man's psychological problems. An alert is

needed at this time since this cult has currently launched what they refer to as their "Biggest Ad/Promotion Campaign Ever" using TV, Radio, newspaper, and magazine to sell Hubbard's book entitled "Dianetics - The Modern Science of Mental Health."

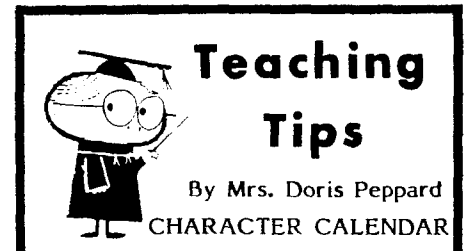
Beware the subtle title, for Scientology mixes the Occult with the appeal of psychology.

FUNDAMENTALISTS ANONYMOUS

Fundamentalists Anonymous is a relatively new organization patterned after Alcoholics Anonymous. Its purpose is supposedly to provide counselling to disillusioned fundamentalists whose former beliefs concerning God, judgment, salvation, heaven and hell, produced guilt feelings which require prolonged "group" assistance. Recently, the *Los Angeles Times* reported that Gary W. Hartz, a clinical psychologist, had organized a Los Angeles chapter of Fundamentalists Anonymous and the following explanation was given. "Hartz said he abandoned his fundamentalist upbringing while earning a master's degree in theology and a doctorate in psychology at evangelical FULLER THEOLOGICAL SEMINARY in Pasadena. He said he now works as a psychologist for a federal institution." What a revealing statement this is. It is not fundamentalism that leaves its people in need of group therapy. It is psychology that moves people away from Biblical foundations and leaves them in the stormy sea of life without compass or anchor.

(Reprint from FOUNDATION Nov./Dec. 1986.)

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By Mrs. Doris Peppard

CHARACTER CALENDAR

Children attending a Christian School are exposed to various character-building traits as they are taught in the different areas of the school's curriculum. When the school year is over; however, so is a level of influence on their young lives. Teachers could develop a "Character Calendar" for their students to work on during the summer vacation period. Each week should emphasize a different character-building trait and have a variety of activities planned for certain days to encourage the children to be more productive with their free time. Listed below are a few examples:

Week One:

Character Trait: Loyalty  
 Bible Study: Queen Esther  
 Library Book: Old Yeller by Gipson  
 Keep a notebook: Make a list of 10 persons who showed loyalty throughout our history. Look them up in an Encyclopedia and write 3-5 sentences about each.

Week Two:

Character Trait: Honesty  
 Bible Study: Abraham and Isaac  
 Library Book: Abe Lincoln - Log Cabin to White House by Sterling North  
 Keep in notebook: Write a paragraph about a time when you or someone in your family were honest.

Week Three:

Character Trait: Bravery  
 Bible Study: Daniel  
 Library Book: Call It Courage by Armstrong Sperry  
 Keep in notebook: Make an acrostic puzzle. Write a word or sentence that begins with the letters of the word BRAVERY.

Week Four:

Character Trait: Kindness  
 Bible Study: Ruth and Boaz  
 Library Book: The Covered Bridge by Meigs  
 Keep in notebook: Think about ways you can show kindness to everyone in your family. Write down your family member's reactions to your kindness and tell what you did.

Even as you begin this project you must realize that a very few will carry out your "Character Calendar." Those who do, however, will have developed the character-trait of "Finishing the Job." ★★★

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SPIRITUAL, FROM PAGE 1  
 beauty and sparkling personalities in religious promotion is a further manifestation of the influence of the romantic spirit in the Church. The rhythmic sway, the synthetic smile and the too, too cheerful voice betray the religious worldling. He has learned his technique from the TV screen but not learned it well enough to succeed in the professional field, so he brings his inept production to the holy place and peddles it to the ailing and undersized Christians who are looking for something to amuse them while staying within the bounds of the current religious mores.

If my language should seem severe, let it be remembered that it is not directed at any individual. Toward the lost world of men I feel only a great compassion and a desire that all should come to repentance. For the Christians whose vigorous but mistaken leadership has wooed the modern church from the altar of Jehovah to the altars of error I feel genuine love and sympathy. I want to be the last to injure them and the first to forgive them, remembering my past sins and my need for mercy, as well as my own weakness and natural bent toward sin and error. Balaam's ass was used of God to rebuke a prophet. It would seem from this that God does not require

perfection in the instrument He uses to warn and exhort His people.

When God's sheep are in danger, the shepherd must not gaze at the stars and meditate on "inspirational" themes. He is morally obliged to grab his weapon and run to their defense. When the circumstances call for it, love can use the sword, though by her nature she would rather bind up the broken heart and minister to the wounded. It is time for the prophet and the seer to make themselves heard and felt again. For the last three decades timidity disguised as humility has crouched in her corner while the spiritual quality of evangelical Christianity has become progressively worse year by year. *How long, O Lord, how long?*

★★★

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 .....

*The Voice in the Wilderness*  
 .....

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 Special  
 Young Lady?*

For  
 Graduation  
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 loved  
 her"**  
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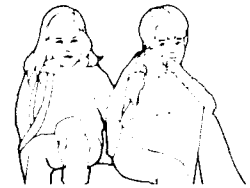
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## TRAINING FOR VOICE OBEDIENCE

Dr. Dayton Hobbs

Biblical obedience is voice obedience. By that I mean that God speaks and we obey. The sooner we as God's children learn that lesson and put it into consistent practice in our daily lives, the sooner our lives will be found to be pleasing in the Lord's sight, and the sooner we will realize the perfect will of God for our lives.

## FOUR STEPS TO VOICE OBEDIENCE

Voice obedience means the mastery of four important biblical concepts: 1. Hearing 2. Learning 3. Fearing 4. Doing. These are given to us in Deuteronomy 31:12. "Gather the people together, men, and women, and children, and thy stranger that is within thy gates, that they may hear, and that they may learn, and fear the Lord your God, and observe to do all the words of this law:" The early chapters of the book of Deuteronomy are full of these instructions. Deut. 4:1-6, 10, 14; 5:1; 6:1-3. In Deut. 8:20 the failure to follow the formula of Voice Obedience is shown to be the reason for Israel's fall ". . . because ye would not be obedient unto the voice of the Lord your God."

**1. HEARING.** Listening is probably the most difficult and, at the same time, the most important skill that children are to be taught. Failure to master this in the very early years spells trouble throughout a child's life. Most of us are not very good at listening, and as a result we don't follow directions very well and usually run off "half-cocked," as the saying goes.

**2. LEARNING.** The product of hearing is learning how to listen. Experience may be the most memorable teacher, but it is certainly not usually the best. How many pitfalls could be avoided if we learned truth the way God intends for us to learn it - by listening!

**3. FEARING.** The result of listening and learning is fearing. God is particularly speaking about listening to and learning from His Word; however, there should be the element of fear rather than frivolity involved in learning, especially when learning is to lead to doing. For children to respond to our instructions with Voice Obedience, there must of necessity be a reverential fear present.

**4. DOING.** In the Scripture, the procedure is learning in order to do, not doing in order to learn, or experience centered learning, as John Dewey insists. Voice Obedience is the desired goal of the teacher in the Christian School, and the time spent by the teacher developing this in each

pupil will be richly rewarded, not only in the classroom but also in the lives of the students as servants of God in the years to come.

Voice Obedience, then, is what we must work for as teachers. We should attempt to train our students to respond to our spoken word immediately and completely. That may sound to some like a pipe dream, something that could never be realized and foolish to expect; however, if we do not expect much from our students, we will not receive much, and our students will not achieve much. If we do not set high goals, biblical goals, we will have to settle for something far lower than we should. Children can learn to obey you the first time you speak, and that in a calm and quiet voice. We condition children to respond at the point at which we expect them to respond, and they generally do not let us down. Take the time, whatever time is needed, at the beginning of the year to train your students to voice obedience. The time you take to accomplish this will be more than repaid throughout the year as less time will be required for day-to-day tasks when students respond to one spoken word rather than oft-repeated commands.

No discipline is complete; no child is properly disciplined until he immediately and completely responds to the spoken word of those who have duly constituted authority over him. This is the preparation necessary for a child to be ready to obey God's Word when he/she comes of age. ★★★

**LORD, KEEP ME TRUE**

Lord, keep me true when days are glad and free,  
When all is well, and men are praising me;

Remind me, Lord, these blessings come from thee--  
And keep me true, Lord Jesus, keep me true.

Lord, keep me true 'mid disappointments sore,  
When heartache, loss, or failure be my share;  
Help me to lean upon thy breast the more  
And trust in thee, dear Lord, to keep me true.

Lord, keep me true though sickness come my way,  
Though death invade and loved ones steal away.  
Then Lord, oh, then, grant me thy strength I pray,  
And keep me true, dear Saviour, keep me true.



Lord, keep me true though others prove untrue;  
Help me stand among the faithful few  
Though scorned, imprisoned, or should death pursue--  
Whate'er the cost, Lord Jesus, keep me true.

Lord, keep me true; O keep me true,  
I pray,  
Whate'er my lot may be from day to day.

My strength is small; be thou my constant stay.  
I trust in thee alone to keep me true.★

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MOTHERS, FROM PAGE 1

the hearing of recitations, and the routine of scholastic discipline, are but parts of education. It is in the domestic sphere, in her own native province, that woman is inevitably a teacher. There she modifies by her example, her dependants, her companions, every dweller under her own roof. Is not the infant in its cradle her pupil? Does not her smile give the earliest lesson to its soul? Is not her prayer for the first messenger for it in the court of Heaven? Does she not enshrine her own image in the sanctuary of the young child's mind so firmly that no revulsion can displace, no idolatry supplant it? Does she not guide the daughter, until, placing her hand in that of her husband, she reaches that pedestal, from whence, in her turn, she imparts to others the stamp and colouring which she has herself received? Might she not, even upon her sons, engrave what they shall take unchanged, through all the temptations of time, to the bar of the last judgment? Does not the influence of woman rest upon every member of her household, like the dew upon the tender herb, or the sunbeam silently educating the young flower? or as the shower and the sleepless stream, cheer and invigorate the proudest tree of the forest?

"Admitting, then, that whether she wills it or not, whether she even knows it or not, she is still a teacher, and perceiving that the mind in its most plastic state is yielded to her tutelage, it becomes a most momentous inquiry what she shall be qualified to teach. Will he not of necessity impart what she most prizes and best understands? Has she not power to impress her own lineaments on the next generation? If wisdom and utility have been the objects of her choice, society will surely reap the benefit. If folly and self-indulgence are her prevailing characteristics, posterity are in danger of inheriting the likeness.

"This influence is most visible and operative in a republic. The intelligence and virtue of its every citizen have a heightened relative value. Its safety may be interwoven with the destiny of those whose birthplace is in obscurity. The springs of its vitality are liable to be touched, or the chords of its harmony to be troubled, by the rudest hands.

"Of what unspeakable importance, then, is her education, who gives lessons before any other instructor; who preoccupies the unwritten page of being; who produces impressions which only death can obliterate; and mingles with the cradle-dream what shall be read in eternity. Well may statesmen and philosophers debate how she may be best educated who is to educate all mankind.

"The ancient republics overlooked the value of that sex whose strength is in the heart. Greece, so susceptible to the principle of beauty, so skilled in wielding all the elements of grace, failed in appreciating their excellence, whom these had most exquisitely adorned. If, in the brief season of youthful charm, she was constrained to admire woman as the acanthus-leaf of her own Corinthian capital, she did not discover how, like that very column, she was capable of adding stability to the proud temple of freedom. She would not be convinced that so feeble a hand might have aided to consolidate the fabric which philosophy embellished, and luxury overthrew.

"Rome, notwithstanding her primeval rudeness, seems more correctly than polished Greece to have estimated the 'weaker vessel.' Here and there, upon the storm-driven billows of her history, some solitary form towers upward in majesty, and the mother of the Gracchi still stands forth in strong relief amid imagery over which time has no power. But still, wherever the brute force of the warrior is counted godlike, woman is appreciated only as she approximates to sterner natures: as in that mysterious image which troubled the sleep of Assyria's king - the foot of clay derived consistence from the iron which held it in combination.

"In our own republic, man, invested by his Maker with the right to reign, has conceded to her, who was for ages in vassalage, equality of intercourse, participation in knowledge, dominion over his dearest and fondest hopes. He is content to 'bear the burden and heat of the day,' that she may dwell in ease and affluence. Yet, from the very felicity of her lot, dangers are generated. She is tempted to be satisfied with superficial attainments, or to indulge in that indolence which corrodes intellect, and merges the high sense of responsibility in its alluring and fatal slumbers.

"These tendencies should be neutralized by a thorough and laborious education. Sloth and luxury must have no place in her vocabulary. Her youth should be surrounded by every motive to application, and her maturity dignified by the hallowed office of rearing the immortal mind. While her partner toils for his stormy portion of that power or glory from which it is her privilege to be sheltered, let her feel that in the recesses of domestick privacy she still renders a noble service to the government that protects her, by sowing seeds of purity and peace in the hearts of those who shall hereafter claim its honours or control its destinies.

"Her place is amid the quiet shades, to watch the little fountain

ere it has breathed a murmur. But the fountain will break forth into a rill, and the swollen rivulet rush towards the sea; and who can be so well able to guide them in right channels as she who heard their first ripple, and saw them emerge like timid strangers from their source, and had kingly power over those infant-waters, in the name of Him who caused them to flow?

"And now, Guardians of Education, whether parents, preceptors, or legislators - you who have so generously lavished on woman the means of knowledge - complete your bounty by urging her to gather its treasures with a tireless hand. Demand of her as a debt the highest excellence which she is capable of attaining. Summon her to abandon selfish motives and inglorious ease. Incite her to those virtues which promote the permanence and health of nations. Make her accountable for the character of the next generation. Give her solemn charge in the presence of men and of angels. Gird her with the whole armour of education and piety, and see if she be not faithful to her children, to her country, and to her God."

". . . For the strength of a nation, especially of a republican nation, is in the intelligent and well-ordered homes of the people. And in proportion as the discipline of families is relaxed, will the happy organization of communities be affected, and national character become vagrant turbulent, or ripe for revolution." . . .

(Reprint From: *The Christian History of The Constitution*; Verna M. Hall, Foundation for American Christian Education, Anaheim, CA. 1960.)

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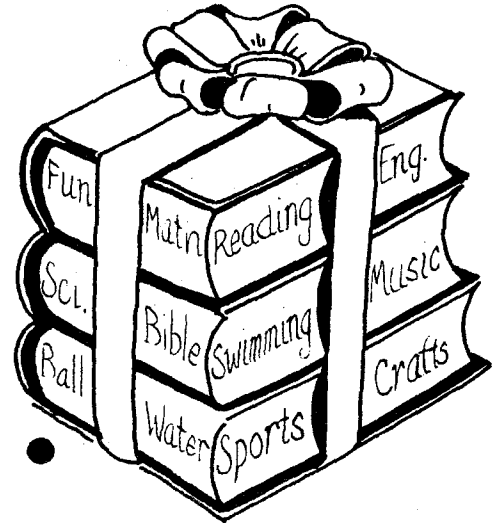
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