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I Believe In Christian Education

Jim Bill McInteer

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I BELIEVE IN CHR. ED. ~~BECAUSE~~

1. Tho I was given no assignment, I take the above as mine. I should like to offer 5 reasons.

A. I believe in Education. *RS. Slight clip*

1. Card on Jackson.

2. Rabbi Schaalman, "To the Jew the most important the right question is 'How do I start learning?'"

3. Education = to draw out. *Dear John - Pictures surround*

a.) What is life's heaviest burden? A youth asked old man "To have nothing to carry."

b.) I want to be informed. *Steps on poison gas -*

B. I believe in continuing education. *long ones*

1. Plato Clip. *xplain counter clockwise to hid c digital watch*

2. Learning is like rowing up stream - not to advance is to drop back. Grit 4/9/72 *Sold lots sub-dog bit me*

3. "Learning is something that is never finished," Robert Schumann, Music Journal, 7/72.

4. Ernest Arbuckle quote. *All that I know I learned after I was 30 Geo. J*

5. "I'll choke anyone who uses these towels." *Clemenceau*

C. I believe in quality education.

1. Wm. Buckley - National Comm. on Excellence in Education, tells us we are growing dumb.

a.) U.S. "being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people." *A. Carnegie - what's most imp labor,*

b.) Verbal aptitude down 50 points in 20 yrs.

c.) Math decline about the same. *Capital Brains*

d.) Last place c other co. in relevant tests. *which is most imp - PERT 3 legged stool*

e.) We see lack of discipline, listless students. *Stool*

f.) 34% H.S. grads are functionally illiterate.

Zelda Zinc - up to D's

Health class - what do you do to protect your teeth - ^{2.}
g.) SAT scores continue to decline. ^{watch the kids}
h.) Drug - Sex - Alcohol usage. ^{who push it south}
i.) J. Myron Atkin, Dean of Stanford Uni. School of Educ., "For the 1st time it is conceivable to envision the dismantling of universal, public compulsory education as it has been pioneered in America."

j.) Clip on dog collar.

2. I want a school either public or private that gives it. ^{Proposed last nite - smarter 2 sleep than}

D. I believe in moral education. ^{awake}

1. Harvard 1st a religious school.

2. T. Jefferson Anderson, "Education w/o morality, breeds only clever criminals. ^{Movie Clip}

3. Lewis Mumford Card. ^{TV clip}

4. J. A. Harding, The Way, 1899, "It is established to advocate the young in the useful learning of the times, & while doing it, to keep them under Christian influences & to teach them the word of God."

5. Campbell on Bethany (2 cards).

6. In an unfriendly world, I want Christianity taught

a.) Christian teachers.

b.) Chapel & Bible.

c.) Christian students.

7. Clip on Teach Religion.

8. Raymond article.

E. I believe in supporting education.

1. Negro preacher, "Begin low, go slow, rise higher, take fire, then sit down in the storm."

2. I speak of universal support. (Everybody's married).

a.) Financially.

b.) Influentially.

c.) Prayerfully.

~~She~~ Shot at close range
Power means - yes why she shot ^{him}

~~it~~ like it - heads or tails

Columbia Academy, Columbia, TN 5-5-83

(First Partnership Dinner)

Harding Board of Trustees, Heber Springs, Ark. 5-12-83

West Simpson Chr. School, Franklin, Ky. 5-26-83

Intro.

1. Remember? Stairs - Refrigerator - Knock on wood
Someone at door
2. 5th old - called home - shy - who calling
cried forgot me already
3. Feme - White House guest - Phone not on.
It's for you

Who Controls What You Watch on Television?—A sobering, though not surprising, article in *Christian Science Monitor* (February 11, 1983) reported on the values of America's most influential television people. The study included more than one hundred of them—producers, writers, and network executives. It is most revealing.

According to correspondent John Dillin, most of those surveyed:

Seldom, if ever, attend religious services.

Consider themselves politically liberal.

Favor a woman's right to an abortion.

See nothing wrong with homosexuality.

Don't think there is too much sex on TV.

Think the government should redistribute income.

The survey report first appeared in *Public Opinion* magazine, a publication of the American Enterprise Institute. Its findings, the authors say, show that the television elite clearly reject conservatives' criticism of TV entertainment.

When asked how they would *prefer* that society be structured, television leaders ranked ten major power groups this way:

1. Consumer groups
2. Intellectuals
3. Blacks
4. Feminists
5. Business
6. News media
7. Unions
8. Government agencies
9. Religion
10. Military

Most had a religious upbringing, according to the *Christian Science Monitor* report. The majority (59 percent) were raised in the Jewish faith; about 25 percent were Protestant; 12 percent Roman Catholic. Today 93 percent of the group seldom or never attend religious services. This may help to explain why they voted by a narrow 51-49 majority that adultery is not wrong.

As we suggested at the outset, these statistics may not surprise many people. If one watches television with any regularity, he quickly learns that the overwhelming majority of programs run counter to Christian values.

A middle-aged cinema-goer, less than enthusiastic about some of the language in today's movies, grumps: "It used to be when a kid said a dirty word his parents washed his mouth out with soap. Today they give him a pencil and paper and encourage him to write a movie script."

GREYHOUND LINES REBOARDING CHECK

Not good for refund, transportation or specific seat.

This identifies you as a passenger on a through trip. Your reboarding number is printed at the end of this slip.

Be prepared to board your bus when this number is called. Present this check with your ticket to the driver.

Thank you for your patronage, we hope you enjoy your trip.

Greyhound Lines

**Listen For
This Number**



810

Deer by Horus

Bottom yelaws

Show me hoop

Study shows TV creators not religious

By Frances Meeker
Banner Religion Editor

The top creators of television entertainment are predominantly non-religious, are liberal on social issues and are left of center politically, according to a recent study.

In addition, they want to shape society to fit their own values and feel they can do it through television, the study found.

The study, conducted among Hollywood's most influential TV writers, producers and executives, was reported in the December-January issue of *Public Opinion*, a magazine of the American Enterprise Institute for Public Policy Research in Washington.

Ninety-three percent of the television elite said they seldom or never attend religious services.

On such issues as abortion, homosexual rights and extramarital sex, the views of the television elite diverge sharply from traditional values, the report said.

Ninety-seven percent believe that a woman has the right to decide for herself whether to have an abortion. Four out of five do not regard homosexual relations as wrong, and 86 percent support the rights of homosexuals to teach in public schools. Fifty-one percent said they do not agree that adultery is wrong.

"From this evidence, it would be difficult to overestimate the clash of values when television's creative community confronts fundamentalist Christian critics like the Moral Majority or the Coalition for Better Television," the report said.

The three scholars who made the study interviewed 104 key people in television, who represent the "cream of television's creative community."

"Most important," the report said, "this group has had a major role in shaping the shows whose themes and stars have become staples of our popular culture."

Furthermore, the report said, members of the television elite "believe they have a role to play in reforming American society. They reject conservatives' criticisms of TV entertainment, while giving credence to liberals' complaints of television violence." They believe sex is less of a problem than violence on television.

The report said that two out of three of those interviewed believe that TV entertainment should be a major force for social reform.

"According to television's creators, they are not in it just for the money," the report said. "They also seek to move their audience toward their own vision of the good society."

The study is part of a series being made about attitudes of leaders in various fields. A previous phase found that key professionals in the news media are far less religious than the general public.

Ninety-three percent of the television elite interviewed had a religious upbringing, the majority (59 percent) in the Jewish faith. An additional 25 percent were raised in some Protestant denomination, and the remaining 12 percent as Catholics. Currently, however, 45 percent claim no religious affiliation whatsoever.

Defections have occurred from all religions, so that only 38 percent now call themselves Jews, 12 percent remain Protestants and 5 percent have retained their Catholic faith.

Politically, the television elite are drawn from liberal and Democratic backgrounds. Seventy-five percent described themselves as left of center politically, compared with only 14 percent who place themselves to the right of center.

In presidential elections since 1968, no Republican candidate received more than 25 percent of this group's vote. In 1972 Richard Nixon racked up 62 percent of the votes nationwide, but the television elite supported George McGovern by 82 percent.



Lewis Mumford's charge that "a third of our student population may, for all practical purposes, be considered moral imbeciles . . . potential if not active delinquents" (From "The Conduct of Life") may seem overly harsh. Yet there is no blinking aside the facts that in the United States, while the population from 1960-1965 gained only 6 per cent, the crime rate increased 46 per cent. (Reported in "The World Almanac for 1967"). And this is the generation which heard the warning of Walter Lippmann: "Modern education is based on a denial that it is necessary or useful or desirable for the schools and colleges to transmit from generation to generation the religious and classical culture of the Western world."

(From "Education vs. Western Civilization" in "The American Scholar", Vol. 10, No. 2)

"All to the Good" - By Robert B. and Homer D. McLaren

Pages 169-170

In an address at Bethany College, May 31, 1858, Alexander Campbell said: "We have, indeed, too many colleges and universities, too many institutions so called, in all the religious denominations of our country. And we, as a Christian people, have in one sense, already outgrown ourselves . . . in the penchant for colleges and universities." He continued by saying, "Colleges are, in every point of view, the most important and useful institutions on earth, second only to the church of Christ in their inherent claims on Christian liberty and Christian patronage." The occasion of this address was the laying of the cornerstone of the rebuilt Bethany College. Campbell continued by saying, "In this cornerstone we deposit a copy of the Holy Bible, not to bury it in the earth, but as a monumental symbol of the fact that this book, this everlasting document, ought to be the

Christian Education

true and proper foundation of every literary, scientific, moral and religious institution - - that is the right of Divine entitled to be, and ought to be, the basis, the sub-basis, of every public and benevolent institution - - essential to the perfect and complete development of man in his whole constitution - - as a citizen of the kingdom of heaven, as heir of the universe through all the cycles of an eternal future." (Popular Lectures and Addresses.)

"The Man of the Messianic Reign and Other Essays: A Festschrift in Honor of Dr. Elza Huffard" - Edited by Wil C. Goodheer

pp. 116-117

(J. Marvin Powell)

However, even Kentuckians must agree that Bethany College best epitomized the forefathers' educational dream. "It was to be an institution of the liberal arts with considerable weight given to the sciences, and unique in that the Bible was to be used as a textbook for daily instruction."¹ Alexander Campbell founded the school. He said:

The formation of moral character, the culture of the heart, is the supreme end of education; or rather it is education itself. With me education and the formation of moral character are identical expressions.²

He went on to say, "Bethany College is the only College known to the civilized world, founded upon the Bible. . . . (It is) a literary and scientific institution, founded upon the Bible as the basis for all true science and true learning."³

In the "Republic", Plato outlines an ideal system of education. Here is the timetable: up until the age of twenty, music and gymnastics, for the development of a useful body and sharpened sensibilities; between twenty and thirty, the liberal arts, grammar, rhetoric, logic, and especially mathematics, for the training of a disciplined mind, a mind skilled in the operations of learning and thinking; between thirty and fifty, a period devoted to the world's work, engagement in the various activities of civic life, experience of the pains and frustrations of practical problems, personal and public; and then, finally at fifty, return to the academy for ten years of the study of philosophy. Then--and only then--is a man fit to govern the state!

Jackson learned enough law at McCay's to suit his needs. The study did not have a profound effect on his mind, but it did provide a profession, the right to practice law, and the opportunity to hold legal office from time to time. It has been said that from schools Jackson derived little, from law books less than that, and from fortune nothing. He was the absolute personification of the self-made man: no father, no family to speak of, no education worth a lick, and certainly no money. In fact lack of money probably forced him out of Salisbury when he completed his training. Late in 1786 Andrew packed his belongings and bade McCay and Salisbury a quick but **not indifferent** farewell.

"Andrew Jackson and the Course of American Empire"

By Robert V. Remini

Education

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EDUCATION

If your educational experiences has done nothing more than to create in you a desire and a commitment to keep on learning the rest of your life, it has been worth every minute and dollar you have spent on it.

—ERNEST C ARBUCKLE,
“Fighting Obsolescence in the
Age of Aquarius,” *Credit &
Financial Management*, 6-70.

Quote, September 29, 1957

On education . . .

“Education is the biggest business in America. It has the largest number of owners, the most extensive and costly plant, and utilizes the most valuable raw material. It has the greatest number of operators. It employs our greatest investment in money and time, with the exception of national defense. Its product has the greatest influence on both America and the world.”

R.S. Sligh, Forbes