

PRINCIPLES OF EDENIC EDUCATION

When God created Adam and Eve God supplied all their needs
Where did He put them in the beginning? a Garden

Gen 1:26 And God said, Let us make man **in our image**, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. 27 So God created man in his *own* image, in the image of God created he him; male and female created he them.

Pro 4:18 But the path of the just *is* as the shining light, that shineth **more and more** unto the perfect day.

When God created man He created him to grow more and more and shine brighter and brighter to constantly growing into the image of christ

How did Adam grow more and more into the image of Christ?

2Co 3:18 But we all, with open face **beholding** as in a glass the glory of the Lord, are changed into the same image from glory to glory, *even* as by the Spirit of the Lord.

When Adam came from the Creator's hand, he bore, in his physical, mental, and spiritual nature, a likeness to his Maker. **"God created man in His own image" (Genesis 1:27), and it was His purpose that the longer man lived the more fully he should reveal this image--the more fully reflect the glory of the Creator.** All his faculties were capable of development; their capacity and vigor were continually to increase. Vast was the scope offered for their exercise, glorious the field opened to their research. The mysteries of the visible universe--the "wondrous works of Him which is perfect in knowledge" (Job 37:16)--invited man's study. Face-to-face, heart-to-heart communion with his Maker was his high privilege. Had he remained loyal to God, all this would have been his forever. Throughout eternal ages he would have continued to gain new treasures of knowledge, to discover fresh springs of happiness, and to obtain clearer and yet clearer conceptions of the wisdom, the power, and the love of God. **More and more fully would he have fulfilled the object of his creation, more and more fully have reflected the Creator's glory.** {Ed 15.1}

Note: The object of God creating man was so we could more fully reflect His character. Note: **Education is development.**

In order to understand what is comprehended in the work of education, we need to consider both **the nature of man** and **the purpose of God in creating him**. We need to consider also **the change in man's condition through the coming in of**

a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race. {Ed 14.4}

1. Nature of man
2. the purpose of God in creating him
3. man's change of condition knowing evil
4. God's plan for still work our his purpose in man

some say the earth wasn't as nice as it was in eden
im sure the eden was a better textbook

Added Lessons Since the Fall.--**Although the earth was blighted with the curse, nature was still to be man's lesson book.** It could not now represent goodness only; for evil was everywhere present, marring earth and sea and air with its defiling touch. Where once was written only the character of God, the knowledge of good, was now written also the character of Satan, the knowledge of evil. **From nature, which now revealed the knowledge of good and evil, man was continually to receive warning as to the results of sin.** {CG 46.1}

Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitudes drawn from nature. **They should search out, both in nature and in Holy Writ, every object representing Christ,** and those also that He employed in illustrating truth. Thus may they learn to see Him in tree and vine, in lily and rose, in sun and star. They may learn to hear His voice in the song of birds, in the sighing of the trees, in the rolling thunder, and in the music of the sea. And every object in nature will repeat to them His precious lessons. {CG 46.4}

The Bible Interprets Nature's Mysteries.--The child, as he comes in contact with nature, will see cause for perplexity. He cannot but recognize the working of antagonistic forces. **It is here that nature needs an interpreter.** Looking upon the evil manifest even in the natural world, all have the same sorrowful lesson to learn-- "An enemy hath done this." Matthew 13:28. {CG 47.2}

Tree of knowledge good and evil

Age after age the curiosity of men has led them to seek for the tree of knowledge, and often **they think they are plucking fruit most essential,** when in reality it is vanity and nothingness in comparison with that science of true holiness which would open to them the gates of the city of God. Human ambition seeks for knowledge that will bring to them glory, and self-exaltation, and supremacy. Thus Adam and Eve were influenced by Satan until God's restraint was snapped asunder, and **their education under the teacher of lies began.** They gained the knowledge which God had refused them--to know the consequences of transgression. {CT 12.1}

The tree of knowledge, so-called, has become an instrument of death. Satan has artfully woven his dogmas, his false theories, into the instruction given. **From the tree of knowledge he speaks the most pleasing flattery in regard to the higher education.** Thousands partake of the fruit of this tree, **but it means death to them.** Christ says, "**Ye spend money for that which is not bread.**" Isaiah 55:2. You are using your heaven-entrusted talents to secure an education which God pronounces foolishness. {CT 12.2}

How is it that men who are at war with the government of God come into possession of the wisdom which they sometimes display? Satan himself was educated in the heavenly courts, and he has a knowledge of good as well as of evil. **He mingles the precious with the vile, and this is what gives him power to deceive.** But because Satan has robed himself in garments of heavenly brightness, shall we receive him as an angel of light? **The tempter has his agents, educated according to his methods,** inspired by his spirit, and adapted to his work. Shall we co-operate with them? Shall we receive the works of his agents as essential to the acquirement of an education? {MH 440.3}

Mat 12:30 He that is not with me is against me; and he that gathereth not with me scattereth abroad.

There is an education that is essentially worldly. Its aim is success in the world, the gratification of selfish ambition. To secure this education many students spend time and money in crowding their minds with **unnecessary knowledge.** The world accounts them learned; but God is not in their thoughts. **They eat of the tree of worldly knowledge,** which nourishes and strengthens pride. **In their hearts** they become disobedient and estranged from God; and their intrusted gifts are placed on the enemy's side. Much of the education at the present time is of this character. **The world may regard it as highly desirable; but it increases the peril of the student.** {ST, March 14, 1900 par. 6}

Tree of life

The stores of wisdom and the scientific knowledge Christ displayed in the presence of the wise men, were a subject of surprise to His parents and brothers; for they knew He had never received from the great teachers instruction in human science. His brothers were annoyed at His questions and answers; for they could discern that He was an instructor to the learned teachers. They could not comprehend Him; for they knew not that **He had access to the tree of life, a source of knowledge of which they knew nothing.** He ever possessed a peculiar dignity and individuality distinct from earthly pride or assumption; for He did not strive after greatness. {FE 400.2}

Jer 33:3 Call unto me, and I will answer thee, and shew thee great and mighty things, which thou knowest not.

False Education of Eve

Gen 3:6 And when the woman saw that the tree *was* good for food, and that it *was* pleasant to the eyes, and a tree to be desired to make *one* wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat.

Such was the choice faced by Eve in the Garden of Eden. Her primary education taught her to believe God, and exercise faith in His word. Faith would have dictated that she remained enrolled in the school established in the Garden of Eden, but sight resulted in her enrolling in the school of reason, hypothesis, and conclusion. The conclusion being, that if the fruit could so transform the serpent, one can only imagine what it would do for the human being who consumes it? The results were sin, death, decay, and a knowledge of evil. **Eve passed Satan's exam with honors, only to have failed God's simple test.** Her posterity were not spared the consequences of such a choice; Cain and Abel chose different ways. Cain fully enrolled in the school of this world, and showed in graphic results the consequences of such an education. E. A. Sutherland points out in his book "Living Fountains or Broken Cisterns", Chapter 4, The History of Fifteen Centuries, paragraph 3:

Education of Noah's Day

Noah's educational system is the same as today

The youth generally are not educated to diligent habits. Cities and even country towns are becoming like Sodom and Gomorrah, and **like the world in the days of Noah. The training of the youth in those days was after the same order as children are being educated and trained in this age**, to love excitement, to glorify themselves, to follow the imagination of their own evil hearts. Now as then, depravity, cruelty, violence, and crime are the result. {FE 317.1}

Again, **worldly wisdom** teaches that prayer is not essential. **Men of science** claim that there can be no real answer to prayer; that this would be a violation of law, a miracle, and that miracles have no existence. **The universe, say they, is governed by fixed laws, and God Himself does nothing contrary to these laws.** Thus they represent God as bound by His own laws--as if the operation of divine laws could exclude divine freedom. Such teaching is opposed to the testimony of the Scriptures {GC 525.2}

Mat 24:37 But as the days of Noe were, so shall also the coming of the Son of man be. **38** For as in the days that were before the flood they were eating and drinking, marrying and giving in marriage, until the day that Noe entered into

the ark, ³⁹And knew not until the flood came, and took them all away; so shall also the coming of the Son of man be.

Gen 6:5 And GOD saw that the wickedness of man *was* great in the earth, and *that* every imagination of the thoughts of his heart *was* only evil continually.

Many at first appeared to receive the warning; yet they did not turn to God with true repentance. They were unwilling to renounce their sins. During the time that elapsed before the coming of the Flood, their faith was tested, and they failed to endure the trial. Overcome by the prevailing unbelief, they finally joined their former associates in rejecting the solemn message. **Some were deeply convicted, and would have heeded the words of warning; but there were so many to jest and ridicule, that they partook of the same spirit**, resisted the invitations of mercy, and were soon among **the boldest and most defiant scoffers**; for none are so reckless and go to such lengths in sin as do those who have once had light, but have resisted the convicting Spirit of God. {PP 95.2}

The men of that generation were not all, in **the fullest acceptation of the term, idolaters**. Many professed to be **worshippers of God. They claimed that their idols were representations of the Deity**, and that through them the people could obtain a clearer conception of the divine Being. **This class were foremost in rejecting the preaching of Noah**. As they endeavored to represent God by material objects, their minds were blinded to His majesty and power; they ceased to realize the holiness of His character, or the sacred, unchanging nature of His requirements {PP 95.3}

Psa 10:4 The wicked, through the pride of his countenance, will not seek *after* God: God *is* not in all his thoughts.

Notice the verse God is in their thoughts but not ALL
If god is not in yoru heart you are wicked and prideful

Now, as never before, **we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God.** "This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent" (John 17:3). If this is the price of heaven, shall not our education be conducted on these lines?--Christian Educator, Aug, 1897. {1MCP 53.2}

We know that there are many schools which afford opportunities for education in the sciences, but we desire something more than this. **The science of true education is the truth**, which is to be so deeply impressed on the soul that it cannot be obliterated by the error that everywhere abounds. **The third angel's message is truth**, and light, and power, and to present it so that right impressions will be made upon hearts **should be the work of our schools** as well as of our churches, of the teacher as well as of the minister. **Those who accept**

positions as educators should prize more and more the revealed will of God so plainly and strikingly presented in Daniel and the Revelation. {6T 131.1}

Noah's day was life or death

Egyptian Education

The neglect of the colored race by the American nation is charged against them. Those who claim to be Christians have a work to do in teaching them to read and to follow various trades and engage in different business enterprises. Many among this race have noble traits of character and keen perception of mind. If they had an opportunity to develop, they would stand upon an equality with the whites. **The Hebrew nation were educated during their journeying through the wilderness.** They engaged in physical and mental labor. They used their muscles in various lines of work. **The history of the wilderness life of God's chosen people was chronicled for the benefit of the Israel of God till the close of time.** The apostle says, "Now all these things happened unto them for ensamples; and they are written for our admonition, upon whom the ends of the world are come." The Lord did not forsake His people in their wanderings through the wilderness, but **many of them forsook the Lord. The education they had had in Egypt made them subject to temptation, to idolatry, and to licentiousness, and because they disregarded the commandments of the Lord,** nearly all the adults who left Egypt were overthrown in the wilderness; but their children were permitted to enter Canaan. {SW 44.1}

Moses had supposed that his education in the wisdom of Egypt fully qualified him to lead Israel from bondage. Was he not learned in all those things necessary for a general of armies? Had he not had the advantages of **the best schools** in the land? Yes, he felt that he was able to deliver his people. He set about his work by trying to gain their favor by redressing their wrongs. He killed an Egyptian who was imposing upon one of the Israelites. In this **he manifested the spirit of him who was a murderer from the beginning,** and proved himself unfit to represent the God of mercy, love, and tenderness. {CT 407.1}

The education received by Moses, as the king's grandson, was very thorough. Nothing was neglected that would make him a wise man, as the Egyptians understood wisdom. **But the most valuable part of Moses' fitting for his lifework was that which he received as a shepherd.** As he led his flocks through the wilds of the mountains and into the green pastures of the valleys, the God of nature taught him the highest wisdom. In the school of nature, with Christ as his teacher, he learned lessons of humility, meekness, faith, and trust, all of which bound his soul closer to God. In the solitude of the mountains **he learned that which all his instruction in the king's palace was unable to impart to him--** simple, unwavering faith and a constant trust in the Lord. {CT 406.2}

When Moses was feeding his flock in the pastures of Midian, **the Lord was preparing him for a position of great responsibility**; he was to be a laborer together with God. **Educated in the court of Pharaoh**, king of Egypt, he was imperfectly qualified to take his place as the leader of a suffering, tempted people, to help them in their oppression, sympathize with their sufferings, and conduct them through a rough and dangerous desert to the land of promise. The Lord in his providence took Moses from the king's court, and gave him the humble work of a shepherd, that, while caring for the sheep in the desert, **he might be trained** for the trials and hardships and perils of the wilderness, and **qualified for the office of a shepherd of his own flock, for a church whose God was the Lord.** {ST, August 24, 1891 par. 4}

School of Christ

Since the **education** of Jesus' day was corrupt where did He get His **education**? Will we be safe by following the example of Christ?

Luk 1:80 And the child grew (developed = **education**), and waxed strong in spirit, and was in the deserts till the day of his shewing unto Israel.

While Christ was in the desert waxing strong in the Spirit there was something else he was doing.

Luk 2:40 And the child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him.

In the desert as Christ grew and developed he was filled with wisdom. Remember the holy scriptures are able able to make thee wise unto salvation Wisdom comes from the scriptures.

What else did Jesus increase in besides wisdom?

Luk 2:52 And Jesus increased in wisdom and stature, and in favour with God and man.

He was a social individual, It's not just head knowledge but we need to have communication skills.

God and man

When he first begins his public ministry

Joh 7:14 Now about the midst of the feast Jesus went up into the temple, and taught. **15** And the Jews marvelled, saying, How knoweth this man letters, having never learned? **16** Jesus answered them, and said, **My doctrine is not mine, but his that sent me.**

Trial is part of the education given in the school of Christ, to purify God's children from the dross of earthliness. **It is because God is leading** His children that trying experiences come to them. Trials and obstacles are His chosen methods of discipline, and His appointed conditions of success. He who reads the hearts of men knows their weaknesses better than they themselves can know them. He sees that some have **qualifications which, if rightly directed, could be used in the advancement of His work**. In His providence He brings these souls into different positions and varied circumstances, that they may discover the defects that are concealed from their own knowledge. **He gives them opportunity to overcome these defects and to fit themselves for service**. Often He permits the fires of affliction to burn, that they may be purified. {AA 524.2}

It is true that the world's men of learning are not easily reached by the practical truths of God's word. The reason is, they trust to human wisdom, and pride themselves upon their intellectual superiority, and are unwilling to become **humble learners in the school of Christ**. Our Saviour did not ignore learning or despise education; yet he chose unlearned fishermen for the work of the gospel, **because they had not been schooled in the false customs and traditions of the world**. They were men of good natural ability, and of **a humble, teachable spirit**; men whom **he** could educate for his great work. In the ordinary walks of life there is many a man patiently treading the round of daily toil, all unconscious that he possesses powers, which, if called into action, would raise him to an equality with the world's most honored men. The touch of a skillful hand is needed to arouse and develop those dormant faculties. It was such men whom Jesus connected with himself; and he gave them the advantages of three year's training under his own care. No course of study in the schools of the rabbis or the halls of philosophy could have equaled this in value. {CE 203.3}

Any young man is wanting in his duty to himself if he fails to meet the purposes of God by improving and enlarging his faculties. **The mind is the best possession we have; but it must be trained by study, by reflection**, by learning in the school of Christ, the best and truest educator the world has ever known. {CE 204.1}

What does the word Rabbi mean? Teacher

Who were the teachers of Israel? Pharisees, Saducees, Lawyers, Doctors, Rulers?

What would we call the Rabbis today? Pastors, theologians, scholars,

The child Jesus did not receive instruction in the synagogue schools. His mother was His first human teacher. From her lips and from the scrolls of the prophets, He learned of heavenly things. The very words which He Himself had spoken to Moses for Israel He was now taught at His mother's knee. As He advanced from childhood to youth, **He did not seek the schools of the rabbis**. He needed not the education to be obtained from such sources; for **God was His instructor**. {DA 70.1} The question asked during the Saviour's ministry, "**How**

knoweth this man letters, having never learned?" does not indicate that Jesus was unable to read, but merely that **He had not received a rabbinical education.** John 7:15. Since He gained knowledge as we may do, His intimate acquaintance with the Scriptures shows how diligently His early years were given to the study of God's word. And spread out before Him was the great library of God's created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. **He studied the life of plants and animals, and the life of man.** From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life. Continually He was seeking to draw from things seen illustrations by which to present the living oracles of God. **The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature,** and how He had gathered the spiritual teaching from the surroundings of His daily life. {DA 70.2}

Nature and the Bible Were Jesus' Textbooks.-- **His [Jesus'] education was gained from Heaven-appointed sources, from useful work, from the study of the Scriptures, from nature, and from the experiences of life**-- God's lesson books, full of instruction to all who bring to them the willing hand, the seeing eye, and the understanding heart. {CG 50.2}

4 major textbooks there

Job 32:7 I said, Days should speak, and multitude of years should teach wisdom. "should" teach wisdom but it does not always. **8** But *there is* a spirit in man: and the inspiration of the Almighty giveth them understanding. **9** Great men are not *always* wise: neither do the aged understand judgment.

The Rabbinical schools are today called Universities and Seminary Schools

Our Saviour did not encourage any to attend the rabbinical schools of His day, for the reason that their minds would be corrupted with the continually repeated, "They say," or, "It has been said." Why, then, should we accept the unstable words of men as exalted wisdom, when a greater, a certain, wisdom is at our command? {MH 449.1}

Note: Our Savior is not encouraging you to attend the theology schools of the SDA teachers (Rabbis).

All wondered at His knowledge of the law and the prophecies; and the question passed from one to another, "How knoweth this Man letters, having never learned?" **No one was regarded as qualified to be a religious teacher unless he had studied in the rabbinical schools,** and both Jesus and John the Baptist had been represented as **ignorant because they had not received this training.**

Those who heard them were astonished at their knowledge of the Scriptures, "having never learned." Of men they had not, truly; **but the God of heaven was their teacher**, and from Him they had received **the highest kind of wisdom**. {DA 453.1}

Act 4:13 Now when they saw the boldness of Peter and John, and perceived that they were unlearned and ignorant men, they marvelled; and they took knowledge of them, that they had been with Jesus.

As soon as the passover was finished, the brethren left Jerusalem, and went to Galilee as they had been directed. Seven of the disciples were in company; **they were clad in the humble garb of fishermen**; they were poor in worldly goods, **but rich in the knowledge and practice of the truth, which gave them, in the sight of Heaven, the highest rank as teachers. They had not been students in the school of the prophets**, but for three years they had taken lessons from the greatest educator the world has ever known. Under his tuition they had become elevated, intelligent, and refined, fit mediums through which the souls of men might be led to a knowledge of the truth. {3SP 226.1}

You may say, So you believe that all the learned world is wrong and that a poor company, greatly in the minority, looked upon as ignorant, common people, are all that will be saved? I answer, Jesus was among the lowly of the earth. **He did not take His position by the side of the learned rabbis or the rulers**. He was not found among the potentates of earth, but among the lowly ones. The truth was never found among the majority. It was ever found among the minority. {CTr 78.3} **The angels from heaven did not come to the school of the prophets and sing their anthems over the Temple or synagogues**, but they went to those who were humble enough to receive the message. They sang the glad tidings of a Saviour over Bethlehem's plains **while the great, the rulers, and the honorable were left in darkness** because they were perfectly satisfied with their position and felt no need of a piety greater than that which they possessed. **Teachers in the schools of the prophets, the scribes and priests and rulers, were the worst persecutors of Christ**. Those who made the highest pretensions to spiritual light were the very ones who slighted and rejected and crucified Christ. {CTr 78.4}

Papal Education

Does Satan have a church?

Rev 2:9 I know thy works, and tribulation, and poverty, (but thou art rich) and I know the blasphemy of them which say they are Jews, and are not, but are the synagogue of Satan.

The synagogue of Satan = Babylon

Does Babylon have a school?

Jezebel - teach seduce - Rev 3

Why does God have a few things against Thyatira?

Rev 2:20 Notwithstanding I have a few things against thee, because thou sufferest that woman Jezebel, which calleth herself a prophetess, to teach and to seduce my servants to commit fornication, and to eat things sacrificed unto idols.

God's church is allowing Babylon to teach God's servants

Who is God's Servants?

Jer 26:5 To hearken to the words of my servants the prophets, whom I sent unto you, both rising up early, and sending them, but ye have not hearkened;

Jer 29:19 Because they have not hearkened to my words, saith the LORD, which I sent unto them by my servants the prophets, rising up early and sending them; but ye would not hear, saith the LORD.

My servants = the prophets Jer 26:5 Jer 29:19
Jer 7:25 Jer 35:15 Jer 44:4 Eze 38:17 Zec 1:6

God says "My servants" this is talking about the prophets of Israel

Who is Israel? SDA

Which school do you think these prophets of Israel attended in ancient times?

The school of the prophets?

And who is teaching at these schools rev 2:20? Jezebel/papacy.

But we're not look at the school of the prophets YET

We want to know "Does Babylon have a school, or educational system?"

Isa 47:1 Come down, and sit in the dust, O virgin daughter of Babylon, sit on the ground: *there is* no throne, O daughter of the Chaldeans: for thou shalt no more be called tender and delicate. 2 Take the millstones, and grind meal: uncover thy locks, make bare the leg, uncover the thigh, pass over the rivers. 3 Thy nakedness

shall be uncovered, yea, thy shame shall be seen: I will take vengeance, and I will not meet *thee as* a man. 4 *As for* our redeemer, the LORD of hosts *is* his name, the Holy One of Israel. 5 Sit thou silent, and get thee into darkness, O daughter of the Chaldeans: for thou shalt no more be called, The lady of kingdoms.

Who is Babylon end of world - lady of kingdoms?

Rev 17:18 And the woman which thou sawest is that **greatcity**, which reigneth over the **kings** of the **earth**.

Isa 47:8 Therefore hear now this, *thou that art* given to pleasures, that dwellest carelessly, that sayest in thine heart, I **am**, and none else beside me; I shall not sit *as* a **widow**, neither shall I **know** the loss of children:

Isa 47 - connected to Revelation 18

Isa 47:9 But these two *things* shall come to thee in a moment in **one day**, the loss of children, and widowhood: they shall come upon thee in their perfection for the **multitude of thy sorceries**, *and* for the **great abundance of thine enchantments**.

Rev 18:23 And the light of a candle shall shine no more at all in thee; and the voice of the bridegroom and of the bride shall be heard no more at all in thee: for **thy merchants were the great men of the earth**; for **by thy sorceries were all nations deceived**.

2Ki 9:22 And it came to pass, when Joram saw Jehu, that he said, *Is it peace, Jehu?* And he answered, What peace, **so long as the whoredoms of thy mother Jezebel and her witchcrafts are so many?**

Isa 47:10 For thou hast trusted in thy wickedness: thou hast said, **None seeth me. Thy wisdom and thy knowledge, it hath perverted thee**; and thou hast said in thine heart, I **am**, and none else beside me.

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Where do we go to learn wisdom and knowledge? School

Does Babylon have an educational system?

Does the system of Babylon pervert our minds from the simplicity of Christ? **2Co 11:3**

If we have a carnal mind we will be prepared to receive the education of the beast True education teaching you to perfectly develop the character of God.

Jesuits Control Public Education

When appearing as members of their order, they wore a garb of sanctity, visiting prisons and hospitals, ministering to the sick and the poor, professing to have renounced the world, and bearing the sacred name of Jesus, who went about doing good (**sounds like Pope Francis - 1st Jesuit Pope**). But under this blameless exterior the most criminal and deadly purposes were often concealed. **It was a fundamental principle of the order that the end justifies the means.** By this code, lying, theft, perjury, assassination, were not only pardonable but commendable, when they served the interests of the church. Under various disguises the Jesuits worked their way into offices of state, climbing up to be the counselors of kings, and shaping the policy of nations. They became servants to act as spies upon their masters. **They established colleges for the sons of princes and nobles, and schools for the common people; and the children of Protestant parents** were drawn into an observance of popish rites (**Are you a protestant? She is teaching your children**). All the outward pomp and display of the Romish worship was brought to bear to confuse the mind and dazzle and captivate the imagination, and thus the liberty for which the fathers had toiled and bled was betrayed by the sons. **The Jesuits rapidly spread themselves over Europe, and wherever they went, there followed a revival of popery.** {GC 235.1}

The word Catholic means universal. What do you think universities are for? To make catholics. "wherever they went, there followed a revival of popery."

"Train up a child in the way he should go, and when he is old he will not depart from it." **Let me teach a child until he is twelve years old, say the Catholics, and he will always remain a Catholic.** - Jesuit Order

Satan says give me your children
We will teach them!

When a Jesuit enters a new country What is the first thing they establish a church or a school?

But Romanism as a system is no more in harmony with the gospel of Christ now than at any former period in her history. The Protestant churches are in great darkness, or they would discern the signs of the times. **The Roman Church is far-reaching in her plans** and modes of operation. She is employing every device to extend her influence and increase her power in preparation for a fierce and determined conflict to regain control of the world, to **re-establish persecution**, and to **undo all that Protestantism has done**. Catholicism is gaining ground upon every side. See the increasing number of her churches and chapels in Protestant countries. **Look at the popularity of her colleges and seminaries in America, so widely patronized by Protestants.** Look at the growth of ritualism in England and the frequent defections to the ranks of the

Catholics. These things should awaken the anxiety of all who prize the pure principles of the gospel. {GC 565.4}

You cannot say Jesuits don't exist well that's just a conspiracy. i mean it's in the

Great Controversy: The prophet of God by name speaks explicitly about the Jesuits.

Throughout Christendom, Protestantism was menaced by formidable foes. The first triumphs of the Reformation past, **Rome summoned new forces**, hoping to accomplish its destruction. **At this time the order of the Jesuits was created, the most cruel, unscrupulous, and powerful of all the champions of popery.** Cut off from earthly ties and human interests, **dead to the claims of natural affection**, reason and **conscience wholly silenced**, they knew no rule, no tie, but that of their order, and **no duty but to extend its power.** (See Appendix.) The gospel of Christ had enabled its adherents to meet danger and endure suffering, undismayed by cold, hunger, toil, and poverty, to uphold the banner of truth in face of the rack, the dungeon, and the stake. To combat these forces, Jesuitism inspired its followers with a fanaticism that enabled them to endure like dangers, and to oppose to the power of truth all the weapons of deception. **There was no crime too great for them to commit**, no deception too base for them to practice, **no disguise too difficult for them to assume.** Vowed to perpetual poverty and humility, it was their studied aim to secure wealth and power, to be **devoted to the overthrow of Protestantism**, and the re-establishment of **the papal supremacy.** {GC 234.2}

Note: When the Papacy receives supremacy what will happen? National Sunday law. The Jesuits main goal is to prepare people to receive the mark of the beast.

When appearing as members of their order, they **wore a garb of sanctity, visiting prisons and hospitals, ministering to the sick** and the poor, professing to have renounced the world, and bearing the sacred name of Jesus, who went about doing good. But under this blameless exterior **the most criminal and deadly purposes** were often concealed. **It was a fundamental principle of the order that the end justifies the means.** By this code, lying, theft, perjury, assassination, were not only pardonable but commendable, when they served the interests of the church. **Under various disguises the Jesuits worked their way into offices of state**, climbing up to be the counselors of kings, and shaping the policy of nations. They became servants to act as spies upon their masters. **They established colleges for the sons of princes and nobles, and schools for the common people; and the children of Protestant parents were drawn into an observance of popish rites.** All the outward pomp and display of the Romish worship was brought to bear to confuse the mind and dazzle and captivate the imagination, and thus the liberty for which the fathers had toiled and bled was betrayed by the sons. The Jesuits rapidly spread themselves over Europe, and

wherever they went, there followed a revival of popery. {GC 235.1}

Note: The Jesuits are in charge of our public education systems.

"Train up a child in the way he should go, and when he is old he will not depart from it." **Let me teach a child until he is twelve years old, say the Catholics, and he will always remain a Catholic.** - Jesuit Order

Such were the means which Rome had invoked to quench the light of the Reformation, **to withdraw from men the Bible**, and to **restore the ignorance and superstition of the Dark Ages**. But under God's blessing and the labors of those noble men whom He had raised up to succeed Luther, Protestantism was not overthrown. Not to the favor or arms of princes was it to owe its strength. The smallest countries, the humblest and least powerful nations, became its strongholds. It was little Geneva in the midst of mighty foes plotting her destruction; it was Holland on her sandbanks by the northern sea, wrestling against the tyranny of Spain, then the greatest and most opulent of kingdoms; it was bleak, sterile Sweden, that gained victories for the Reformation. {GC 235.3}

Note: The Bible makes protestants.

Rev 18:4 And I heard another voice from heaven, saying, Come out of her, my people, that ye be not partakers of her sins, and that ye receive not of her plagues.

You don't have to be in Babylon to receive the 7 last plagues.

It's not just attending and being a part of the buildings and services of a Catholic church. The Bible says those who commit the sins of Babylon will also receive the 7 last plagues because we are preparing and molding ourselves to receive that mark. Coming out of Babylon is more than just leaving the institutions and churches of Catholicism and her daughters. If we are living in the sins of Babylon we will receive the mark and the plagues of Babylon. Am I saying the church is Babylon? No.

But we have allowed Jezebel to teach and seduce our prophets (pastors) and thus caused them to commit fornications and commit the sins of Babylon.

He wrote thus of the universities: "I am much afraid that the **universities will prove to be the great gates of hell**, unless they diligently labor in explaining the Holy Scriptures, and engraving them in the hearts of youth. **I advise no one to place his child where the Scriptures do not reign paramount.** Every institution in which men are not unceasingly occupied with the word of God must become corrupt."-- Ibid., b. 6, ch. 3. {GC 140.5}

Third Angel's Message

This is the work God has given to **every teacher. As educators** you have not that knowledge that comes from God. Had you this knowledge, your whole being would proclaim the truth of the living God to a world dead in trespasses and sins. **You know not the message God has given for this time.** You are as blind men leading the blind. **Students leave the school with a false education**, which it takes them years to unlearn. The past has shown that both teachers and students know very little in regard to the message which should be proclaimed at this time. **Should the third angel's message be proclaimed in all its lines to many who profess to be educated, it would not be understood by them.** Human theories and wisdom are exalted, and men are becoming too wise to follow a plain "Thus saith the Lord." {13MR 267.2}

1Co 1:20 Where *is* the wise? where *is* the scribe? where *is* the disputer of this world? hath not God made foolish the wisdom of this world? 21 For after that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe. 22 For the Jews require a sign, and the Greeks seek after wisdom:

Note: The **education** system we have today started with the Greeks.
It's the same Pagan system.
"By wisdom they knew not God"

The angels from heaven did not come to the school of the prophets and sing their anthems over the Temple or synagogues, but they went to those who were humble enough to receive the message. They sang the glad tidings of a Saviour over Bethlehem's plains **while the great, the rulers, and the honorable were left in darkness** because they were perfectly satisfied with their position and felt no need of a piety greater than that which they possessed. **Teachers in the schools of the prophets, the scribes and priests and rulers, were the worst persecutors of Christ.** Those who made the highest pretensions to spiritual light were the very ones who slighted and rejected and crucified Christ. {CTr 78.4}

We know that there are many schools which afford opportunities for education in the sciences, but we desire something more than this. **The science of true education is the truth**, which is to be so deeply impressed on the soul that it cannot be obliterated by the error that everywhere abounds. **The third angel's message is truth**, and light, and power, and to present it so that right impressions will be made upon hearts should be the work of **our schools** as well as of our churches, of the **teacher** as well as of the **minister**. Those who accept positions as educators should prize more and more the revealed will of God so plainly and strikingly presented in Daniel and the Revelation. {6T 131.1}
remember education and redemption they are one

1Jn 2:26 These *things* have I written unto you concerning them that seduce you. [Rev 2:20] 27 But the anointing [1Jn 2:20{GC 606.2}] which ye have received of him abideth in you, and ye need not that any man teach you: but as the same anointing teacheth you of all things, and is truth, and is no lie[*tree of life not knowldge good AND evil*], and even as it hath taught you, ye shall abide in him.

Notice who he's speaking to

1Jn 2:28 And now, little children, abide in him; that, when he shall appear, we may have confidence, and not be ashamed[2Ti 2:15] before him at his coming.

Note: This is dealing with the education of the last days "when he shall appear".

1Jn 2:29 If ye know that he is righteous, ye know that every one that doeth righteousness is born of him.

Education for Ministry

Thus the message of the third angel will be proclaimed. **As the time comes for it to be given with greatest power**, the Lord will work through humble instruments, leading the minds of those who consecrate themselves to His service. **The laborers will be qualified rather by the unction of His Spirit than by the training of literary institutions.** Men of faith and prayer will be constrained to go forth with holy zeal, declaring the words which God gives them. The sins of Babylon will be laid open. The fearful results of enforcing the observances of the church by civil authority, the inroads of spiritualism, the stealthy but rapid progress of the papal power--all will be unmasked. By these solemn warnings the people will be stirred. **Thousands upon thousands will listen who have never heard words like these.** In amazement they hear the testimony that Babylon is the church, fallen because of her errors and sins, because of her rejection of the truth sent to her from heaven. **As the people go to their former teachers with the eager inquiry, Are these things so?** the ministers present fables, prophesy smooth things, to soothe their fears and quiet the awakened conscience. **But since many refuse to be satisfied with the mere authority of men and demand a plain "Thus saith the Lord,"** the popular ministry, like the Pharisees of old, filled with anger as their authority is questioned, will denounce the message as of Satan and stir up the sin-loving multitudes to revile and persecute those who proclaim it. {GC 606.2}

In the educational system there was **no place for that personal experience in which the soul learns for itself the power of a "Thus saith the Lord,"** and gains that reliance upon the divine word which alone can bring peace, and power with God. Busied with the round of forms, **the students in these schools found no quiet hours in which to commune with God** and hear His voice speaking to their hearts. That which the rabbis regarded as superior education was in reality the greatest hindrance to true education. It was opposed to all real development.

Under their training, the powers of the youth were repressed, **and their minds were cramped and narrowed.** {FE 438.3}

The constant schedule and little breaks teaches the youth to rely and memorize the words and teachings of man rather than a Thus saith the Lord. They loose the vital personal connection with God and cease to hear His voice speaking to them in thier quiet time with Him.

The Hebrew nation were educated during their journeying through the wilderness. They engaged in physical and mental labor. They used their muscles in various lines of work. **The history of the wilderness life of God's chosen people was chronicled for the benefit of the Israel of God till the close of time.** The apostle says, "Now all these things happened unto them for ensamples: and they are written for our admonition, upon whom the ends of the world are come." The Lord did not forsake His people in their wanderings through the wilderness, but **many of them forsook the Lord. The education they had had in Egypt made them subject to temptation, to idolatry, and to licentiousness, and because they disregarded the commandments of the Lord,** nearly all the adults who left Egypt were overthrown in the wilderness; but their children were permitted to enter Canaan. {SW 44.1}

Moses had supposed that his education in the wisdom of Egypt fully qualified him to lead Israel from bondage. Was he not learned in all those things necessary for a general of armies? Had he not had the advantages of **the best schools** in the land? Yes, he felt that he was able to deliver his people. He set about his work by trying to gain their favor by redressing their wrongs. He killed an Egyptian who was imposing upon one of the Israelites. In this **he manifested the spirit of him who was a murderer from the beginning,** and proved himself unfit to represent the God of mercy, love, and tenderness. {CT 407.1}

Wasn't there an article talking about Egyptian education making murder of our soul?

That's another study

The education received by Moses, as the king's grandson, was very thorough. Nothing was neglected that would make him a wise man, as the Egyptians understood wisdom. **But the most valuable part of Moses' fitting for his lifework was that which he received as a shepherd.** As he led his flocks through the wilds of the mountains and into the green pastures of the valleys, the God of nature taught him the highest wisdom. In the school of nature, with Christ as his teacher, he learned lessons of humility, meekness, faith, and trust, all of which bound his soul closer to God. In the solitude of the mountains **he learned that which all his instruction in the king's palace was unable to impart to him--** simple, unwavering faith and a constant trust in the Lord. {CT 406.2}

When Moses was feeding his flock in the pastures of Midian, the Lord was preparing him for a position of great responsibility; he was to be a laborer together with God. Educated in the court of Pharaoh, king of Egypt, he was imperfectly qualified to take his place as the leader of a suffering, tempted people, to help them in their oppression, sympathize with their sufferings, and conduct them through a rough and dangerous desert to the land of promise. The Lord in his providence took Moses from the king's court, and gave him the humble work of a shepherd, that, while caring for the sheep in the desert, **he might be trained for the trials and hardships and perils of the wilderness, and qualified for the office of a shepherd of his own flock, for a church whose God was the Lord.** {ST, August 24, 1891 par. 4}

God is not dependent upon men of perfect education. His work is not to wait while His servants go through **such lengthy, elaborate preparations** as some of our schools are planning to give. He wants men who appreciate the privilege of being laborers together with Him--men who will honor Him by rendering **implicit obedience to His requirements, regardless of previously inculcated theories.** There is no limit to the usefulness of those who put self to one side, make room for the working of the Holy Spirit upon their hearts, and live lives wholly consecrated to God, enduring the necessary discipline imposed by the Lord without complaining or fainting by the way. If they will not faint at the rebuke of the Lord, and become hardhearted and stubborn, the Lord will teach both old and young, hour by hour, day by day. He longs to reveal His salvation to the children of men; and if His chosen people will remove the obstructions, He will pour forth the waters of salvation in abundant streams through human channels. {CT 409.1}

Many who are seeking efficiency for the exalted work of God by **perfecting their education in the schools of men will find that they have failed of learning the more important lessons.** By neglecting to submit themselves to the impressions of the Holy Spirit, by not **living** in obedience to **all God's requirements**, their spiritual efficiency has become weakened; they have lost what ability they had to do successful work for the Lord. **Absenting themselves from the school of Christ, they have forgotten the sound of the Teacher's voice**, and He cannot direct their course. {CT 410.1}

Some children in a classroom will be under a lot of mischief but when they hear their teacher coming they are all silent. Some of us have forgotten the sound of our teacher's voice.

In His Word the Lord declared what He would do for Israel if they would obey His voice. But **the leaders of the people** yielded to the temptations of Satan, and God could not give them the blessings He designed them to have, because they did not obey His voice but **listened to the voice and policy of Lucifer.** This experience will be repeated in the last years of the history of the people of God[SDAs],

who have been established by His grace and power. Men whom He has greatly honored will **in the closing scenes of this earth's history pattern after ancient Israel.** {13MR 379.2}

Men may acquire all the knowledge possible to be imparted by the **human teacher, but God requires of them still greater wisdom.** Like Moses, they must learn meekness, lowliness of heart, and **distrust of self.** Our Saviour Himself, when bearing the test for humanity, acknowledged that of Himself He could do nothing. We also must learn that there is no strength in humanity **alone.** Man becomes efficient only by becoming partaker of the divine nature. {CT 410.2}

It is not the Lord's purpose that ministers should be left to do the greatest part of the work of sowing the seeds of truth. Men who are not called to the ministry are to be encouraged to labor for the Master **according to their several ability.** Hundreds of men and women **now idle could do acceptable service.** By carrying the truth into the homes of their friends and neighbors, they could do a great work for the Master. God is no respecter of persons. **He will use humble, devoted Christians, even if they have not received so thorough an education as some others.** Let such ones engage in service for Him by doing house-to-house work. Sitting by the fireside, they can-- **if humble, discreet, and godly--do more to meet the real needs of families than could an ordained minister.** {7T 21.2}

If the Lord's will is done, **students will not be encouraged to remain in schools continuously for years.** This is the devising of man, not the plan of God. **The student is not to feel that he must take a classical course before he can enter the ministry.** A large number who have done this have **disqualified themselves for the labor** which it was essential for them to do. The long study of those books which should not be made study-books, **unfits the youth for the work** to be done in this important period of the world's history. These years of study cultivate habits and methods that cripple their usefulness. **They have to unlearn many things which disqualify them** for efficiency in any line of the work to be done for this time. {YI, March 31, 1898 par. 11}

Qualified youth should be encouraged to enter the ministry.--**There is an urgent demand for laborers in the gospel field.** Young men are needed for this work; God calls for them. Their education is of primary importance in our colleges, and in no case should it be ignored or regarded as a secondary matter. **It is entirely wrong for teachers, by suggesting other occupations, to discourage young men who might be qualified to do acceptable work in the ministry.** Those who present hindrances to prevent young men from fitting themselves for this work **are counterworking the plans of God,** and they will have to give an account of their course. There is among us more than an average of men of ability. If their capabilities were brought into use, **we should have twenty ministers where we now have one.**--6T 135. {PaM 43.3}

True vs. False Education

The only education worthy of the name is that which leads young men and young women to be Christlike, which fits them to bear life's responsibilities, fits them to stand at the head of their families. Such an education is not to be acquired by a study of heathen classics. {MH 444.3}

Note: If it is not leading young men and young women to be Christ-like it is not worthy of the name Education. Therefore it is no education as all.

The essence of true politeness is consideration for others. **The essential, enduring education is that which broadens the sympathies and encourages universal kindness.** That so-called culture which does not make a youth **deferential toward his parents, appreciative of their excellences**, forbearing toward their defects, and helpful to their necessities; which does not make him considerate and tender, generous and helpful toward the young, the old, and the unfortunate, and courteous toward all, **is a failure.** {Ed 241.3}

The first great lesson in all education is to know and understand the will of God. We should bring into every day of life the effort to gain this knowledge. **To learn science through human interpretation alone is to obtain a false education**, but to learn of God and Christ is to learn the science of heaven. The confusion in education has come because the wisdom and knowledge of God have not been exalted. {CG 293.3}

Do you want to know the difference between true education and false education? True education is an understanding FIRST and foremost of the word of God & the word of redemption thus ennobling our character and developing our lives closer and closer to example of Christ as well as getting an understanding of sciences and knowledge of this world.

False education is when one gets a bunch of HEAD KNOWLEDGE, theoretical knowledge with no practical experience or skills to make us useful in this life or the life to come. I can be an intellectual, a worldly wise man, I can understand all knowledge [1Co 13:2](#), straight A's, succeed in my school and graduate as a valid Victorian but have not a character for the life to come.

Meaningful Physical Labor

To Adam and Eve was committed the care of the garden, "to dress it and to keep it." Genesis 2:15. Though rich in all that the Owner of the universe could supply, they were **not to be idle. Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character.** {Ed 21.2}

Today we have much schools little learning and no useful meaningful physical activity

Evils of Constant, Year-round Study.--**Many parents keep their children at school nearly the year round.** These children go through the routine of study mechanically, but **do not retain that which they learn.** Many of these constant students seem almost destitute of intellectual life. **The monotony of continual study wearies the mind,** and they take but little interest in their lessons; and to many **the application to books becomes painful.** They have not an inward love of thought and an ambition to acquire knowledge. They do not encourage in themselves habits of reflection and investigation. . . . {CG 333.1}
so as they grow they do not have a love of learning

Any effort that exalts intellectual culture above moral training is misdirected. Instructing, cultivating, polishing, and refining youth and children should be the main burden with both parents and teachers. Close reasoners and logical thinkers are few for the reason that false influences have checked the development of the intellect. **The supposition of parents and teachers that continual study would strengthen the intellect has proved erroneous,** for in many cases it has had the opposite effect. {3T 142.3}

Some students put their whole being into their studies and concentrate their mind upon the object of obtaining an education. **They work the brain, but allow the physical powers to remain inactive.** The brain is overworked, and the muscles become weak because they are not exercised. **When these students graduate it is evident that they have obtained their education at the expense of life.** They have studied day and night, year after year, keeping their minds continually upon the stretch, while they have failed to sufficiently **exercise their muscles.** They sacrifice all for a knowledge of the sciences, and pass to their graves. {CH 185.1}

And now, as in the days of Israel, every youth should be instructed in the duties of practical life. Each should acquire a knowledge of some branch of manual labor, by which, if need be, he may obtain a livelihood. This is essential, not only as a safeguard against the vicissitudes of life, but from its bearing upon physical, mental, and moral development. **Even if it were certain that one would never need to resort to manual labor for his support, still he should be taught to work.** Without physical exercise, no one can have a sound constitution and vigorous health; and the discipline of well-regulated labor is no less essential to the securing of a strong and active mind and a noble character. {CE 69.1}

Note: Even if you are sure you have such foresight and vision you still need to teach your child to put his hand in the soil

Overworking the Mind Causes Diseased Imagination. --The proper methods have

been presented to me. Let students with their mental studies call into exercise the physical and moral powers. **Let them work the living machinery proportionately.** The constant working of the brain is a mistake. I wish I could express in words just that which would express the matter. **The constant working of the brain causes a diseased imagination.** It leads to dissipation. The education of five years in this one line is not of as much value as an all-round education of one year.-- Lt 76, 1897. {2MCP 507.3}

Men who have good physical powers should educate themselves to think as well as to act, and not depend upon others to be brains for them. **It is a popular error with a large class to regard work as degrading.** Therefore young men are very anxious to educate themselves to become teachers, clerks, merchants, lawyers, and to occupy almost any position that does not require physical labor. **Young women regard housework as demeaning.** And although the physical exercise required to perform household labor, if not too severe, is calculated to promote health, **yet they will seek for an education that will fit them to become teachers or clerks, or will learn some trade which will confine them indoors to sedentary employment.** The bloom of health fades from their cheeks, and disease fastens upon them, because they are robbed of physical exercise and their habits are perverted generally. All this because it is **fashionable!** They enjoy delicate life, which is feebleness and decay. {3T 158.1}

Train a Child While He's Young

The disposition and habits of youth will be very likely to be manifested in mature manhood. You may bend a young tree into almost any shape that you choose, and if it remains and grows as you have bent it, it will be **a deformed tree and will ever tell of the injury and abuse received at your hand.** You may, after **years of growth**, try to straighten the tree, but all your efforts will prove unavailing. **It will ever be a crooked tree. This is the case with the minds of youth.** They should be carefully and tenderly trained in childhood. They may be trained in the right direction or in the wrong, and in their future lives they will pursue the course in which they were directed in youth. The habits formed in youth will grow with the growth and strengthen with the strength, and will generally be the same in afterlife, only continually growing stronger. {3T 143.2}

Mat 10:42 And whosoever shall give to drink unto one of these little ones a cup of cold water only in the name of a disciple, verily I say unto you, he shall in no wise lose his reward.

Pro 25:25 As cold waters to a thirsty soul, so is good news from a far country.

"Train up a child in the way he should go, and when he is old he will not depart from it." **Let me teach a child until he is twelve years old, say the Catholics, and he will always remain a Catholic.** - Jesuit Order

What is Higher Education?

We hear much of the higher education as the world regards the subject. But **those who are ignorant of the higher education as it was taught and exemplified in the life of Christ, are ignorant of what constitutes the higher education.** Higher education means conformity to the terms of salvation. It embraces the experience of daily looking unto Jesus, and of working together with Christ for the saving of the perishing. {SpM 448.3}

The words of the living God are the highest of all education. The studied phrases designed to please the taste of the supposed-to-be refined fall short of the mark. Those who minister to the people need to eat the bread of life. This will give them spiritual strength; then they will be prepared to minister to all classes of people. The piety, the spiritual energy of the church is sustained by feeding on the bread that came down from heaven. At the feet of Jesus we are to learn the simplicity of true godliness. {8T 308.2}

In the Saviour's parable teaching is an indication of **what constitutes the true "higher education."** Christ might have opened to men the deepest truths of science. He might have unlocked mysteries which have required many centuries of toil and study to penetrate. He might have made suggestions in scientific lines that would have afforded food for thought and stimulus for invention to the close of time. But He did not do this. He said nothing to gratify curiosity, or to satisfy man's ambition by opening doors to worldly greatness. In all His teaching, Christ brought the mind of man in contact with the Infinite Mind. He did not direct the people to study men's theories about God, His word, or His works. He taught them to behold Him as manifested in His works, in His word, and by His providences. {COL 22.2}

Christ did not deal in abstract theories, but in that which is essential **to the development of character**, that which will enlarge man's capacity for **knowing God**, and increase his efficiency **to do good**. He spoke to men of those truths that relate to the conduct of life, and that take hold upon eternity. {COL 23.1}

Note: The object of education is to develop character, know God, & teach us how to do good.

This is the treasure that is found in the Scriptures. The Bible is God's great lesson book, His great educator. **The foundation of all true science is contained in the Bible. Every branch of knowledge** may be found by searching the word of God. And above all else it contains the science of all sciences, the science of salvation. The Bible is the mine of the unsearchable riches of Christ. {COL 107.2}

The true higher education is gained by studying and obeying the word of God. But when God's word is laid aside for books that do not lead to God and the kingdom of heaven, the education acquired is a perversion of the name. {COL 107.3}

Higher education is an experimental knowledge of the plan of salvation, and this knowledge is secured by earnest and diligent study of the Scriptures. Such an education will renew the mind and transform the character, **restoring the image of God** in the soul. It will fortify the mind against the deceptive whisperings of the adversary, and enable us to understand the voice of God. It will teach the learner to become a co-worker with Jesus Christ, to dispel the moral darkness about him, and bring light and knowledge to men. It is the simplicity of true godliness-- our passport from **the preparatory school of earth to the higher school above.** {CT 11.1}

There is no education to be gained higher than that given to the early disciples, and which is revealed to us through the word of God. **To gain the higher education means to follow this word implicitly;** it means to walk in the footsteps of Christ, to practice His virtues. It means to give up selfishness and to devote the life to the service of God. **Higher education calls for something greater, something more divine, than the knowledge to be obtained merely from books.** It means a personal, experimental knowledge of Christ; **it means emancipation from ideas, from habits and practices, that have been gained in the school of the prince of darkness,** and which are opposed to loyalty to God. It means to overcome stubbornness, pride, selfishness, worldly ambition, and unbelief. It is the message of deliverance from sin. {CT 11.2}

When the word of God is laid aside for books that lead away from God, and that confuse the understanding regarding the principles of the kingdom of heaven, the education given is a perversion of the name. Unless the student has pure mental food, thoroughly **winnowed from the so-called "higher education,"** which is mingled with infidel sentiments, **he cannot truly know God.** Only those who cooperate with heaven in the plan of salvation can know what true education in its simplicity means. {CT 15.2}

God would not have us in any sense behind in educational work. Our colleges should be far in advance in the highest kind of education. . . . If we do not have schools for our youth, they will attend other seminaries and colleges, and will be exposed to infidel sentiments, to cavilings and questionings concerning the inspiration of the Bible. There is a great deal of talk concerning higher education, and **many suppose that higher education consists wholly in an education in science and literature;** but this is not all. **The highest education includes the knowledge of the word of God,** and is comprehended in the words, "That they might know Thee the only true God, and Jesus Christ, whom Thou has sent." John 17:3. {CT 45.1}

This is true "Higher education"

Joh 17:3 And this is life eternal, that they might know thee the only true God, and Jesus Christ, whom thou hast sent.

To gain the higher education means to become a partaker of the divine nature. It means **to copy the life and character of Christ** so that we shall stand on vantage ground as we fight the battles of life. It means **to gain daily victories over sin.** As we seek for this education, angels of God are our companions; when the enemy comes in like a flood, the Spirit of the Lord lifts up a standard for us against him. {CT 388.4}

Higher education is not gained by the study of a certain class of books that worldly teachers deem essential, but by the study of the word of God. This study will lead to obedience to His requirements and to a constant walking in the footsteps of Christ. **There is no education higher than that to be found in the lessons that Christ gave.** When these are discarded for the teachings of men, it is time that God's people became converted anew and learned from Christ the simplicity of true godliness. {CT 400.1}

The words of the living God are the highest of all education. Those who minister to the people need to eat of the bread of life. This will give them spiritual strength; then they will be prepared to minister to all classes of people. {MH 443.2}

The Grading System**Competition**

Gal 5:19 Now the works of the flesh are manifest, which are *these*; Adultery, fornication, uncleanness, lasciviousness, **20** Idolatry, witchcraft, hatred, variance, **emulations**, wrath, strife, seditions, heresies. **21** Envyings, murders, drunkenness, revellings, and such like: of the which I tell you before, as I have also told *you* in time past, that they which do such things shall not inherit the kingdom of God.

Who started competition?

Isa 14:12 How art thou fallen from heaven, O Lucifer, son of the morning! *how* art thou cut down to the ground, which didst weaken the nations! **13** For thou hast said in thine heart, I will **ascend** into heaven, I will **exalt my throne above** the stars of God: I will **sit also upon the mount** of the congregation, in the sides of the north: **14** I will **ascend above** the heights of the clouds; I will be like the most High.

Who do you think founds their schools and educational systems upon this principle?

The system of grading is sometimes a hindrance to the pupil's real progress. Some pupils are slow at first, and the teacher of these youth needs to exercise great patience. But these pupils may after a short time learn so rapidly as to astonish him. Others may appear to be very brilliant, but time may show that they have blossomed too suddenly. **The system of confining children rigidly to grades is not wise.** {CT 177.1}

2Co 10:12 For we dare not make ourselves of the number, or compare ourselves with some that commend themselves: but they measuring themselves by themselves, and comparing themselves among themselves, are not wise.

Bible as a Text Book

- *Who Created*
- *Language [Gen 11:9](#) Read the BIBLE - 1st association - southern work first thing gave black brothers a Bible*
- *History [Dan 2:20-21](#)[Dan 4:17](#)*
- *Science [Dan 1:4](#)[Dan 1:17](#)*
- *Math [Dan 8:13](#) Mighty Numberer - Noah - Archimedes*
- *Who created all these things? God*
- *So let's ask God what true **education** is.*
- *Testimony of an English teacher "father of mathematics"*
- *Cooking - bread [Eze 4:9](#)*
- *Washing Dishes - [2Ki 21:13](#)*
- *Health - [Gen 2:7](#)*

Who Created

Language

Gen 11:9 Therefore is the name of it called Babel; because the LORD did there confound the language of all the earth: and from thence did the LORD scatter them abroad upon the face of all the earth.

History

[Dan 2:20-21](#)[Dan 4:17](#)

Math

Dan 8:13 Then I heard one saint speaking, and another saint said unto **that certain saint** which spake, How long *shall be* the vision *concerning* the daily *sacrifice*, and the transgression of desolation, to give both the sanctuary and the host to be trodden under foot?

Certain Saint - Palmoni - The mighty numberer

Science

Dan 1:4 Children in whom *was* no blemish, but well favoured, and skilful in all wisdom, and cunning in knowledge, and **understanding science**, and such as

had ability in them to stand in the king's palace, and whom they might teach the learning and the tongue of the Chaldeans.

Dan 1:17 As for these four children, **God gave them knowledge and skill in all learning and wisdom**: and Daniel had understanding in all visions and dreams.

Cooking: Eze 4:9 - bread

2Ti 3:15 And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.
Both letters to timothy - the youth - these books are for the youth

1Ti 4:12 Let no man despise thy youth
"The Holy Scriptures" --> should be a text book
Wise unto Salvation - I'd rather learn my ABCs in Heaven as long as I get there

This is the treasure that is found in the Scriptures. The Bible is God's great lesson book, His great educator. **The foundation of all true science is contained in the Bible. Every branch of knowledge** may be found by searching the word of God. And above all else it contains the science of all sciences, the science of salvation. The Bible is the mine of the unsearchable riches of Christ. {COL 107.2}

The true higher education is gained by studying and obeying the word of God. But when God's word is laid aside for books that do not lead to God and the kingdom of heaven, the education acquired is a perversion of the name. {COL 107.3}

In the presence of such a Teacher, with such opportunity for divine education, what worse than folly is it to seek an education apart from Him--to seek to be wise apart from Wisdom; to be true while rejecting Truth; to seek illumination apart from Light, and existence without the Life; to turn from the Fountain of living waters, and hew out broken cisterns, that can hold no water!-- Education, page 83. {CT 17.2}

Infidel Authors

In order to obtain an education, many think it essential to study the writings of infidel authors, because these works contain many bright gems of thought. But **who was the originator of these gems of thought? It was God**, and God only. He is the source of all light. Why then should we **wade through the mass of error** contained in the works of infidels for the sake of **a few intellectual truths, when all truth is at our command.** {MH 440.2}

What to study in history class

There is a study of history that is not to be condemned. **Sacred history** was one of the studies in the schools of the prophets. In the record of His dealings with the nations were traced the footsteps of Jehovah. **So today we are to consider the dealings of God with the nations of the earth.** We are to see in history the fulfillment of prophecy, to study the workings of Providence in **the great reformatory movements**, and to understand the progress of events in the marshaling of the nations for **the final conflict of the great controversy.** {MH 441.2}

But history, as commonly studied, is concerned with **man's achievements, his victories** in battle, **his success** in attaining power and greatness. God's agency in the affairs of men is **lost sight of.** Few study the working out of His purpose in the rise and fall of nations. {MH 442.2}

We should not take the testimony of any man as to what the Scriptures teach, but should study the words of God for ourselves. **If we allow others to do our thinking, we shall have crippled energies and contracted abilities.** The noble powers of the mind may be so **dwarfed by lack of exercise** on themes worthy of their concentration as to **lose their ability to grasp the deep meaning** of the word of God. The mind will enlarge if it is employed in tracing out the relation of the subjects of the Bible, **comparing scripture with scripture** and spiritual things with spiritual. {SC 89.3}

There is nothing more calculated to strengthen the intellect than the study of the Scriptures. No other book is so potent to elevate the thoughts, to give vigor to the faculties, as the broad, ennobling truths of the Bible. **If God's word were studied as it should be, men would have a breadth of mind, a nobility of character, and a stability of purpose rarely seen in these times.** {SC 90.1}

The greatest want of the world is the want of men--men who will not be bought or sold, men who in their inmost souls are true and honest, **men who do not fear to call sin by its right name**, men whose conscience is as true to duty as the needle to the pole, **men who will stand for the right though the heavens fall.** {Ed 57.3} **But such a character is not the result of accident;** it is not due to special favors or endowments of Providence. **A noble character is the result of self-discipline,** of the subjection of the lower to the higher nature--the surrender of self **for the service** of love to God and man. {Ed 57.4}

Psa 119:130 The entrance of thy words giveth light; it giveth understanding unto the simple.

Pro 9:10 The fear of the LORD *is* the beginning of wisdom: and the knowledge of the holy *is* understanding.

True Education is threefold

Luk 2:40 And the child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him.

Note grow/physical, waxed strong in spirit/spiritual, filled with wisdom/mental.

True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; **above intellectual acquirements, character**. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. 94 {CSA 65.1} - A call to Stand Apart

Mat 6:33 But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

Understanding of the Bible opens the floodgates of all scientific knowledge.

If the mind is set to the task of studying the Bible for information, the reasoning faculties **will be improved**. Under study of the Scriptures **the mind expands, and becomes more evenly balanced than if occupied in obtaining general information** from the books that are used which have no connection with the Bible. No knowledge is so firm, so consistent and far-reaching, as that obtained from **a study of the word of God. It is the foundation of all true knowledge**. The Bible is like a fountain. **The more you look into it, the deeper it appears**. The grand truths of sacred history possess amazing strength and beauty, and are as far-reaching as eternity. **No science is equal to the science that reveals the character of God**. Moses was educated in all the wisdom of the Egyptians, yet he said, "Behold, I have taught you statutes and judgments, **even as the Lord my God commanded me**, that ye should do so in the land whither ye go to possess it. Keep therefore and do them; for **this is your wisdom and your understanding** in the sight of the nations, **which shall hear all these statutes, and say, Surely this great nation is a wise and understanding people**. For what nation is there so great, who hath God so nigh unto them, as the Lord our God is in all things that we call upon Him for? And what nation is there so great, that hath statutes and judgments so righteous, as all this law, which I set before you this day? Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life: but teach them thy sons and thy sons' sons." {FE 393.1}

He who studies most deeply into the mysteries of nature will realize most fully his own ignorance and weakness. He will realize that there are depths and heights which he cannot reach, secrets which he cannot penetrate, vast fields of truth lying before him unentered. He will be ready to say, with Newton, "**I seem to myself to have been like a child on the seashore finding pebbles and shells,**

while the great ocean of truth lay undiscovered before me." {Ed 133.2}

It is impossible for any human mind **to exhaust even one truth or promise of the Bible**. One catches the glory from one point of view, another from another point; yet we can discern only gleamings. The full radiance is beyond our vision. {Ed 171.1}

As we contemplate the great things of God's word, **we look into a fountain that broadens and deepens** beneath our gaze. Its breadth and depth pass our knowledge. As we gaze, the vision widens; stretched out before us **we behold a boundless, shoreless sea**. {Ed 171.2}

The First Impression

The Child's First Textbook.--**The Bible should be the child's first textbook. From this book**, parents are to give wise instruction. The Word of God is to be made the rule of the life. From it the children are to learn that God is their father, and from the beautiful lessons of His Word they are to gain a knowledge of His character. Through the inculcation of its principles, they are to learn to do justice and judgment. {CG 41.1}

Be practical missionaries. **Gather up all the knowledge possible that will help to combat disease**. This may be done by those who are diligent students. {MM 320.2}

But few can take a course of training in our medical institutions. **But all can study our health literature and become intelligent on this important subject**.--MS. 19, 1911. {MM 320.3}

MH, CD, MM, CH, Testimonies Vol 9: have you read these books yet? Then why are you going off searching for an **education** when true **education** is within your reach?

The great principles of education are unchanged. "They stand fast for ever and ever" (Psalm III:8); for **they are the principles of the character of God**. To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God. {Ed 30.4}

But God's educational principles are not to be changed upgraded modified modernized textualized. They are not to be modified by man they are supposed to stand fast forever. Can you change God?

Educational False gods & Images

Exo 20:3 Thou shalt have no other gods before me. **4** Thou shalt not make unto thee any graven image, or any likeness *of any thing* that *is* in heaven above, or that *is* in the earth beneath, or that *is* in the water under the earth: **5** Thou shalt not bow down thyself to them, nor serve them: for I the LORD thy God *am* a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth *generation* of them that hate me; **6** And shewing mercy unto thousands of them that love me, and keep my commandments.

Where do these graven images come from?

Rom 1:21 Because that, when they knew God, they glorified *him* not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened. **22** Professing themselves to be wise[educated], they became fools, **23** And changed the glory of the uncorruptible God into an image made like to corruptible man, and to birds, and fourfooted beasts, and creeping things.

Let's understand this vain imagination.

Hos 13:1 When Ephraim spake trembling, he exalted himself in Israel; but when he offended in Baal, he died. **2** And now they sin more and more, and have made them molten images of their silver, and idols according to their own understanding, all of it the work of the craftsmen: they say of them, Let the men that sacrifice kiss the calves.

Our own beliefs and understandings can be considered an idol

We form these theories and hold them as sacred and infallible then we bow and kiss it then we teach it to our children make sure they understand it

In rejecting the truth, men reject its Author. In trampling upon the law of God, they deny the authority of the Law-giver. **It is as easy to make an idol of false doctrines and theories as to fashion an idol of wood or stone.** By misrepresenting the attributes of God, Satan leads men to conceive of Him in a false character. **With many, a philosophical idol is enthroned in the place of Jehovah;** while the living God, as He is revealed in His word, in Christ, and in the works of creation, is worshiped by but few. Thousands deify nature while they deny the God of nature. Though in a different form, **idolatry exists in the Christian world today** as verily as it existed among ancient Israel in the days of Elijah. **The god of many professedly wise men,** of philosophers, poets, politicians, journalists--**the god of polished fashionable circles, of many colleges and universities, even of some theological institutions--is little better than Baal, the sun-god of Phoenicia.** {GC 583.1}

"In rejecting the truth, men reject its Author." = when we reject true education we are rejecting God. True

The plan of salvation had its place in the counsels of the Infinite from all eternity. The gospel is the revelation of God's love to men, and means everything that is essential to the happiness and well-being of humanity. The work of God in the earth is of immeasurable importance, and it is Satan's special object to crowd it out of sight and mind, that he may make his specious devices effectual in the destruction of those for whom Christ died. It is his purpose to cause the discoveries of men to be exalted above the wisdom of God. **When the mind is engrossed with the conceptions and theories of men to the exclusion of the wisdom of God, it is stamped with idolatry.** Science, falsely so-called, has been exalted above God, nature above its Maker, and how can God look upon such wisdom? {CE 83.3}

So when you are sending your child to go to these men to learn the theories of men to the exclusion of the wisdom of God what are you doing? You're setting up idols in their minds & pushing them into idolatry. Then they are not interested in the Bible then you're upset.

The Hebrew Nation were educated during their journeying through the wilderness. They engaged in physical and mental labor. They used their muscles in various lines of work. **The history of the wilderness life of God's chosen people was chronicled for the benefit of the Israel of God till the close of time.** The apostle says, "Now all these things happened unto them for ensamples: and they are written for our admonition, upon whom the ends of the world are come." The Lord did not forsake His people in their wanderings through the wilderness, but many of them forsook the Lord. **The education they had had in Egypt made them subject to temptation, to idolatry, and to licentiousness,** and because they disregarded the commandments of the Lord, **nearly all the adults who left Egypt were overthrown in the wilderness;** but their children were permitted to enter Canaan. {SW 44.1}

Our people are now being tested as to whether they will obtain their wisdom [education] from the greatest Teacher the world ever knew, or seek to the god of Ekron. Let us determine that we will not be tied by so much as a thread to the educational policies of those who do not discern the voice of God and who will not hearken to His commandments. {CT 255.4}

The history of King Ahaziah's sin and punishment has a lesson of warning which none can disregard with impunity. **Though we do not pay homage to heathen gods, yet thousands are worshipping at Satan's shrine as verily as did the king of Israel. The very spirit of heathen idolatry is rife today, though under the influence of science and education it has assumed a more refined and attractive form.** Every day adds sorrowful evidence that faith in the sure word of

prophecy is fast decreasing, and that in its stead superstition and Satanic witchery are captivating the minds of men. All who do not earnestly search the Scriptures, and submit every desire and purpose of life to that unerring test, all who do not seek God in prayer for a knowledge of his will, will surely wander from the right path, and fall under the deception of Satan. {5T 192.3}

The heathen oracles have their counterpart in the spiritualistic mediums, the clairvoyants and fortune-tellers of today. **The mystic voices that spoke at Ekron and Endor are still by their lying words misleading the children** of men. The prince of darkness has but appeared **under a new guise**. The mysteries of heathen worship are replaced by the secret associations and seances, the obscurities and wonders, **of the sorcerers of our time.**[Rev. 18:23. =Pharmakea] Their disclosures are eagerly received by thousands who refuse to accept light from God's word or from his Spirit. While they speak with scorn of the magicians of old, the great deceiver laughs in triumph as they **yield to his arts under a different form.** {5T 193.1}

Never can **the proper education** be given to the youth in this country, or any other country, unless they are separated a wide distance from the cities. The customs and practices in the cities unfit the minds of the youth for the entrance of truth. **The liquor-drinking, the smoking and gambling, the horse racing, the theater going, the great importance placed upon holidays,-- are all a species of idolatry, a sacrifice upon idol altars.** If people conscientiously attend to their lawful business upon the holidays, they are regarded as mean-spirited and unpatriotic. The Lord cannot be served in this way. Those who multiply the days for pleasure and amusement are really giving patronage to liquor-sellers, and are taking from the poor the very means that should purchase food and clothing for their children, the very means that, used economically, would soon provide a dwelling place for their families. These evils we can only touch upon. {FE 312.1}

Children are not to be **trained** to be the devotees of society. **They are not to be sacrificed to Molech**, but they are to become members of the Lord's family. Parents are to be filled with the compassion of Christ, that they may work for the salvation of the souls that are placed under their influence. They are not to have their minds all engrossed in the fashions and practices of the world. They are not to **educate** their children to attend parties and concerts and dances, to have and attend feasts, because after this manner the Gentiles walk. {CG 181.3}

False educational system have their arms outstretched "give me your children"

"Train up a child in the way he should go, and when he is old he will not depart from it." **Let me teach a child until he is twelve years old, say the Catholics, and he will always remain a Catholic.** - Jesuit Order

Indulging the Older Children.--Fathers and mothers who should understand the

responsibility which rests upon them relax their discipline to meet the inclinations of their growing sons and daughters. The will of the child is the law recognized. Mothers who have been firm, consistent, and unbending in their adherence to principle, maintaining simplicity and fidelity, become indulgent as their children merge into manhood and womanhood. In their love of display **they give their children to Satan with their own hands, like the apostate Jews making them pass through the fire to Molech.** {CG 277.2}

Note: Not only are we sacrificing our children to idols but many parents are going into debt sacrificing large amounts of money to help pay for their children's education.

"The fool hath said in his heart, There is no God." Psalm 14:1. And the Lord declares concerning the perverters of the truth: "Their folly shall be manifest unto all." 2 Timothy 3:9. After France had renounced the worship of the living God, "the high and lofty One that inhabiteth eternity," it was only a little time till she descended to degrading idolatry, by the worship of the **Goddess of Reason, in the person of a profligate woman.** And this in the representative assembly of the nation, and by its highest civil and legislative authorities! Says the historian: "One of the ceremonies of **this insane time** stands unrivaled for absurdity combined with impiety. The doors of the Convention were thrown open to a band of musicians, preceded by whom, the members of the municipal body entered in solemn procession, singing a hymn in praise of liberty, and escorting, as **the object of their future worship, a veiled female, whom they termed the Goddess of Reason.** Being brought within the bar, she was unveiled with great form, and placed on the right of the president, when **she was generally recognized as a dancing girl of the opera.** . . . To this person, as the fittest representative of that reason whom they worshiped, the National Convention of France rendered public homage. {GC 275.1}

Egyptian education was largely on the physical basis. It is true that mental heights were reached, but only by the few, and those few, bound by earth's fetters, were unable to break entirely away. **The masses, not only in education but in religion, were physical, and basely physical.** The sacred bull was a personification of deity. Why?—Because **God, to an Egyptian, was an embodiment of lust.** All their gods, all their rites and ceremonies, every temple wall and religious service, breathed the dreadful **odor of licentiousness.** Historians state that **the priestly class knew better.** And so they did; but their grasp was not that of truth, else they could never have been the priests and teachers of such a religion or of such a system of education. **These words, put in the mouth of an ancient Egyptian priest,** speak truly the spirit of Egyptian education. He says: "I that have seen nigh fourscore years of misery;. . . . **I that have mastered all the arts, sciences, and religion of ancient Egypt**—a land that was wrinkled with age centuries before the era of Moses; **I that know both all that the priests of Kem ever taught the people,** and also the higher and more

recondite forms of ignorance in which the priests themselves believed –I verily know nothing! **I can scarcely believe in anything save universal darkness, for which no day-spring cometh**, and universal wretchedness for which there is no cure. O wretched man that I am, who shall deliver me from this death?"

And **yet the Jews would leave that education which offered eternal life**, for this which the best-educated Egyptian might acknowledge to be darkness and only darkness. It was from this that God delivered Israel; **but many today, claiming to be Israel in Spirit, seek still the wisdom and philosophy of Egypt for themselves and their children**. Israel could not come in touch with this form of life without contamination. Nay, more, she fell from her exalted state, and never reached it again. "Jerusalem was destroyed because the education of her children was neglected."

Image of God

When God created Adam and Eve God supplied all their needs
Where did He put them in the beginning? A Garden

Gen 1:26 And God said, Let us make man **in our image**, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. 27 So God created man in his *own* image, in the image of God created he him; male and female created he them.

Pro 4:18 But the path of the just *is* as the shining light, that shineth **more and more** unto the perfect day.

When God created man He created him to grow more and more and shine brighter and brighter to constantly growing into the image of Christ

How did Adam grow more and more into the image of Christ?

2Co 3:18 But we all, with open face **beholding** as in a glass the glory of the Lord, are changed into the same image from glory to glory, *even* as by the Spirit of the Lord.

When Adam came from the Creator's hand, he bore, in his physical, mental, and spiritual nature, a likeness to his Maker. **"God created man in His own image" (Genesis 1:27), and it was His purpose that the longer man lived the more fully he should reveal this image--the more fully reflect the glory of the Creator.** All his faculties were capable of development; their capacity and vigor were continually to increase. Vast was the scope offered for their exercise, glorious the field opened to their research. The mysteries of the visible universe--the "wondrous works of Him which is perfect in knowledge" (Job 37:16)--invited man's study. Face-to-face, heart-to-heart communion with his Maker was his high privilege. Had he remained loyal to God, all this would have been his forever.

Throughout eternal ages he would have continued to gain new treasures of knowledge, to discover fresh springs of happiness, and to obtain clearer and yet clearer conceptions of the wisdom, the power, and the love of God. **More and more fully would he have fulfilled the object of his creation, more and more fully have reflected the Creator's glory.** {Ed 15.1}

Note: The object of God creating man was so we could more fully reflect His character.

In order to understand what is comprehended in the work of education, we need to consider both **the nature of man** and **the purpose of God in creating him**. We need to consider also the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race. {Ed 14.4}

1. Nature of man
2. The purpose of God in creating him
3. Man's change of condition knowing evil
4. God's plan for still work our his purpose in man

Gen 1:26 And God said, Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.

The true object of education is to restore the image of God in the soul. In the beginning, God created man in his own likeness. He endowed him with noble qualities. His mind was well-balanced, and all the powers of his being were harmonious. But the fall and its effects have perverted these gifts. Sin has marred and well-nigh obliterated the image of God in man. **It was to restore this that the plan of salvation was devised, and a life of probation was granted to man.** To bring him back to the perfection in which he was first created, **is the great object of life**,--the object that underlies every other. It is the **work of parents and teachers, in the education of the youth**, to co-operate with the divine purpose; and in so doing they are "laborers together with God." [1 Corinthians 3:9.] {CE 63.3}

Is that the object of your life? Restore the image of God is "the true object of education" and is why "the plan of salvation was devised" therefore to know and understand the plan of salvation is true education.

The value of the Sabbath as a means of education is beyond estimate. Whatever of ours God claims from us, He returns again, enriched, transfigured, with His own glory. **The tithe that He claimed from Israel** was devoted to preserving among men, in its glorious beauty, the pattern of His temple in the

heavens, the token of His presence on the earth. **So the portion of our time** which He claims is given again to us, **bearing His name and seal.** "It is a sign," **He says, "between Me and you;** . . . that ye may know that I am the Lord;" because "in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: wherefore the Lord blessed the Sabbath day, and hallowed it." Exodus 31:13; 20:11. **The Sabbath is a sign of creative and redeeming power; it points to God as the source of life and knowledge;** it recalls man's primeval glory, and thus witnesses to God's purpose to re-create us in His own image. {Ed 250.1}

If parents allow their children to receive an education with the world, and make the Sabbath a common day, then the seal of God cannot be placed upon them. They will be destroyed with the world; and **will not their blood rest upon the parents?** But if we faithfully **teach our children** God's commandments, bring them into subjection to parental authority, and **then by faith** and prayer commit them to God, **he will work with our efforts;** for he has promised it. And when **the overflowing scourge shall pass through the land,** they with us may be hidden in the secret of the Lord's pavilion. 484 {CCh 269.1}

The great principles of education are unchanged. "They stand fast for ever and ever" (Psalm III:8); for **they are the principles of the character of God.** To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God. {Ed 30.4}
Can we change them?

Image of the Beast

Justinian set up the church of Thyatira

Rev 2:20 Notwithstanding I have a few things against thee, because thou sufferest that woman Jezebel, which calleth herself a prophetess, to teach and to seduce my servants to commit fornication, and to eat things sacrificed unto idols.

Amo 3:7 Surely the Lord GOD will do nothing, but he revealeth his secret unto his servants the prophets.

I am instructed to say that **in our educational work there is to be no compromise** in order to meet the world's standards. God's commandment-keeping people are not to unite with the world to carry various lines of work according to worldly plans and worldly wisdom. {RH, March 6, 1913 par. 2}

The heart is divided, **the carnal mind craves conformity,** similarity to the world in so many ways that the mark of distinction from the world is scarcely

distinguishable. Money, **God's money, is expended** in order to make an appearance after the world's customs; the religious experience is contaminated with worldliness, and the evidence of discipleship -- Christ's likeness in self-denial and cross-bearing -- is not discernible by the world or by the universe of heaven. {FE 311.2}

To receive the mark of the beast advocacy theories principles thoughts feelings

Rom 8:7 Because the carnal mind *is* enmity against God: for it is not subject to the law of God, neither indeed can be.

The time has come for the true light to shine amid moral darkness. The third angel's message has been sent forth to the world, warning men against receiving the mark of the beast or of his image in their foreheads or in their hands. **To receive this mark means to come to the same decision as the beast has done, and to advocate the same ideas, in direct opposition to the word of God.** Of all who receive this mark, God says, "The same shall drink of the wine of the wrath of God, which is poured out without mixture into the cup of his indignation; and he shall be tormented with fire and brimstone in the presence of the holy angels, and in the presence of the Lamb." {RH, July 13, 1897 par. 5}

All the culture and education which the world can give will fail of making a degraded child of sin a child of heaven. The renewing energy must come from God. The change can be made only by the Holy Spirit. All who would be saved, high or low, rich or poor, must submit to the working of this power. {COL 96.2}

If parents allow their children to receive an education with the world, and make the Sabbath a common day, then the seal of God cannot be placed upon them. They will be destroyed with the world; and will not their blood rest upon the parents? But if we faithfully teach our children God's commandments, bring them into subjection to parental authority, and then by faith and prayer commit them to God, he will work with our efforts; for he has promised it. And **when the overflowing scourge shall pass through the land,** they with us may be hidden in the secret of the Lord's pavilion. 484 {CCh 269.1}

The Lord has shown me clearly that the image of the beast will be formed before probation closes, for it is to be the great test [SEE THE PREVIOUS CHAPTER, WHERE THE GREAT TEST FOR THE PEOPLE OF GOD IS SHOWN TO BE SUNDAY-LAW ENFORCEMENT.] for the people of God, by which their eternal destiny will be decided.--2SM 81 (1890). {LDE 227.3}

What is the "image to the beast"? and how is it to be formed? The image is made by the two-horned beast, and is an image to the beast. It is also called an image of the beast. [THE TWO-HORNED BEAST OF REVELATION 13:11-17 MAKES AN IMAGE TO THE BEAST PORTRAYED IN REVELATION 13:1-10.] **Then to learn**

what the image is like and how it is to be formed, we must study the characteristics of the beast itself--the papacy. {LDE 228.1}

When the early church became corrupted by **departing from the simplicity of the gospel and accepting heathen rites and customs**, she lost the Spirit and power of God; and in order to control the consciences of the people, she sought the support of the secular power. **The result was the papacy, a church that controlled the power of the state**, and employed it to further her own ends, especially for the punishment of "heresy." In order for the United States to form an image of the beast, the religious power must so control the civil government that the authority of the state will also be employed by the church to accomplish her own ends. . . . {LDE 228.2}

The "image to the beast" represents that form of apostate Protestantism which will be developed when the Protestant churches shall seek the aid of the civil power for the enforcement of their dogmas.--GC 443, 445 (1911). {LDE 228.3}

Living fountains or broken Cisterns - Justinian formed the Catholic Church by disbanding the Christian schools and encouraging the youth to go to public schools. He thought by educating the youth by pagan teachers they would forget the Faith of their fathers.

Are we allowing our children and ourselves to go through that education to allow the image of the beast to be perfectly produced in us?

What are you doing, brethren, in the great work of preparation? Those who are uniting with the world are receiving the worldly mold and preparing for the mark of the beast. Those who are distrustful of self, who are humbling themselves before God and purifying their souls by obeying the truth these are receiving the heavenly mold and preparing for the seal of God in their foreheads. When the decree goes forth and the stamp is impressed, their character will remain pure and spotless for eternity. {5T 216.1}

Now is the time to prepare. **The seal of God will never be placed upon the forehead of an impure man or woman.** It will never be placed upon the forehead of the **ambitious, world-loving man or woman.** It will never be placed upon the forehead of men or women of false tongues or deceitful hearts. All who receive the seal must be without spot before God--candidates for heaven. Go forward, my brethren and sisters. I can only write briefly upon these points at this time, merely calling your attention to the necessity of preparation. **Search the Scriptures for yourselves**, that you may understand the fearful solemnity of the present hour. {5T 216.2}

Source of Income

A Thousand Ways.--**Our heavenly Father has a thousand ways to provide for us of which we know nothing.** Those who accept the one principle of making the service of God supreme, will find perplexities vanish, and a plain path before their feet.--The Ministry of Healing, p. 481. (1905) {CM 114.1}

Psa 37:25 I have been young, and *now* am old; yet have I not seen the righteous forsaken, nor his seed begging bread.

1Jn 2:15 Love not the world, neither the things *that are* in the world. If any man love the world, the love of the Father is not in him.

2Ti 2:15 Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth. **3** Thou therefore endure hardness, as a good soldier of Jesus Christ. **4** No man that warreth entangleth himself with the affairs of *this* life; that he may please him who hath chosen him to be a soldier.

Jas 4:4 Ye adulterers and adulteresses, know ye not that the friendship of the world is enmity with God? whosoever therefore will be a friend of the world is the enemy of God.

Jas 2:5 Hearken, my beloved brethren, Hath not God chosen the poor of this world rich in faith, and heirs of the kingdom which he hath promised to them that love him?

Pro 23:4 Labour not to be rich: cease from thine own wisdom.

Ecc 5:12 The sleep of a labouring man *is* sweet, whether he eat little or much: but the abundance of the rich will not suffer him to sleep. **13** There is a sore evil *which* I have seen under the sun, *namely*, riches kept for the owners thereof to their hurt. **14** But those riches perish by evil travail: and he begetteth a son, and *there is* nothing in his hand.

Deu 8:17 And thou say in thine heart, My power and the might of *mine* hand hath gotten me this wealth. **18** But thou shalt remember the LORD thy God: for *it is* he that giveth thee power to get wealth, that he may establish his covenant which he sware unto thy fathers, as *it is* this day.

Pro 15:16 Better *is* little with the fear of the LORD than great treasure and trouble therewith.

Pro 13:7 There is that maketh himself rich, yet *hath* nothing: *there is* that maketh himself poor, yet *hath* great riches. **16** A little that a righteous man hath *is* better than the riches of many wicked.

Pro 10:3 The LORD will not suffer the soul of the righteous to famish: but he casteth away the substance of the wicked.

There is an education that is essentially worldly. Its aim is success in the world, the gratification of selfish ambition. To secure this education many students spend time and money in crowding their minds with **unnecessary knowledge**. **The world accounts them learned; but God is not in their thoughts.** They eat of the tree of worldly knowledge, which nourishes and strengthens pride. **In their hearts** they become disobedient and estranged from God; and their intrusted gifts are placed on the enemy's side. Much of the education at the present time is of this character. **The world may regard it as highly desirable; but it increases the peril of the student.** {ST, March 14, 1900 par. 6}

In their hearts? Does that mean they openly do it? it comes out eventually but it starts with the hearts

There is another kind of education that is very different. **Its fundamental principle, as stated by the greatest Teacher the world has ever known, is, "Seek ye first the kingdom of God and His righteousness."** Its aim is not **selfish**; it is to honor God, and to serve Him in the world. The studies pursued and the industrial training followed should have this object in view. The Word of God is studied; a vital connection with God is maintained, and the better feelings and traits of character are brought into exercise. For "the fear of the Lord is the beginning of wisdom," and better than all other knowledge is an understanding of His Word. {ST, March 14, 1900 par. 7}

The Breadth of True Education.--True education means more than taking a certain course of study. It is broad. It includes the harmonious **development of all the physical powers and the mental faculties**. It teaches the love and fear of God and is a preparation for the faithful discharge of life's duties. {CG 293.1}
Proper education includes not only mental discipline, but that training which will secure sound morals and correct deportment. {CG 293.2}

The first great lesson in all education is to know and understand the will of God. We should bring into every day of life the effort to gain this knowledge. **To learn science through human interpretation alone is to obtain a false education**, but to learn of God and Christ is to learn the science of heaven. The confusion in education has come because the wisdom and knowledge of God have not been exalted. {CG 293.3}

“The first great lesson” says the Lord’s messenger “is to know and understand the will of God.”

If the Lord's will is done, **students will not be encouraged to remain in schools continuously for years.** This is the devising of man, not the plan of God. **The student is not to feel that he must take a classical course before he can enter the ministry.** A large number who have done this have **disqualified themselves for the labor** which it was essential for them to do. The long study of those books which should not be made study-books, **unfits the youth for the work** to be done in this important period of the world's history. These years of study cultivate habits and methods that cripple their usefulness. **They have to unlearn many things which disqualify them** for efficiency in any line of the work to be done for this time. {YI, March 31, 1898 par. 11}

You mention the school. I pray the Lord that he will stand at the head of the school as principal, and that all may work under His divine guidance. If the Lord's will is done, **students will not be encouraged to remain in the school for years.** This is the devising of man, not the plan of God. Those who come to this school, if they put their minds into **studying the Book of all books**, will, through prayer and close, deep research, **obtain in a much shorter period of time a knowledge of Bible education.** They will learn of Jesus in the school of Christ. The years of study of those books which should not be made study books, **unfits students for the work** to be done in this important period of this earth's history. One young man, after five years' study, has come from the school unfitted to teach or preach. He has to **unlearn and unload a mass of rubbish which will disqualify him** for efficiency in any line of the work to be done for this time. {SpM 95.2}

Argument: The Waldensians went to Catholic Universities to witness to those who are lost. You could be like a light in a dark room. Souls are perishing in the schools because you aren't there to witness to them.

While the Waldenses regarded the fear of the Lord as the beginning of wisdom, they were not blind to the importance of a contact with the world, a knowledge of men and of active life, in expanding the mind and quickening the perceptions. **From their schools in the mountains some of the youth were sent to institutions** of learning in the cities of France or Italy, where was a more extended field for study, thought, and observation than in their native Alps. The youth thus sent forth were exposed to temptation, they witnessed vice, they encountered Satan's wily agents, who urged upon them the most subtle heresies and the most dangerous deceptions. **But their education from childhood had been of a character to prepare them for all this.** {GC88 69.2}

In the schools whither they went, they were not to make confidants of any. Their garments were so prepared as to conceal their greatest treasure,—the precious

manuscripts of the Scriptures. These, the fruit of months and years of toil, they carried with them, and, whenever they could do so without exciting suspicion, they cautiously placed some portion in the way of those whose hearts seemed open to receive the truth. **From their mother's knee the Waldensian youth had been trained** with this purpose in view; they understood their work, and faithfully performed it. Converts to the true faith were won in these institutions of learning, and frequently its principles were found to be permeating the entire school; yet the papist leaders could not, by the closest inquiry, trace the so-called corrupting heresy to its source. {GC88 70.1}

We know that all are interested in the success of this enterprise. Let those who have spare time, give a few days in helping to build this schoolhouse. Not enough money has been subscribed yet to pay merely for the necessary material. We are glad for what has been given, and we now ask every one to take hold of this matter interestedly, so that we shall soon **have a place where our children can study the Bible, which is the foundations of all true education. The fear of the Lord - the very first lesson to be taught - is the beginning of wisdom.** {SpM 245.4}

In every age, God has called his servants to lift up their voices against the prevailing errors and sins of the multitude. Noah was called to stand alone to warn the antediluvian world. Moses and Aaron were alone against king and princes, magicians and wise men, and the multitudes of Egypt. Elijah was alone when he testified against an apostate king and a backsliding people. Daniel and his fellows stood alone against the decrees of mighty monarchs. The majority are usually to be found on the side of error and falsehood. **The fact that doctors of divinity have the world on their side** does not prove them to be on the side of truth and of God. The wide gate and the broad road attract the multitudes, while the strait gate and the narrow way are sought only by the few. {4SP 214.1}

Education for Ministry

If the Lord's will is done, students will not be encouraged to remain in schools continuously for years. This is the devising of man, not the plan of God. The student is not to feel that he must take a classical course before he can enter the ministry. A large number who have done this have disqualified themselves for the labor which it was essential for them to do. The long study of those books which should not be made study-books, unfits the youth for the work to be done in this important period of the world's history. These years of study cultivate habits and methods that cripple their usefulness. They have to unlearn many things which disqualify them for efficiency in any line of the work to be done for this time. {YI, March 31, 1898 par. 11}

On the other hand, **the leaders among God's people are to guard against the danger of condemning** the methods of individual workers who are led by the Lord to do **a special work that but few are fitted to do.** Let brethren in responsibility

be slow to criticize movements that are not in perfect harmony with their methods of labor. Let them never suppose that every plan should reflect their own personality. Let them not fear to trust another's methods; for by withholding their confidence from a brother laborer who, with humility and consecrated zeal, is doing a special work in God's appointed way, **they are retarding** the advancement of the Lord's cause. {9T 259.1}

God can and will use those who have not had a thorough education in the schools of men. A doubt of His power to do this is **manifest unbelief**; it is limiting the omnipotent power of the One with whom nothing is impossible. Oh, for less of this **uncalled-for**, distrustful caution! **It leaves so many forces of the church unused**; it closes up the way so that the Holy Spirit cannot use men; **it keeps in idleness those who are willing and anxious to labor in Christ's lines; it discourages from entering the work many who would become efficient laborers together with God if they were given a fair chance.** {9T 259.2}

Where is his letters certificates and degrees. you cant teach here because you are uneducated.

The Rabbinical schools are today called Universities and Seminary Schools

In the natural order of things, the son of Zacharias would have been educated for the priesthood. But **the training of the rabbinical schools would have unfitted him for his work.** God did not send him to the teachers of theology to learn how to interpret the Scriptures. **He called him to the desert, that he might learn of nature and nature's God.** {DA 101.3}

In the days of Christ the town or city that did not provide for the religious instruction of the young was regarded as under the curse of God. Yet the teaching had become formal. Tradition had in a great degree supplanted the Scriptures. True education would lead the youth to "seek the Lord, if haply they might feel after Him, and find Him." Acts 17:27. But the Jewish teachers gave their attention to matters of ceremony. The mind was crowded with material that was worthless to the learner, and that would not be recognized in the higher school of the courts above. The experience which is obtained through a personal acceptance of God's word had no place in the educational system. Absorbed in the round of externals, the students found no quiet hours to spend with God. They did not hear His voice speaking to the heart. In their search after knowledge, they turned away from the Source of wisdom. The great essentials of the service of God were neglected. The principles of the law were obscured. That which was regarded as superior education was the greatest hindrance to real development. Under the training of the rabbis the powers of the youth were repressed. Their minds became cramped and narrow. {DA 69.3}

The child Jesus did not receive instruction in the synagogue schools. His mother was His first human teacher. From her lips and from the scrolls of the prophets,

He learned of heavenly things. The very words which He Himself had spoken to Moses for Israel He was now taught at His mother's knee. As He advanced from childhood to youth, He did not seek the schools of the rabbis. He needed not the education to be obtained from such sources; for God was His instructor. {DA 70.1}

The question asked during the Saviour's ministry, "How knoweth this man letters, having never learned?" does not indicate that Jesus was unable to read, but merely that He had not received a rabbinical education. John 7:15. Since He gained knowledge as we may do, His intimate acquaintance with the Scriptures shows how diligently His early years were given to the study of God's word. And spread out before Him was the great library of God's created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life. Continually He was seeking to draw from things seen illustrations by which to present the living oracles of God. The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature, and how He had gathered the spiritual teaching from the surroundings of His daily life. {DA 70.2}

Thus to Jesus the significance of the word and the works of God was unfolded, as He was trying to understand the reason of things. Heavenly beings were His attendants, and the culture of holy thoughts and communings was His. From the first dawning of intelligence He was constantly growing in spiritual grace and knowledge of truth. {DA 70.3}

Every child may gain knowledge as Jesus did. As we try to become acquainted with our heavenly Father through His word, angels will draw near, our minds will be strengthened, our characters will be elevated and refined. We shall become more like our Saviour. And as we behold the beautiful and grand in nature, our affections go out after God. While the spirit is awed, the soul is invigorated by coming in contact with the Infinite through His works. Communion with God through prayer develops the mental and moral faculties, and the spiritual powers strengthen as we cultivate thoughts upon spiritual things. {DA 70.4}

That Christ, during His childhood, should grow in wisdom, and in favor with God and man, was not a matter of astonishment; for it was according to the laws of His divine appointment that His talents should develop, and His faculties strengthen by exercise. He sought neither the schools of the prophets nor the learning received from the rabbinical teachers; He needed not the education gained in these schools; for God was His instructor. When in the presence of the teachers and rulers, His questions were instructive lessons, and He astonished the great

men with His wisdom and deep penetration. His answers to their queries opened up fields of thought on subjects in reference to the mission of Christ, which had never before entered their minds. {FE 400.1}

Note: History repeats itself. When speaking of Israel in the Gospels this is dealing with SDA at the end of the world. Christ is our example and "He sought neither the schools of the prophets nor the learning received from the rabbinical teachers".

Our Saviour did not encourage any to attend the rabbinical schools of His day, for the reason that their minds would be corrupted with the continually repeated, "They say," or, "It has been said." Why, then, should we accept the unstable words of men as exalted wisdom, when a greater, a certain, wisdom is at our command? {MH 449.1}

Note: Our Savior is not encouraging you to attend the theology schools of the SDA teachers (Rabbis).

Cost of Universal Education

Upon the mind of every student should be impressed the thought that education is a failure unless the understanding has learned to grasp the truths of divine revelation, and unless the heart accepts the teachings of the gospel of Christ. The student who, in the place of the broad principles of the word of God, will accept common ideas, and will allow the time and attention to be absorbed in commonplace, trivial matters, will find his mind becoming dwarfed and enfeebled. He will lose the power of growth. The mind must be trained to comprehend the important truths that concern eternal life. {CT 12.3}

At nine o'clock I attended a meeting of the students in the school chapel. About eighty were present, and the room was full. An hour was occupied in reading, and in talking to them about the necessity of their understanding how to exercise faith. This is the science of the gospel. The Scripture declares, "Without faith it is impossible to please God." **The knowledge of what the Scripture means when urging upon us the necessity of cultivating faith, is more essential than any other knowledge that can be acquired.** We suffer much trouble and grief because of our unbelief, and our ignorance of how to exercise faith. We must break through the clouds of unbelief. We can not have a healthy Christian experience, we can not obey the gospel unto salvation, until the science of faith is better understood, and until more faith is exercised. There can be no perfection of Christian character without that faith that works by love, and purifies the soul. {RH, October 18, 1898 par. 7}

Health Education

"Another reason given for obtaining a college education is that "it prepares you with the necessary skills to enter the work force." Yet another deceitful reason that is used to make a person feel that College education is absolutely necessary. Let us examine this reason. After graduating from college millions of job applications are sent out by college graduates with the hope of landing their desired job, only to be met with the disappointing response, "sorry but you do not have the necessary skills and experience necessary to fill this position" or "after reviewing your application we have decided to peruse other candidates however your application is kept on file for future reference." Oh how much young minds are sinking further and further into depression after reading those words. If college provides the necessary skills wouldn't there be far less disappointing responses? You may say—they have the skills but there is not many jobs—then what is the point of having the skill if you can't get a job? Another thing that is notice is that most jobs require years of experience in order to obtain the position and that is something that a college graduate do not have and is therefore yet another stumbling block."

The Classics

In the colleges and universities thousands of youth devote a large part of the **best years of life** to the study of Greek and Latin. And while they are engaged in these studies, mind and **character are molded** by the evil sentiments of **pagan literature**, the reading of which is generally regarded as an essential part of the study of these languages. {MH 443.3}

Those who are conversant with the classics **declare that "the Greek tragedies are full of incest, murder, and human sacrifices to lustful and revengeful gods."** Far better would it be for the world were the education gained from such sources to be dispensed with. "Can one go upon hot coals, and his feet not be burned?" Proverbs 6:28. "Who can bring a clean thing out of an unclean? not one." Job 14:4. **Can we then expect the youth to develop Christian character** while their education is molded by the teaching of those who set at defiance the principles of the law of God? {MH 443.4}

Myths and Fairy Tales

In the education of children and youth, fairy tales, myths, and fictitious stories are now given a large place. Books of this character are used in the schools, and they are to be found in many homes. How can Christian parents permit their children to use books so filled with falsehood? When the children ask the meaning of stories so contrary to the teaching of their parents, the answer is that the stories are not true; but this does not do away with the evil results of their use. The ideas presented in these books mislead the children. They impart false views of life and

beget and foster a desire for the unreal. {MH 446.3}

The widespread use of such books at this time is one of the cunning devices of Satan. He is seeking to divert the minds of old and young from the great work of character building. He means that our children and youth shall be swept away by the soul-destroying deceptions with which he is filling the world. Therefore he seeks to divert their minds from the word of God and thus prevent them from obtaining a knowledge of those truths that would be their safeguard. {MH 447.1} Never should books containing a perversion of truth be placed in the hands of children or youth. Let not our children, in the very process of obtaining an education, receive ideas that will prove to be seeds of sin. If those with mature minds had nothing to do with such books, they would themselves be far safer, and their example and influence on the right side would make it far less difficult to guard the youth from temptation. {MH 447.2}

We have an abundance of that which is real, that which is divine. Those who thirst for knowledge need not go to polluted fountains. The Lord says:

Christ's Teaching

So also Christ presented the principles of truth in the gospel. In His teaching we may drink of the pure streams that flow from the throne of God. Christ could have imparted to men knowledge that would have surpassed any previous disclosures, and put in the background every other discovery. He could have unlocked mystery after mystery, and could have concentrated around these wonderful revelations the active, earnest thought of successive generations till the close of time. But He would not spare a moment from teaching the science of salvation. His time, His faculties, and His life were appreciated and used only as the means for working out the salvation of the souls of men. He had come to seek and to save that which was lost, and He would not be turned from His purpose. He allowed nothing to divert Him. {MH 448.1}

Christ imparted only that knowledge which could be utilized. His instruction of the people was confined to the needs of their own condition in practical life. The curiosity that led them to come to Him with prying questions, He did not gratify. All such questionings He made the occasion for solemn, earnest, vital appeals. To those who were so eager to pluck from the tree of knowledge, He offered the fruit of the tree of life. They found every avenue closed except the way that leads to God. Every fountain was sealed save the fountain of eternal life. {MH 448.2}

Our Saviour did not encourage any to attend the rabbinical schools of His day, for the reason that their minds would be corrupted with the continually repeated, "They say," or, "It has been said." Why, then, should we accept the unstable words of men as exalted wisdom, when a greater, a certain, wisdom is at our command? {MH 449.1}

That which I have seen of eternal things, and that which I have seen of the weakness of humanity, has deeply impressed my mind and influenced my lifework. I see nothing wherein man should be praised or glorified. I see no reason why the opinions of worldly-wise men and so-called great men should be trusted in and exalted. How can those who are destitute of divine enlightenment have correct ideas of God's plans and ways? They either deny Him altogether and ignore His existence, or they circumscribe His power by their own finite conceptions. {MH 449.2}

Let us choose to be taught by Him who created the heavens and the earth, by Him who set the stars in their order in the firmament and appointed the sun and the moon to do their work. {MH 449.3}

It is right for the youth to feel that they must reach the highest development of their mental powers. We would not restrict the education to which God has set no limit. But our attainments avail nothing if not put to use for the honor of God and the good of humanity. {MH 449.4}

It is not well to crowd the mind with studies that require intense application, but that are not brought into use in practical life. Such education will be a loss to the student. For these studies lessen his desire and inclination for the studies that would fit him for usefulness and enable him to fulfill his responsibilities. A practical training is worth far more than any amount of mere theorizing. It is not enough even to have knowledge. We must have ability to use the knowledge aright. {MH 449.5}

The time, means, and study that so many expend for a comparatively useless education should be devoted to gaining an education that would make them practical men and women, fitted to bear life's responsibilities. Such an education would be of the highest value. {MH 450.1}

What we need is knowledge that will strengthen mind and soul, that will make us better men and women. Heart education is of far more importance than mere book learning. It is well, even essential, to have a knowledge of the world in which we live; but if we leave eternity out of our reckoning, we shall make a failure from which we can never recover. {MH 450.2}

A student may devote all his powers to acquiring knowledge; but unless he has a knowledge of God, unless he obeys the laws that govern his own being, he will destroy himself. By wrong habits, he loses the power of self-appreciation; he loses self-control. He cannot reason correctly about matters that concern him most deeply. He is reckless and irrational in his treatment of mind and body. Through his neglect to cultivate right principles, he is ruined both for this world and for the world to come. {MH 450.3}

If the youth understood their own weakness, they would find in God their strength. If they seek to be taught by Him they will become wise in His wisdom, and their lives will be fruitful of blessing to the world. But if they give up their minds to mere worldly and speculative study, and thus separate from God, they will lose all that enriches life. {MH 450.4}

Mat 6:29 And yet I say unto you, That even Solomon(wisdom/education) in all his glory was not arrayed like one of these. **30** Wherefore, if God so clothe the grass of the field, which to day is, and to morrow is cast into the oven, *shall he not much more clothe you*, O ye of little faith? **31** Therefore take no thought, saying, What shall we eat? or, What shall we drink? or, Wherewithal shall we be clothed? **32** (For after all these things do the Gentiles seek:) for your heavenly Father knoweth that ye have need of all these things. **33** But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

The Bible was not written for the scholar alone; on the contrary, it was designed for the common people. The great truths necessary for salvation are made **as clear as noonday**; and none will mistake and lose their way **except those who follow their own judgment** instead of the plainly revealed will of God. {SC 89.2}

We should not take the testimony of any man as to what the Scriptures teach, but should study the words of God for ourselves. If we allow others to do our thinking, we shall have **crippled energies and contracted abilities**. The noble powers of the mind may be so dwarfed by lack of exercise on themes worthy of their concentration as to **lose their ability to grasp the deep meaning of the word of God**. The mind will enlarge if it is employed in tracing out the relation of the subjects of the Bible, comparing scripture with scripture and spiritual things with spiritual. {SC 89.3}

Now, as never before, **we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God.** "This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent" (John 17:3). If this is the price of heaven, shall not our education be conducted on these lines?--Christian Educator, Aug, 1897. {1MCP 53.2}

We know that there are many schools which afford opportunities for education in the sciences, but we desire something more than this. **The science of true education is the truth**, which is to be so deeply impressed on the soul that it cannot be obliterated by the error that everywhere abounds. **The third angel's message is truth**, and light, and power, and to present it so that right impressions will be made upon hearts **should be the work of our schools** as well

as of our churches, of the teacher as well as of the minister. **Those who accept positions as educators should prize more and more the revealed will of God so plainly and strikingly presented in Daniel and the Revelation.** {6T 131.1}

"The revealed will of God so plainly and strikingly presented in Daniel and the Revelation"

The first great lesson in all education is to know and understand the will of God. We should bring into every day of life the effort to gain this knowledge. **To learn science through human interpretation alone is to obtain a false education,** but to learn of God and Christ is to learn the science of heaven. The confusion in education has come because the wisdom and knowledge of God have not been exalted. {CG 293.3}

If the Lord's will is done, students will not be encouraged to remain in schools continuously for years. This is the devising of man, not the plan of God. The student is not to feel that he must take a classical course before he can enter the ministry. A large number who have done this have disqualified themselves for the labor which it was essential for them to do. The long study of those books which should not be made study-books, unfits the youth for the work to be done in this important period of the world's history. These years of study cultivate habits and methods that cripple their usefulness. They have to unlearn many things which disqualify them for efficiency in any line of the work to be done for this time. {YI, March 31, 1898 par. 11}

The fear of the lord is the beginning of wisdom

Rev 13:18 Here is wisdom. Let him that hath understanding count the number of the beast: for it is the number of a man; and his number *is* Six hundred threescore *and* six.

Rev 17:9 And here *is* the mind which hath wisdom. The seven heads are seven mountains, on which the woman sitteth.

Dan 2:18 That they would desire mercies of the God of heaven concerning this secret; that Daniel and his fellows should not perish with the rest of the wise *men* of Babylon.

After all the education of the wise men of Babylon they still could understand the message from the god of heaven.

Dan 2:19 Then was the secret revealed unto Daniel in a night vision. Then Daniel blessed the God of heaven. **20** Daniel answered and said, Blessed be the name of God for ever and ever: for wisdom and might are his: **21** And he changeth the times and the seasons: he removeth kings, and setteth up kings: he giveth wisdom unto the wise, and knowledge to them that know understanding: **22** He

revealeth the deep and secret things: he knoweth what *is* in the darkness, and the light dwelleth with him. **23** I thank thee, and praise thee, O thou God of my fathers, who hast given me wisdom and might, and hast made known unto me now what we desired of thee: for thou hast *now* made known unto us the king's matter.

Psa 25:14 The secret[amo 3:7] of the LORD *is* with them that fear him; and he will shew them his covenant.

Psa 111:9 He sent redemption{Ed 30.2} unto his people: he hath commanded his covenant for ever: holy and reverend *is* his name. **10** The fear of the LORD *is* the beginning of wisdom: a good understanding have all they that do *his commandments*: his praise endureth for ever.

In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, "other foundation can no man lay than that is laid, which is Jesus Christ." "It was the good pleasure of the Father that in Him should all the fullness dwell." 1 Corinthians 3:11; Colossians 1:19, R.V. {Ed 30.2}

The first great lesson in all education is to know and understand the will of God. We should bring into every day of life the effort to gain this knowledge. **To learn science through human interpretation alone is to obtain a false education**, but to learn of God and Christ is to learn the science of heaven. The confusion in education has come because the wisdom and knowledge of God have not been exalted. {CG 293.3}

It is a wonderful privilege to be able to understand the will of God as revealed in the sure word of prophecy. This places on us a **heavy responsibility**. God expects us to impart to others the knowledge that He has given us. {9T 19.3}

1Th 4:3 For this is the will of God, *even* your sanctification, that ye should abstain from fornication:

The revealed will of God so plainly and strikingly presented in Daniel and the Revelation. {6T 131.1}

The Bible was designed to be a guide to all who wish to become acquainted with **the will of their Maker. God gave to men the sure word of prophecy**; angels and even Christ Himself came to make known to Daniel and John the things that must shortly come to pass. **Those important matters that concern our salvation** were not left involved in mystery. They were not revealed in such a way as to perplex and mislead the honest seeker after truth. Said the Lord by the prophet **Habakkuk**: "**Write the vision, and make it plain**, . . . that he may run that readeth it." **Habakkuk 2:2**. The word of God is plain to all who study it with a

prayerful heart. **Every truly honest soul will come to the light of truth.** "Light is sown for the righteous." Psalm 97:11. And no church can advance in holiness unless its members are **earnestly seeking for truth as for hid treasure.** {GC 521.3}

Pro 2:2 So that thou incline thine ear unto wisdom, *and* apply thine heart to understanding; **3** Yea, if thou criest after knowledge, *and* liftest up thy voice for understanding; **4** If thou seekest her as silver, and searchest for her as *for* hid treasures; **5** Then shalt thou understand the fear of the LORD, and find the knowledge of God. **6** For the LORD giveth wisdom: out of his mouth *cometh* knowledge and understanding.

God has given me light regarding our periodicals. What is it?--He has said that the dead are to speak. How?--Their works shall follow them. **We are to repeat the words of the pioneers in our work, who knew what it cost to search for the truth as for hidden treasure, and who labored to lay the foundation of our work.** They moved forward step by step under the influence of the Spirit of God. One by one these pioneers are passing away. The word given me is, **Let that which these men have written in the past be reproduced.** And in The Signs of the Times let not the articles be long or the print fine. Do not try to crowd everything into one number of the paper. Let the print be good, and let earnest, living experiences be put into the paper. {RH, May 25, 1905 par. 21}

Not long ago I took up a copy of the Bible Echo. As I looked it through, I saw an article by **Elder Haskell and one by Elder Corliss. As I laid the paper down, I said, These articles must be reproduced.** There is truth and power in them. Men spoke as they were moved by the Holy Spirit. {RH, May 25, 1905 par. 22}

Let **the truths that are the foundation of our faith be kept before the people.** Some will depart from the faith, giving heed to seducing [[Rev 2:20](#)] spirits and doctrines of devils. **They talk science,** and the enemy comes in and gives them an abundance of science; but **it is not the science of salvation.** It is not the science of humility, of consecration, or of the sanctification of the Spirit. We are now to understand what the pillars of our faith are,--the truths that have made us as a people what we are, leading us on step by step. {RH, May 25, 1905 par. 23}

The warning has come: Nothing is to be allowed to come in that will disturb the foundation of the faith upon which we have been building ever since the message came in 1842, 1843, and 1844. I was in this message, and ever since I have been standing before the world, true to the light that God has given us. We do not propose to take our feet off the platform on which they were placed as day by day we sought the Lord with earnest prayer, seeking for light. Do you think that I could give up the light that God has given me? It is to be as the Rock of Ages. It has been guiding me ever since it was given. Brethren and sisters, God lives and reigns and works today. His hand is on the wheel, and in His providence He is

turning the wheel in accordance with His own will. Let not men fasten themselves to documents, saying what they will do and what they will not do. Let them fasten themselves to the Lord God of heaven. Then the light of heaven will shine into the soul-temple, and we shall see the salvation of God. {GCB, April 6, 1903 par. 35}

The enemy of souls has sought to bring in the supposition that **a great reformation was to take place among Seventh-day Adventists**, and that this reformation would **consist in giving up the doctrines which stand as the pillars of our faith**, and engaging in a process of reorganization. Were this reformation to take place, what would result? The principles of truth that God in His wisdom has given to the remnant church, would be discarded. Our religion would be changed. The fundamental principles that have sustained the work for **the last fifty years would be accounted as error**. A new organization would be established. **Books of a new order would be written. A system of intellectual philosophy would be introduced**. The founders of this system would go into the cities, and do a wonderful work. The Sabbath of course, would be lightly regarded, as also the God who created it. Nothing would be allowed to stand in the way of the new movement. The leaders would teach that virtue is better than vice, but God being removed, **they would place their dependence on human power**, which, without God, is worthless. Their foundation would be built on the sand, and storm and tempest would sweep away the structure. {1SM 204.2} Oct., 1903
Who has authority to begin such a movement? We have our Bibles. We have our experience, attested to by the miraculous working of the Holy Spirit. We have a truth that admits of no compromise. Shall we not repudiate everything that is not in harmony with this truth? {1SM 205.1}

Pro 9:10 The fear of the LORD *is* the beginning of wisdom: and the knowledge of the holy *is* understanding.

True Education is threefold

Luk 2:40 And the child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him.

True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; **above intellectual acquirements, character**. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. 94 {CSA 65.1} - A call to Stand Apart

Mat 6:33 But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

Understanding of the Bible opens the floodgates of all scientific knowledge.

Every human being, created in the image of God, is endowed with a power akin to that of the Creator-- individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. **It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.** Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, **men who are masters and not slaves of circumstances**, men who possess breadth of mind, clearness of thought, and the courage of their convictions. {Ed 17.2}

We are all called to be teachers

Mat 28:19 Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: **20** Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you *always*, *even* unto the end of the world. Amen.

1Pe 2:9 But ye *are* a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light:

Eph 4:10 He that descended is the same also that ascended up far above all heavens, that he might fill all things.) **11** And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers;

What is the purpose of Teachers and true education?

Eph 4:12 For the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ:

God wants to perfect His people and develop in us character as a result of true education.

Eph 4:13 Till we all come in the unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fulness of Christ:

It is the work of the teacher to teach Bible instruction "til we all come in the unity of the faith". The purpose of our colleges is not so we can have educated

worldlings but so we could train the young and educate them first and foremost of the faith.

Eph 4:14 That we *henceforth* be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, *and* cunning craftiness, whereby they lie in wait to deceive;

We know that there are many schools which afford opportunities for education in the sciences, but we desire something more than this. **The science of true education is the truth, which is to be so deeply impressed on the soul that it cannot be obliterated by the error[every wind of doctrine] that everywhere abounds.** The third angel's message is truth, and light, and power, and to present it so that right impressions will be made upon hearts should be the work of our schools as well as of our churches, of the teacher as well as of the minister. Those who accept positions as educators should prize more and more the revealed will of God so plainly and strikingly presented in Daniel and the Revelation. {6T 131.1}

In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, "other foundation can no man lay than that is laid, which is Jesus Christ." "It was the good pleasure of the Father that in Him should all the fullness dwell." 1 Corinthians 3:11; Colossians 1:19, R.V. {Ed 30.2}

"If morality and religion are to live in a school, it must be through a knowledge of God's Word. **Some may urge that if religious teaching is to be made prominent, our schools will become unpopular**, that those who are not of our faith will not patronize the College. Very well, then, let them go to other colleges where they will find a system of education that suits their taste. **Our school was established not merely to teach the sciences**, but for the purpose of giving instruction in the great principles of God's Word, and in the practical duties of everyday life. This is the education so much needed at the present time. If a worldly influence is to bear sway in our school, then sell it out to worldlings, and let them take the entire control, and those who have invested their means in that institution will **establish another school** to be conducted, not upon the plan of popular schools, nor according to the desires of principal and teachers, but upon **the plan which God has specified**. . . . In the system of instruction used in the common schools, the most essential part of education is neglected; viz., the religion of the Bible. Education not only affects to a great degree the life of the students in this world, but its influence extends to eternity." -Test. 31, pp. 21, 24. {PH140 11.1}

As a people we are to prepare the way of the Lord. Every iota of ability God has given us must be put to use in preparing the people after God's fashion, after His spiritual mold, to stand in this great day of God's preparation; and the serious question may be awakened in world-loving hearts, "What is eternity to us? How

will my case stand in the investigative judgment? What will be my lot and place?" **Many who suppose they are going to heaven are blindfolded by the world.** Their ideas of what constitutes a **religious education** and religious discipline **are vague**, resting only on probabilities; there are **many who have no intelligent hope**, and are running great risk in practicing the very things which Jesus has taught that they should not do, **in eating, drinking, and dressing, binding themselves up with the world** in a variety of ways. They have yet to learn the serious lessons so essential to growth in spirituality, **to come out from the world and be separate.** The heart is divided, **the carnal mind craves conformity**, similarity to the world in so many ways that the mark of distinction from the world is scarcely distinguishable. Money, God's money, is expended in order to make an appearance after the world's customs; the religious experience is contaminated with worldliness, and the evidence of discipleship -- Christ's likeness in self-denial and cross-bearing -- is not discernible by the world or by the universe of heaven. {FE 311.2}

For what nation is there so great, who hath God so nigh unto them, as the Lord our God is in all things that we call upon Him for? And what nation is there so great, that hath statutes and judgments **so righteous**, as all this law, which I set before you this day? **Only take heed to thyself**, and keep thy soul diligently, lest thou forget the things which **thine eyes have seen**, and lest they depart from thy heart all the days of thy life: **but teach them thy sons and thy sons' sons.**" {FE 393.1}

But "every plant, which My heavenly Father hath not planted, shall be rooted up." In place of the authority of the so-called fathers of the church, God bids us accept the word of the eternal Father, the Lord of heaven and earth. Here alone is truth unmixed with error. David said, "I have more understanding than all my teachers: for Thy testimonies are my meditation. I understand **more** than the ancients, because I keep Thy precepts." Psalm 119:99, 100. **Let all who accept human authority, the customs of the [world?]church, or the traditions of the fathers**, take heed to the warning conveyed in the words of Christ, "**In vain they do worship** Me, teaching for doctrines the commandments of men." {DA 398.4}

When Christ came into the world, He was the origin of truth. The lessons He had given to the prophets had been placed in false settings, and it was His work to place them in the true. He was the foundation and the originator of all truth, and His work was to strip off **all traditions of men, for they taught the commandments of men** instead of the commandments of God. Those who had been in the school of the prophets, and had been obtaining their education, were considered to know more than all the nations and all other people upon the face of the earth. He turns to them and says, "Ye do err, not knowing the scriptures, nor the power of God" [Matthew 22:29]. They saw trees as men walking. And why was not the truth distinct in their minds? The reason was, they were not connected

with the God of all truth. {1888 338.2}

As we trace the course pursued by the scribes and Pharisees, and see the light and privileges granted them, we are led to inquire, **How could those teachers read the word of God without perceiving the truths which it teaches?** Upon these men was placed the responsibility of explaining the law in the synagogue; but Christ declared, "Ye do err, not knowing the Scriptures, nor the power of God." Ye teach for doctrine **the commandments of men. The sayings of men, coming down through the rabbis from age to age**, had molded their religious worship. Traditions were constantly increasing, which kept the mind in a state of questioning and controversy over the most trivial matters. **New laws were constantly being enacted**, and the people were taught to regard them as the requirements of God, until a **mechanical service** became the sum of their religion and their worship. Many of these laws were not committed to writing, and exaction after exaction was added **until a most unreasonable mass of maxims and fables was brought together**. He who attempted to bring forward scriptures that conflicted with these laws and traditions, was condemned as if he had refused to accept a "Thus saith the Lord." **This education of the rabbis was well-pleasing to Satan**; for through them he was preparing the way so that when Christ should come to the world, he would be rejected by his own nation. {RH, August 29, 1899 par. 5}

How could they miss Christ he was right there?

The Sabbath is a test to this generation. **In obeying the fourth commandment in spirit and truth, men will obey all the precepts of the Decalogue.** To fulfill this commandment one must love God supremely, and exercise love toward all the creatures that he has made. The Lord exhorts us to "remember the Sabbath day, to keep it holy;" and since this is his exhortation, will any one charge us with wearying them in bringing this commandment to their remembrance? {ST, February 13, 1896 par. 8}

The place dedicated to God should not be a room where worldly business is transacted. If the children assemble to worship God in a room that is used **during the week for a school** or a storeroom, they will be more than human if, mingled with their devotional thoughts, they do not also have thoughts of their studies or of things that have happened during the week. The **education** and training of the youth should be of a character that would exalt sacred things and encourage pure devotion for God in His house. Many who profess to be children of the heavenly King have no true appreciation of the sacredness of eternal things. Nearly all need to be taught how to conduct themselves in the house of God. Parents should not only teach, but command, their children to enter the sanctuary with sobriety and reverence. {5T 496.1}

When the Pharisees afterward questioned Him concerning the lawfulness of

divorce, Jesus pointed His hearers back to the marriage institution as ordained at creation. "Because of the hardness of your hearts," He said, Moses "suffered you to put away your wives: but from the beginning it was not so." He referred them to the blessed days of Eden when God pronounced all things "very good." **Then marriage and the Sabbath had their origin, twin institutions for the glory of God in the benefit of humanity.** Then, as the Creator joined the hands of the holy pair in wedlock, saying, A man shall "leave his father and his mother, and shall cleave unto his wife: and they shall be one," He enunciated the law of marriage for all the children of Adam to the close of time. That which the eternal Father Himself had pronounced good was the law of highest blessing and development for man. {AH 340.4}

The Sabbath and the family were alike instituted in Eden, and in God's purpose they are indissolubly linked together. On this day more than on any other, it is possible for us to live the life of Eden. It was God's plan for the members of the family to be associated in work and study, in worship and recreation, the father as priest of his household, and both father and mother as teachers and companions of their children. But the results of sin, having changed the conditions of life, to a great degree prevent this association. Often the father hardly sees the faces of his children throughout the week. He is almost wholly deprived of opportunity for companionship or instruction. But God's love has set a limit to the demands of toil. Over the Sabbath He places His merciful hand. In His own day He preserves for the family opportunity for communion with Him, with nature, and with one another. {Ed 250.2}

Do not send your little ones away to school too early. The mother should be careful how she trusts the **moulding of the infant mind to other hands.** Parents ought to be the best teachers of their children **until they have reached eight or ten years of age.** Their schoolroom should be the open air, amid the flowers and birds, and **their text-book the treasure of nature.** As fast as their minds can comprehend it, the parents should open before them God's great book of nature. These lessons, given amid such surroundings, will not soon be forgotten. Great pains should be taken to prepare the souls of the heart for the Sower to scatter the good seed. If half the time and labor that is now worse than wasted in following the fashions of the world, were devoted to the cultivation of the minds of the children, to the formation of correct habits, a marked change would be apparent in families. {CE 170.1}

Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and school-teachers in forcing their young intellects, by flattery or fear, when **they were too young to see the inside of a school-room.** Their minds have been taxed with lessons, when they should not have been called out, but kept back until the physical constitution was strong enough to endure mental effort. **Small children should be left as free as lambs**

to run out-of-doors, to be free and happy, and should be allowed the most favorable opportunities to lay the foundation for sound constitutions. {CE 8.3}

Parents should be the only teachers of their children until they have reached eight or ten years of age. As fast as their minds can comprehend it, the parents should open before them God's great book of nature. The mother should have less love for the artificial in her house, and in the preparation of her dress for display, and should find time to cultivate, in herself and in her children, a love for the beautiful buds and opening flowers. By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all the beautiful things which attract and delight them. She can lead their minds up to their Creator, and awaken in their young hearts a love for their heavenly Father, who has manifested so great love for them. Parents can associate God with all his created works. The only school-room for children from eight to ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery. And their only text book should be the treasures of nature. These lessons, imprinted upon the minds of young children amid the pleasant, attractive scenes of nature, will not be soon forgotten. {CE 8.4}

Parent or parents? Both mother and father

Parents should be the only teachers of their children until they have reached eight or ten years of age. As fast as their minds can comprehend it, the parents should open before them God's great book of nature. The mother should have less love for the artificial in her house and in the preparation of her dress for display, **and should find time to cultivate, in herself and in her children, a love for the beautiful buds and opening flowers.** By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all the beautiful things which attract and delight them. She can lead their minds up to their Creator and awaken in their young hearts a love for their heavenly Father, who has manifested so great love for them. Parents can associate God with all His created works. **The only schoolroom for children from eight to ten years of age should be in the open air amid the opening flowers and nature's beautiful scenery.** And their only textbook should be the treasures of nature. These lessons, imprinted upon the minds of young children amid the pleasant, attractive scenes of nature, **will not be soon forgotten.** {3T 137.2}

The secular pushed books on children MUCH too soon

A BRIEF HISTORY OF CHRISTIAN SCHOOLS BY E. A. S.

THE EDUCATIONAL SYSTEM ADVOCATED IN THESE TESTIMONIES IS THE SAME AS THAT GIVEN TO ALL CHRISTIANS FROM ABRAHAM DOWN; IT IS THE ONLY SYSTEM OF EDUCATION WHICH CHRISTIANS CAN SAFELY FOLLOW IF THEY DESIRE TO PRESERVE THEIR CHILDREN IN THE TRUE FAITH. SECULAR SCHOOLS ARE NOT AND NEVER WERE INTENDED FOR THE CHILDREN OF CHRISTIANS; THEY ARE FOR THOSE OF THIS WORLD, WHOSE CITIZENSHIP IS HERE. A FEW EXTRACTS ARE GIVEN BELOW COVERING SOME OF THE MOST IMPORTANT PERIODS IN THE HISTORY OF GOD'S PEOPLE:-- {PH081 33.4}

Abraham's household comprised more than a thousand souls. Those who were led by his teachings to worship the one God, found a home in his encampment; and here, as in a school, they received such instruction as would prepare them to be representatives of the true faith. Thus a great responsibility rested upon him. He was training heads of families, and his methods of government would be carried, out in the households over which they should preside."--"Patriarchs and Prophets," p. 141. {PH081 34.1}

"It was a wise arrangement, which God himself had made, to cut off his people, so far as possible, from all connection with the heathen, making them a people dwelling alone, and not reckoned among the nations. He had separated Abraham from his idolatrous kindred, that the patriarch might train and educate his family apart from the seductive influences which would have surrounded them in Mesopotamia, and that the true faith might be preserved in its purity by his descendants, from generation to generation."-- "Patriarchs and Prophets," pp. 141, 142. {PH081 34.2}

ISRAEL'S SCHOOL SYSTEM.--TO LEARN THE PLAN OF ANCIENT ISRAEL READ DEUTERONOMY 6:7-10 WHERE INSTRUCTION IS GIVEN ON THE HOME SCHOOL. ALL THE TEACHERS OF THE SECONDARY AND HIGHER SCHOOLS WERE TO BE LEVITES, AND WERE PAID FROM THE TITHES. **TO SHOW THAT THEY HAD A SCHOOL IN EVERY CHURCH, READ 2 CHRONICLES 17:7-9.** {PH081 34.3}

WE LEARN THAT THEY HAD A SCHOOL IN WHICH WORKERS WERE TRAINED, CALLED A "COLLEGE" OR "SCHOOL OF THE PROPHETS," BY READING 2 CHRONICLES 34:22; 1 SAMUEL 10:9-13; 2 KINGS 4:38-44; 6:1-7. THIS PLAN OF EDUCATION, WHEN STRICTLY FOLLOWED OUT, PLACED THE ISRAELITES AT THE HEAD OF LEARNING, AND IT IS SAID THAT THEY WERE REGARDED BY THE PAGAN NATIONS ROUND ABOUT, THUS: "FOR THIS IS YOUR WISDOM AND YOUR UNDERSTANDING IN THE SIGHT OF THE NATIONS, WHICH SHALL HEAR ALL THESE STATUTES, AND SAY, SURELY THIS GREAT NATION IS A WISE AND UNDERSTANDING PEOPLE." DEUTERONOMY 4:6. SOLOMON'S WISDOM EXCELLED THE WISDOM OF ALL THE CHILDREN OF THE EAST COUNTRY AND

ALL THE WISDOM OF EGYPT, FOR HE WAS WISER THAN ALL MEN. HIS FAME WAS IN ALL NATIONS ROUNDABOUT. 1 KINGS 4:29-34. THE BIBLE WAS THE BASIS OF THEIR PRINCIPAL STUDIES, WHICH WERE THE NATURAL SCIENCES (1 KINGS 4:33), THE STUDY OF THE LAW, SACRED HISTORY, SACRED MUSIC, POETRY, AGRICULTURE, AND HORTICULTURE. "THE LORD HIMSELF DIRECTED THE EDUCATION OF ISRAEL," AND HE WISHES TO DIRECT OUR EDUCATION TODAY. {PH081 35.1}

SCHOOLS OF THE EARLY CHURCH.--"EDUCATION AMONG THE EARLY CHRISTIANS HAS BEEN BEAUTIFULLY PORTRAYED BY COLEMAN. "THE TENDER SOLICITUDE OF THESE EARLY CHRISTIANS FOR THE RELIGIOUS INSTRUCTION OF THEIR CHILDREN," HE SAYS, "IS ONE OF THE MOST BEAUTIFUL CHARACTERISTICS. THEY TAUGHT THEM EVEN AT THE EARLIEST DAWN OF INTELLIGENCE THE SACRED NAMES OF GOD AND THE SAVIOUR. THEY SOUGHT TO LEAD THE INFANT MINDS OF THEIR CHILDREN UP TO GOD BY FAMILIAR NARRATIVES FROM SCRIPTURE, OF JOSEPH, OF YOUNG SAMUEL, OF JOSIAH, AND OF THE HOLY CHILD JESUS. **THE HISTORY OF THE PATRIARCHS AND PROPHETS, APOSTLES, AND HOLY MEN, WHOSE LIVES ARE NARRATED IN THE SACRED VOLUME, WERE THE NURSERY TALES WITH WHICH THEY SOUGHT TO FORM THE TENDER MINDS OF THEIR CHILDREN.** AS THE MIND OF THE CHILD EXPANDED, THE PARENTS MADE IT THEIR SACRED DUTY AND DELIGHTFUL TASK DAILY TO EXERCISE HIM IN THE RECITAL OF SELECT PASSAGES OF SCRIPTURE RELATING TO THE DOCTRINES AND DUTIES OF RELIGION. THE BIBLE WAS THE ENTERTAINMENT OF THE FIRESIDE. IT WAS THE FIRST, THE LAST, THE ONLY SCHOOL BOOK ALMOST, OF THE CHILD; **THE SACRED PSALMODY, THE ONLY SONG WITH WHICH HIS INFANT CRY WAS HUSHED AS HE WAS LULLED TO REST ON HIS MOTHER'S ARM.** THE SACRED SONG AND THE RUDE MELODY OF ITS MUSIC WERE, FROM THE EARLIEST PERIODS OF CHRISTIAN ANTIQUITY, AN IMPORTANT MEANS OF IMPRESSING THE INFANT HEART WITH SENTIMENTS OF PIETY, AND OF IMBUING THE SUSCEPTIBLE MINDS OF THE YOUNG WITH THE KNOWLEDGE AND FAITH OF THE SCRIPTURES." {PH081 35.2}

FREE FROM WORLDLY SCHOOLS.--"THE PURPOSE OF THESE EARLY CHRISTIAN PARENTS, AS OF THE ANCIENT JEWS, WAS TO TRAIN UP THEIR CHILDREN IN THE FEAR OF GOD. IN ORDER THAT THE CHILDREN MIGHT BE EXPOSED AS LITTLE AS POSSIBLE TO THE CORRUPTING INFLUENCE OF HEATHEN ASSOCIATION, THEIR EDUCATION WAS CONDUCTED WITHIN THE HEALTHFUL PRECINCTS OF HOME. AS A RESULT, THEY GREW UP WITHOUT A TASTE FOR DEBASING PLEASURES; THEY ACQUIRED DOMESTIC TASTES; AND, WHEN THE TIME CAME, THEY TOOK THEIR PLACE AS CONSISTENT AND EARNEST WORKERS IN THE CHURCH." {PH081 36.1}

"THE BEAUTY OF THIS CHARACTER MADE ITS IMPRESSION UPON AN AGE

NOTORIOUS FOR ITS VICE. IT EXTORTED UNWILLING PRAISES FROM THE ENEMIES OF CHRISTIANITY. A CELEBRATED HEATHEN ORATOR EXCLAIMED, "WHAT WIVES THESE CHRISTIANS HAVE!" "A NOBLE TESTIMONY," SAYS A WRITER OF NOTE, "TO THE REFINING POWER OF WOMAN, AND THE MOST BEAUTIFUL TRIBUTE TO THE GENTLE, PERSUASIVE INFLUENCE OF HER PIETY WHICH ALL INIQUITY, HEATHEN OR CHRISTIAN, FURNISHES." {PH081 36.2}

EDUCATION AMONG THE REFORMERS.--THE EARLY REFORMERS REALIZED THAT THEY COULD NOT HOPE TO SUCCEED IF THEIR CHILDREN WERE EDUCATED BY ROMAN CATHOLIC TEACHERS. LUTHER SAYS THAT "THE BIBLE MUST BE STUDIED; TEACHERS MUST BE PROVIDED; SCHOOLS MUST BE ESTABLISHED." "HE FELT THAT TO STRENGTHEN THE REFORMATION IT WAS **REQUISITE** TO WORK ON THE YOUNG, **TO IMPROVE SCHOOLS**, AND TO PROPAGATE THROUGH CHRISTENDOM THE KNOWLEDGE NECESSARY FOR A PROFOUND STUDY OF THE HOLY SCRIPTURES. THIS, ACCORDINGLY, WAS ONE OF THE OBJECTS OF HIS LIFE; HE SAW IT IN PARTICULAR AT THE PERIOD WHICH WE HAVE REACHED, AND WROTE TO THE COUNCILORS OF ALL THE CITIES OF GERMANY CALLING ON THEM TO FOUND CHRISTIAN SCHOOLS."--D'AUBIGNE'S "HISTORY OF THE REFORMATION," BK. 10, CHAP. 9. {PH081 37.1}

Roman Catholic Teacher - Jesuits let me teach your children til they're 12 - what happens when you let them teach your children until they're 30? Then they're of age to get a degree in teaching - Are our teachers Roman Catholic?

EDUCATION IN THE FORMATION OF THE BEAST AND IMAGE.--THE EARLY REFORMERS FOUND IT NECESSARY TO HAVE THEIR OWN COURSES OF STUDY, TEXT-BOOKS, TEACHERS, METHODS, PRINCIPLES, ETC. THEY SEPARATED THEMSELVES COMPLETELY FROM THE POPULAR SCHOOLS OF THE DAY. IT REQUIRED COURAGE AND FAITH IN THOSE DAYS TO TAKE SUCH A STAND, AND IT WILL REQUIRE EVEN MORE COURAGE AND FAITH FOR THOSE WHO ARE PREPARING FOR TRANSLATION TO TAKE THE STAND WHICH THE TESTIMONIES ARE PLEADING FOR THEM TO TAKE. **THEY KNEW THAT IF THEIR CHILDREN SHOULD GO TO THE SCHOOLS WHERE THE POPULAR EDUCATION WAS GIVEN THEY WOULD RECEIVE THE MARK OF THE PAPACY, OR THE BEAST.** THOSE WHO ARE LIVING UP TO THE LIGHT AT THE PRESENT TIME, WILL SEE, EVEN MORE CLEARLY, THAT IF THEIR CHILDREN CONTINUE TO GO TO THE POPULAR SCHOOLS, THEY WILL RECEIVE SUCH PRINCIPLES AS WILL COMPEL THEM TO ASSIST IN GIVING LIFE TO THE IMAGE TO THE BEAST. ANY ONE WHO HAS A KNOWLEDGE OF THE THIRD ANGEL'S MESSAGE, AND WHO WILL TAKE THE TROUBLE TO EXAMINE THE STUDIES AND METHODS OF THE POPULAR SYSTEM OF EDUCATION, CAN SEE THAT THE BOOKS ARE FILLED WITH THOSE ERRORS WHICH WILL OBLIGE THOSE WHO ARE RECEIVING THEIR EDUCATION FROM THEM TO TAKE THE

DREADFUL STEP WHICH WILL BRING UPON THE WORLD A RELIGIOUS AND CIVIL DARKNESS, GREATER THAN HAS EVER BEEN KNOWN BEFORE. {PH081 37.2}

COMPLETE SEPARATION.--THE COMMAND FOUND IN REVELATION 18:4, "COME OUT OF HER, MY PEOPLE," MEANS TO COME OUT OF THOSE INSTITUTIONS WHICH WILL PLACE IN THE MINDS OF OUR YOUNG PEOPLE, PRINCIPLES WHICH ARE APT TO MAKE THEM JOIN THE CLASS OF WORSHIPERS OF WHICH WE READ IN 2 TIMOTHY 3:5: "HAVING A FORM OF GODLINESS, BUT DENYING THE POWER THEREOF." AS FAITHFUL WATCHMEN, **WE SHOULD BE JUST AS DESIROUS OF GETTING OUR CHILDREN OUT OF THE POPULAR SCHOOLS AS WE ARE TO CALL THE OLDER PEOPLE OUT OF THE POPULAR CHURCHES.** THE POPULAR CHURCHES ARE ONLY A PRODUCT OF WORLDLY EDUCATION, SO TO GET AT THE ROOT OF THE MATTER, WE MUST SEPARATE OURSELVES FROM THAT WHICH CREATES THE CONDITION IN WHICH ALL THE RELIGIOUS WORLD, AT PRESENT, FINDS ITSELF. {PH081 38.1}

WHAT HAS BEEN DONE.--A NUMBER OF CHURCH SCHOOLS HAVE BEEN STARTED DURING THE PRESENT SCHOOL YEAR, WITH VERY SATISFACTORY RESULTS. IT IS ALMOST THE UNIVERSAL OPINION IN THE CHURCHES WHERE HAVE BEEN A GREAT HELP TO THE CHILDREN, YOUTH, AND PARENTS; ALSO, THAT THE CHURCHES HAVE BEEN STRENGTHENED THROUGH THE INTEREST AROUSED AMONG OUTSIDE PEOPLE, A NUMBER OF WHOM HAVE SENT THEIR CHILDREN TO RECEIVE THE PROPER KIND OF EDUCATION, AND TO AVOID THE EVIL ASSOCIATIONS TO WHICH THEY MUST BE EXPOSED IN THE COMMON SCHOOLS. IT IS THE EXPRESSION OF NEARLY ALL CHURCH SCHOOL-TEACHERS THAT TEACHING IN THESE HUMBLE SCHOOLS IS THE MOST PRECIOUS MISSIONARY WORK THEY HAVE EVER DONE. MANY CHURCHES HAVE NOT STARTED SCHOOLS, SIMPLY BECAUSE THEY HAVE NOT BEEN ABLE TO FIND A TRUE MISSIONARY TEACHER. IF THE RIGHT KIND OF TEACHERS CAN BE PROCURED THERE WILL BE A LARGE NUMBER OF SCHOOLS STARTED NEXT FALL, AND, INSTEAD OF JUST A FEW PUPILS RECEIVING A CHRISTIAN EDUCATION IN SOME OF OUR COLLEGES AND ACADEMIES, THERE MAY BE HUNDREDS OF THEM ATTENDING OUR SCHOOLS, IF OUR PEOPLE WILL MOVE OUT BY FAITH AND DO WHAT THE LORD HAS TOLD THEM TO DO. WE TRUST THAT THE SPIRIT OF GOD WILL MOVE UPON THE HEARTS OF EARNEST YOUNG MEN AND WOMEN TO PREPARE THEMSELVES TO TEACH THE CHILDREN, NOT ONLY IN AMERICA, BUT IN FOREIGN LANDS AS WELL. {PH081 38.2}

WOULD IT NOT BE A GOOD PLAN IF EVERY CHURCH WOULD LOOK AROUND TO SEE IF THERE ARE PERSONS IN THEIR MIDST WHO COULD, BY A SPECIAL TRAINING, BE FITTED TO ENTER THIS WORK, AND ENCOURAGE ALL SUCH TO PREPARE AT ONCE? IF THEY SHOULD NEED FINANCIAL SUPPORT, COULD

NOT THE CHURCHES INVEST SOME MEANS IN THIS GRAND ENTERPRISES? THE WORD OF THE LORD IS, "ALL SCHOOLS AMONG US WILL SOON BE CLOSED UP." LET EVERY CHRISTIAN NOW LEARN WHAT HIS WORK IS, AND THEN BEGIN AT ONCE TO DO IT. {PH081 39.1}

Some students put their whole being into their studies and concentrate their mind upon the object of obtaining an education. **They work the brain, but allow the physical powers to remain inactive.** The brain is overworked, and the muscles become weak because they are not exercised. **When these students graduate it is evident that they have obtained their education at the expense of life.** They have studied day and night, year after year, keeping their minds continually upon the stretch, while they have failed to sufficiently **exercise their muscles.** They sacrifice all for a knowledge of the sciences, and pass to their graves. {CH 185.1}

Every human being, created in the image of God, is endowed with a power akin to that of the Creator-- individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. **It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.** Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, **men who are masters and not slaves of circumstances,** men who possess breadth of mind, clearness of thought, and the courage of their convictions. {Ed 17.2}

Matthew 6:33 But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

Blessings